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Learning Outcomes

At the end of this chapter, you should be able to demonstrate the following abilities:

Vocabulary Knowledge

- Use terms to describe spoken and written communication
- Use the appropriate phrases for greetings, personal introductions and requests

Conversation Skills

- Discuss the differences between spoken and written communication
- Greet people and make introductions
- Make requests

Presentation Skills

- Introduce yourself at the start of a presentation

Written Communication Skills

- Understand the styles of language used in emails
- Write an email requesting information
Topic 1- Spoken vs. Written communication

Throughout this course you will be practicing your skills in spoken and written communication. To communicate successfully it is important to be aware of some of the basic differences between these types of communication. For example, do you use the same exact language for writing a letter to a friend as you would when you are speaking to that friend? You probably already write and speak differently.

Complete the table below on the differences between spoken and written communication.

<table>
<thead>
<tr>
<th><strong>Spoken language</strong></th>
<th><strong>Written language</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Usually formal (except for some online situations)</td>
</tr>
<tr>
<td>Speech is usually used for immediate interactions.</td>
<td></td>
</tr>
<tr>
<td>More use of complex grammar, such as subordinate clauses</td>
<td></td>
</tr>
<tr>
<td>Use of slang expressions, and tags like <em>you know</em>, <em>like</em>, etc.</td>
<td></td>
</tr>
<tr>
<td>Speech can use tone and volume to add emotional meaning.</td>
<td>As the writer and the reader are usually in different places, explanations need to be clear and cannot refer to things ‘in the room’</td>
</tr>
</tbody>
</table>
Communicating for different purposes

Bearing in mind these general differences between spoken and written communication, we also vary our language depending on the purpose of communication and the audience we are communicating to. That is, we speak and write for a specific purpose and audience. Consider these examples below. Are they speaking or writing to entertain, to inform, or to persuade? (One of these is done for you.)

- **Story**
  - Storyteller
  - Audience

---

**NOTICE**

No smoking or open flame in this area.

---

**To entertain**

---
Topic 2- Greeting and Introducing

Answer and discuss the questions below with a partner.

1. How do you usually greet people?
2. What are the values related to greeting in your culture?
3. How do you introduce yourself and others?
4. Is there a special protocol or etiquette for introducing people?

Greetings and Conversation Starters

Following are some of the most commonly used conversation starters and greetings in English. In groups, think of possible responses to each one of them.

*Hi, …! What's new?* – this is a very informal way of greeting a close friend or anyone who you see on a regular basis.

*Hi, …! What's up?* – the same as above with a difference that you’re probably not that interested in what news the other person might have.

*Hi, …! Long time no see!* – used when you haven’t seen the person for a long period of time and you want to state that fact in the greeting.

Typical Responses to a Greeting

*Thanks, I’ve been keeping busy* – just a standard response to a standard greeting with little or no direct meaning.

*Thanks for asking, I’m fine, how are you?* – a typical response and counter-question to a greeting phrase ‘how are you?’

*Hi, how are you doing? It’s good to see you!* – a typical response to a greeting from someone you haven’t seen for a while.
**Conversation Practice**

Practice starting and responding to conversations with your group; then talk briefly about any topic of common interest e.g. registration, job opportunities, internet service, accommodation, etc. Here are some example phrases to get you started:

- What other courses are you taking?
  - I’m studying nursing, so I’m taking biology…
- Do you live near the university?
  - Yes, in fact, I live on campus!

**Introducing People**

The purpose of introducing people is to give them an opportunity to know each other. Beyond just stating names of the two other people, it is often the obligation of the person making the introduction to help the two other people to start a conversation.

The basic protocol of introductions calls for introducing the ‘lesser-ranking’ (socially, professionally, by age or seniority) to the ‘higher-ranking’ person. Here are four steps.

1. Firstly, state the name of the higher-ranking person.
2. Secondly, say “I would like to introduce” or, “please meet” or, “this is,” etc.
3. Thirdly, state the name of the person being introduced. This is the ‘lower-ranking’ person.
4. Finally, offer some details about each person. This will help them connect and pursue a conversation.

When introducing people of equal seniority or status, you may introduce any person to the other.
### Conversation Practice

First match the situation on the left to the introduction on the right. Then, with a partner, practice making these introductions and add what might be said next.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Introduce a younger person to an older person.</td>
<td>a) “Mr. George, I would like to introduce our plastics engineering team. This is Mark Smith, Jessica Ramos and John Philips. All three participated in last week’s teleconference regarding product definition.”</td>
</tr>
<tr>
<td>2. Introduce a junior professional to a senior professional.</td>
<td>b) “Grandma, please meet Muna and Suad, my neighbors.”</td>
</tr>
<tr>
<td>3. Introduce an employee to a customer.</td>
<td>c) “Majed, this is Ali. Ali is my colleague from work. Ali, Majed is visiting me from Muscat. We shared an apartment when we went to school at the University.”</td>
</tr>
<tr>
<td>4. Introduce a host to a guest.</td>
<td>d) “Muna, I would like you to meet Shamsa, our Systems Engineer. Shamsa, Muna Al Badri is from Marketing. She is the Account Manager for Bank Muscat.”</td>
</tr>
<tr>
<td>5. Introduce a local person to a visitor from another town.</td>
<td>e) “Maryam, I don’t think you have met my daughter, Amal. Amal arranged for all the food at this party. Amal, Maryam is an old friend of mine.”</td>
</tr>
<tr>
<td>6. Introduce a peer from your company to a peer from another organization.</td>
<td>f) “Ms. Director, I would like to introduce Mr. Ahmed Al Amri, the Chief Product Architect for our software division.”</td>
</tr>
</tbody>
</table>
**Presentation Practice**

Throughout this course you will be developing your presentation skills. This brief activity is a warm-up, intended to help you to get used to speaking in front of an audience of students.

Imagine that you are giving a presentation about your field of study to an audience of students from across the university (and different fields of study). Introduce yourself to your class and teacher and then introduce your topic. Follow the model below:

Good morning/afternoon. My name is ________________________________.

I am a student in the department of _______________________________. Today, I am going to talk about _________________________(something in your field of study).

Space for notes
We start by looking again at the differences in written and spoken language—both can be formal or informal when it comes to making requests. Look at the table below and write down your ideas of situations where you would use these different phrases.

<table>
<thead>
<tr>
<th>Phrases</th>
</tr>
</thead>
<tbody>
<tr>
<td>I would appreciate if you could…</td>
</tr>
<tr>
<td>I would be most grateful if you would…</td>
</tr>
<tr>
<td>Would you be so kind…</td>
</tr>
<tr>
<td>I was wondering if you could…</td>
</tr>
<tr>
<td>Do me a favor, will you?</td>
</tr>
<tr>
<td>Would it be possible for you to…</td>
</tr>
<tr>
<td>Could I ask you to…?</td>
</tr>
</tbody>
</table>

Compare your ideas with those of your classmates.

With these ideas and phrases in mind, we will now look at requests made in written language, with emails, and then situations involving spoken language.

**Warm-up: writing emails**

Discuss the following questions in your group.

1) Who do you email?

2) What writing styles do you use when you write emails?
Consider the advice below about writing emails:

**Top Tips for Writing Emails**

1. Think carefully about what you write. Is it better to speak to someone rather than write it down so others can read it?

2. Keep your email short – one or two paragraphs.

3. Do not send your email to people who do not need to read it.

4. Be polite. Think about who you are writing to and their relationship to you- a friend, your family or a colleague?

5. Pay attention to your spelling, grammar and punctuation.

6. Don't write in CAPITALS- the person reading will think you are shouting.

7. Don't use emoticons or 'smileys' except in the most informal emails.

8. Include a subject line in your message – it's the most important part of an email message.

9. Don't send confidential information – emails are not private.

10. Don't mark emails high priority or urgent. If the message really is urgent or important use a telephone.

Read the following three emails and decide which of the rules are being broken in each one.

(1)

Hi mum,

I arrived safely and I took some great photos on the bus. Auntie Muna and Uncle Omar met me at the station and we are now at their house. We are having dinner soon – I don't like Auntie Muna's cooking, but don't tell her I think that!

See you next week

Love,

Musallam.
(2)

Dear Mr. Slim,

Your new car is now in Oman ☺

PLEASE send me the MONEY you owe me.

With best regards,

Neil Buchanan
Head of sales
DWC Motors

(3)

Hi everyone,

I have now got my internet connection.

And you can see my new email address from this email, it's great ☺ - I can now messages to all of you ;-) just in case I forget, my password is JJC/ 345.

See you at school tomorrow,

Khadija

Making a Request in an Email

To make a request in an email to someone you do not know or to someone of higher status, you need to use formal language. Consider the email below, noting the parts of the email.

Greeting: Dear Mr Smith

Beginning: I recently saw that you make kitchen furniture.

Making your request: I own a small retail shop selling household goods and am interested in buying some of your new products. Could you therefore please send me your price list?

Ending: Thank you in advance.

Signing off Best regards,

Fatima Rashid Al-Amiri
Writing Activity

Write an e-mail to each of the following recipients using the appropriate style:

1) To your professor, requesting he or she proofread your research proposal.
2) To the Head of your department, introduce yourself (or remind them who you are) and request information about their Masters programs!

To: professor@unizwa.edu.om
From: you@unizwa.edu.om
Subject:

To: headofdepartment@unizwa.edu.om
From: you@unizwa.edu.om
Subject:

Choose one of the emails above and send it to your teacher as an email.
Speaking- Making Requests

In our daily life we come across many situations where we have to make a request. There are different levels of politeness in making a request. You have to know them because they will help others to understand what you want to convey. Otherwise, there is a probability of them taking your request as a command.

The following are some of the ways how you can request something in English.

1. Give me some money.
2. Will you lend me some money, (please)?
3. Can you lend me some money, (please)?
4. Could you lend me some money?
5. Do you think you could lend me some money?
6. I wonder if you could lend me some money.
7. Would you mind lending me some money?
8. If you could lend me some money, I’d be very grateful/I’d appreciate it.

In the above list, (1) is the least polite way of making a request and (8) is the most polite. The last request (8) is mostly used in writing not generally not used in speaking.

Cultural Note

It is important to understand that using the proper degree of politeness is very important in the English language otherwise it can sound impolite or rude. Before you ask something, consider your audience and identify the relationship of the person to you and make the request in correct form.

Conversation Practice

Practice saying 1 through 5 from the list above using different ways of speaking. For example, you can stress different words or speak more carefully. It might help to imagine making these requests to different people.
More Conversation Practice

With a partner, practice making requests in these situations.

1. Your laptop is infected by a virus; you need to use your friend's laptop for half an hour. Ask for permission.

2. You want to ask a student in the bus to open the door for you.

3. You ask a junior colleague at work to send you an e-mail about the agenda of a meeting.

4. You want to borrow a camera from your neighbor.

5. You need to ask your teacher to provide you with notes on the topic you studied today.

______________________________________________________________

______________________________________________________________

______________________________________________________________

______________________________________________________________

______________________________________________________________
An individual survey about your learning in this chapter can be found in the course Moodle pages.
CHAPTER 2
SOCIALIZING
Learning Outcomes

At the end of this chapter, you should be able to demonstrate the following abilities:

Vocabulary Knowledge

- Use terms to discuss social networking
- Use the appropriate phrases for expressing likes and dislikes and for agreeing and disagreeing

Conversation Skills

- Discuss social networking
- Express likes and dislikes
- Express agreement and disagreement

Presentation Skills

- Use body language in your presentations
- Use visual images in presentations

Written Communication Skills

- Express likes and dislikes
- Express agreement and disagreement
- Write profiles on social networking sites
Topic 1- Social Networking

The rise of social networking has been one of the major stories of the 21st century. Particularly over the last several years, networks like Facebook, Twitter, and Pinterest have become a part of daily life. They are allowing us to connect with one another more easily than ever before and are revolutionizing the way we communicate, shop, and live our lives.

In order to talk about socializing online, you will need some internet vocabulary. Use the table below for key vocabulary and write an example sentence for each word. The first one is done for you.

<table>
<thead>
<tr>
<th>Noun</th>
<th>Verb</th>
<th>Example sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Google</td>
<td>to google (something or someone)</td>
<td><em>I googled the company before I applied for the job.</em></td>
</tr>
<tr>
<td>browser</td>
<td>to browse</td>
<td></td>
</tr>
<tr>
<td>comment</td>
<td>to comment</td>
<td></td>
</tr>
<tr>
<td>link (also hyperlink)</td>
<td>to link (to hyperlink)</td>
<td></td>
</tr>
<tr>
<td>tweet (for Twitter only)</td>
<td>to tweet</td>
<td></td>
</tr>
<tr>
<td>follower</td>
<td>to follow</td>
<td></td>
</tr>
<tr>
<td>blog/blogging</td>
<td>to blog</td>
<td></td>
</tr>
</tbody>
</table>
Talking about Social Networking

Answer and discuss the questions below with a partner.

1. Which social networking sites (e.g. Facebook, Twitter, WhatsApp) do you use?
2. How do you use these sites? For example, do you upload photos? Leave comments? Blog? Chat with friends?
3. What are the benefits of using social networking sites?
4. What are the negative aspects of using social networking sites?
5. Why are you connected to a social network? Use the charts below to help you express your reasons.

WHY WE CONNECT

It may be fun to follow celebrities, but actually knowing someone still matters when deciding to connect on social networks.
Writing an Online Profile

In Chapter 1 you practiced introducing yourself to others. In social networks one way that you can introduce yourself is by writing a profile. Below are profiles from three social networking sites: Tumblr, a blogging site, LinkedIn, a career-based networking site and Twitter, a micro-blogging site.

Read the example profiles below and then discuss the questions with a partner.

**Tumblr**

I'm an aspiring writer who loves books and all things geeky.

**LinkedIn**

Management consultant, interim manager, project manager, journalist, and entrepreneur with experience in education, retail, wholesale, manufacturing, financial services, heritage, games, hobbies, and petrochemicals.

**Twitter**

Poet, novelist, songwriter. Passionate about all things digital.

**Discussion**

1. What differences do you notice in the style and language of these three social networking profiles? What do these differences tell us about the purposes in producing these profiles?
2. Which of the words (nouns) in these profiles are occupations?
3. Which of the words (adjectives) describe the writer’s personality?
Writing Practice- Online Profiles

1. Write a draft of your own profile for a social networking site that you use or will use for social purposes. Carefully consider adjectives (such as serious and fun) and nouns (such as student and assistant) used to describe yourself.

2. For Facebook, you need to fill in boxes and select options. The example below shows a Facebook profile, referred to as the ‘About’ page. Before you start your own Facebook page in English, fill in the table below and check your spellings and understandings of the terms in Facebook with a partner.

<table>
<thead>
<tr>
<th>Work and Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Nizwa</td>
</tr>
<tr>
<td>Associate Professor</td>
</tr>
<tr>
<td>University Campus Suffolk</td>
</tr>
<tr>
<td>Senior Lecturer</td>
</tr>
<tr>
<td>The University of Edinburgh</td>
</tr>
<tr>
<td>School year 1989</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Relationship (Facebook options)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Married</td>
</tr>
<tr>
<td>Single</td>
</tr>
<tr>
<td>Engaged</td>
</tr>
<tr>
<td>None</td>
</tr>
</tbody>
</table>

| Family (open space to describe your family) |
Language Used on Social Networking Sites

Using social networking sites, such as WhatsApp, along with text messages, has resulted in a wide use of abbreviations and shortened forms of language. Are you familiar with such abbreviations? Match and the abbreviations with the word or phrases they represent.

Example:

2DA – today  2B – to be  LOL – laugh out loud/ lots of love

1) 2MORO  good
2) L8R  by for now
3) PLS  later
4) CU  please
5) GR8  thanks
6) B4N  see you
7) GUD  tomorrow
8) THX  are you
9) RU  great
10) WOT  what

Decipher the following messages and write them out in Standard English:

1) Khalid RU frE L8R 2 go 2 C James Bond mvie?

________________________________________________________________________

2) cnt 2nyt. Wot abt 2moro?

________________________________________________________________________

3) GR8! 7.30 __________________

________________________________________________________________________

4) GUD idea. CU 2MORO.

________________________________________________________________________

5) B4N _______________________
Topic 2- Expressing Likes and Dislikes

Whether you are socializing face-to-face in conversation or on social networking sites such as Facebook, you are likely to communicate about things that you like and dislike. Read the expressions in the table below and then with a partner talk about your likes and dislikes following the examples provided.

<table>
<thead>
<tr>
<th>Expressing Likes</th>
<th>Expressing Dislikes</th>
</tr>
</thead>
<tbody>
<tr>
<td>I like…</td>
<td>I don’t like…</td>
</tr>
<tr>
<td>I love…</td>
<td>I dislike…</td>
</tr>
<tr>
<td>I enjoy…</td>
<td>I hate…</td>
</tr>
<tr>
<td>I adore…</td>
<td>I can’t stand…</td>
</tr>
<tr>
<td>I’m mad about…</td>
<td>I can’t bear…</td>
</tr>
<tr>
<td>I’m keen on…</td>
<td>I detest…</td>
</tr>
</tbody>
</table>

Examples of expressions about likes and dislikes:

I’m mad about Khalid Al Zadjali, but I can’t stand his clothes.

I’m keen on swimming.

I detest the summer months in Oman.

What I enjoy about studying at university are the subjects, making friends….

I love pizza, fried chicken and potato chips, and I dislike healthy food.

Activity

Respond to the following pictures using the expressions above:
Expressing Likes and Dislikes Online

Expressing likes and dislikes online can be similar to face-to-face conversation, but you also have the ‘like icon’ ( ) and you could be communicating to many people at once, including people you do not know.

Read the status updates from Facebook and Twitter accounts below. Underline the words and phrases that express likes and dislikes.

1. Really happy that I passed the exam! Now I can sleep 😊.
2. Enjoyed taking my son to the #NationalHistoryMuseum yesterday.
3. Reading Stephen King. Love the characters. Can’t stand the violence.
4. Adore Shama Mohammed!!!!!!!!!!!!!!!!!!!!

Activity

Write your own status updates and tweets, using the space below. Then write these online in either your Facebook, Google+, Twitter or other social network account.
In our conversation, we express our opinion on different things. And when someone expresses an opinion, we may agree or disagree with it. While it is easy to agree with someone, it is difficult to express disagreement. It is important to learn to express disagreement without hurting the listener’s feelings. Remember that you disagree with the idea or the opinion of the person and not with the person.

Fill in the gaps with your own examples of expressions and phrases:

| Stating an opinion | • In my opinion...
|                   | • The way I see it...
|                   | • As far as I'm concerned...
|                   | • If you ask me...
|                   | • __________________________________________|

| Asking for an opinion | • What are your thoughts on all of this?
|                       | • What do you think?
|                       | • Do you agree?
|                       | • __________________________________________
|                       | • __________________________________________

| Expressing agreement | • I agree with you 100 percent.
|                      | • I couldn't agree with you more.
|                      | • Exactly.
|                      | • You have a point there.
|                      | • __________________________________________
|                      | • __________________________________________
|                      | • __________________________________________

| Expressing disagreement | • I don't think so.
|                         | • I'm afraid I disagree.
|                         | • I beg to differ.
|                         | • **(strong)** No way.
|                         | • **(strong)** I totally disagree.
|                         | • **(strong)** I'd say the exact opposite.
|                         | • __________________________________________
|                         | • __________________________________________
|                         | • __________________________________________
Practice Expressing Agreement and Disagreement

With a partner, respond to the sentences below about topics that you studied in English 1 and 2. Use the expressions in the table on page 25 and write your answers in the spaces provided. The first one is done for you.

1. Exploiting fossil fuels, such as coal and petrol, affect our environment.
   - Agree: That’s so true. The Earth is heating up because of fossil fuels.
   - Disagree: No, I’m not so sure about that. The warmer temperatures could be natural and not man-made.

2. Factories should run on wind power.
   - Agree:
     ______________________________________________________________
     ______________________________________________________________
   - Disagree:
     ______________________________________________________________
     ______________________________________________________________

3. Students should be allowed to use Smart phones in every classroom.
   - Agree:
     ______________________________________________________________
     ______________________________________________________________
   - Disagree:
     ______________________________________________________________
     ______________________________________________________________

4. Traditional Arabian architecture is better than modern architecture.
   - Agree:
     ______________________________________________________________
     ______________________________________________________________
   - Disagree:
     ______________________________________________________________
     ______________________________________________________________

5. Television advertising is harmful for children.
   - Agree:
     ______________________________________________________________
     ______________________________________________________________
   - Disagree:
     ______________________________________________________________
     ______________________________________________________________
Debate

Most people use social media these days; while they facilitate communication, they still have disadvantages, challenges and problems. Consider the data below about using social media.

![Time Spent on Social Media](image)

Your teacher will divide the class into groups of 4 or 6. Within each group, you will be divided into two subgroups (Groups A & B):

Group A will be for spreading and encouraging the use of social networking
Group B will be against spreading and encouraging the use of social networking

Remember to use the expressions you have learned from previous pages.

Additional expressions to use in discussions:

<table>
<thead>
<tr>
<th>Interruptions</th>
<th>Ending an argument</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Can I add something here?</td>
<td>• Let's just move on, shall we?</td>
</tr>
<tr>
<td>• If I might add something...</td>
<td>• Let's drop it.</td>
</tr>
<tr>
<td>• Can I throw my two cents in?</td>
<td>• I think we're going to have to agree to disagree.</td>
</tr>
<tr>
<td>• Sorry to interrupt, but...</td>
<td></td>
</tr>
</tbody>
</table>
Activity

As online language is a blend of written language and spoken language, you can use the written abbreviations from page 22 and the expressions used to agree and disagree for online discussions.

1. In Moodle, you will find three discussion forums about social networking based on the ideas raised in your classroom discussions. Add your own comments to the discussion, showing agreement and/or disagreement.

2. Online news sources are a great place to practice your English. In addition to reading news in English, you can also comment on the news. Read the comments below in response to an article in *The Times of Oman* entitled ‘100,000 Expats to Lose Jobs in Omanisation.’ Then go to a news site and read an article and write a comment of your own. Copy and paste your comment and bring it to class.

Comments on an article about Omanisation:

I completely disagree… Omanisation should not be about reaching a target. It should be about equipping the nationals with a higher level of education, intelligence and skills to meet the upcoming jobs demanded by the billion $ projects opening up towards H.Ms 2020 vision.

Omanis should learn that WORK IS WORSHIP & take up JOB RESPONSIBILITY & should know the DIGNITY OF LABOR. This will take time - not so fast.

As far as I am concerned the country employment for citizens of Oman is very good . This will encourage them to work and set up their future .

Page 28
Topic 4- Communicating with Images and Body Language

So far we have worked with written and spoken language. In this section we look at ways to communicate using images for social networking and when giving a presentation. We will also look at the importance of body language in communication and how it can help you to make better presentations.

Do you know the meanings of the signs below? Fill in the table with your partner.

<table>
<thead>
<tr>
<th>Sign</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>![Sign 1]</td>
<td></td>
</tr>
<tr>
<td>![Sign 2]</td>
<td></td>
</tr>
<tr>
<td>![Sign 3]</td>
<td></td>
</tr>
<tr>
<td>![Sign 4]</td>
<td></td>
</tr>
<tr>
<td>![Sign 5]</td>
<td></td>
</tr>
</tbody>
</table>

Discussion

1. What other signs and images can you think of?

2. Are there times when images are better than words?
Emoticons and Emoji

Aside from using words and abbreviations, you can also communicate online using symbols. Many of these symbols have arisen from the creative use of punctuation, such as emoticons ;); and :(, but we also have built into many social networking sites other picture symbols used to communicate. For example, more people are using emoji. Emoji originated in Japan in text messages and come from ‘e’, meaning picture and ‘moji’ meaning character. You can insert emoji into your messages, comments and status updates.

With your partner, try to guess the meanings of these emoji.

<table>
<thead>
<tr>
<th>zzz</th>
<th>😴</th>
</tr>
</thead>
<tbody>
<tr>
<td>😲</td>
<td>🐫</td>
</tr>
<tr>
<td>🕯️ 🌓</td>
<td>😎</td>
</tr>
<tr>
<td>😂 😂</td>
<td>🌇 🏙️</td>
</tr>
<tr>
<td>😊</td>
<td>📚 📚 📚</td>
</tr>
</tbody>
</table>

With your partner, try to guess the meanings of these emoji.
Using Images in Your Presentations

Images can be used in your PowerPoint presentations to help you to express your ideas more clearly to your audience. In this example, the image appropriately goes with the heading.

In the table below, match the PowerPoint image to the heading. What do you notice about the language of these headings?

<table>
<thead>
<tr>
<th>PowerPoint Slide</th>
<th>Headings</th>
</tr>
</thead>
<tbody>
<tr>
<td>![Image 1]</td>
<td>How to Use PowerPoint</td>
</tr>
<tr>
<td>![Image 2]</td>
<td>Introduction to Drawing</td>
</tr>
<tr>
<td>![Image 3]</td>
<td>Session Objectives</td>
</tr>
<tr>
<td>![Image 4]</td>
<td>Examples of Emoji</td>
</tr>
</tbody>
</table>

- To review weeks 1 & 2 (QUIZ).
- To discuss cultural ways of communicating.
- To describe what is meant by communicative competence and discursive competence.
- To identify links between different types of competences.
Body Language

Non-verbal behaviour or body language is as important as language itself. A wave of the hand, a look with the eyes, a head nodding, a gesture with your thumb - all these actions make sense. Look at the images below of people using body language to communicate. What do they appear to be saying?
Using Body Language Effectively in Your Presentations

With your class, watch a YouTube video of international students. Fill in the table with your notes about the presentation style and body language.

<table>
<thead>
<tr>
<th>Name</th>
<th>Country</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abdul</td>
<td>Saudi Arabia</td>
<td></td>
</tr>
<tr>
<td>Sherry</td>
<td>China</td>
<td></td>
</tr>
<tr>
<td>Nidal</td>
<td>Israel</td>
<td></td>
</tr>
<tr>
<td>Caroline</td>
<td>China</td>
<td></td>
</tr>
<tr>
<td>Vince</td>
<td>China</td>
<td></td>
</tr>
</tbody>
</table>
Tips on Giving Good Presentations

With your partner, discuss these tips below.

Now, in your groups give short presentations on topics of your choice (e.g. ‘A funny thing happened to me’ or ‘My crazy sister/brother’). Try to follow these three tips.
Chapter 2 Review

In your course Moodle page, you will find a Social Media Discussion Forum. In that forum discuss the two points below, using expression that you have practiced in this chapter for likes/dislikes and for agreement/disagreement.

- What do you think is the best social networking site and why?
- What do you think is the best phone app or mobile?
CHAPTER 3
STARTING A CAREER
Learning Outcomes

At the end of this chapter, you should be able to demonstrate the following abilities:

**Vocabulary Knowledge**
- Use words for occupations
- Use the appropriate phrases for talking about careers and jobs
- Use the appropriate phrases for job applications and interviews

**Conversation Skills**
- Describe your goals and achievements
- Converse during a job interview

**Presentation Skills**
- Make short presentations for job interviews

**Written Communication Skills**
- Write a career profile for LinkedIn
- Write a CV and cover letter
There are thousands of occupations and jobs across the world. In this chapter, you will practice talking about jobs in English and learn about applying for a job and interviewing for one in English. Many of the concepts and style of communication would also apply to job applications and interviews in Arabic. As a warm-up, discuss the questions below with your partner:

1. What do you think is the best job? What do you think is the worst?
2. What do you think would be the most interesting job? The most boring?
3. What does your father do for a living?
4. What does your mother do?
5. What job do you want to have in five years' time?
Job Seeking Vocabulary

You already know the meanings of many of the vocabulary and phrases below. Revise them and check the meanings of the ones you are not familiar with. Write an example sentence using each.

<table>
<thead>
<tr>
<th>No.</th>
<th>Word/Phrase</th>
<th>Meaning</th>
<th>Example sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>a regular job</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>employee</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>employer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>to earn one’s living</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>to run a firm</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>qualifications</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>application</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>apprentice, trainee</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>CV (curriculum vitae)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>skilled worker</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>resume</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>vacancy</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Understanding Content Vocabulary in Employment Ads

Before you can apply for a job, you need to find a job which suits you by reading employment ads in newspapers and online. Below are some of the words you are likely to find in these ads. Match the words in the first column with their definitions in the second column.

<table>
<thead>
<tr>
<th>Words</th>
<th>Definitions</th>
</tr>
</thead>
<tbody>
<tr>
<td>_____opportunity</td>
<td>A. must have</td>
</tr>
<tr>
<td>_____experience</td>
<td>B. dependable</td>
</tr>
<tr>
<td>_____motivated</td>
<td>C. the work you have done in the past</td>
</tr>
<tr>
<td>_____required</td>
<td>D. adaptable</td>
</tr>
<tr>
<td>_____permanent</td>
<td>E. chance</td>
</tr>
<tr>
<td>_____temporary</td>
<td>F. lasting</td>
</tr>
<tr>
<td>_____reliable</td>
<td>G. independent</td>
</tr>
<tr>
<td>_____opening</td>
<td>H. eager</td>
</tr>
<tr>
<td>_____commission</td>
<td>I. short term</td>
</tr>
<tr>
<td>_____self-motivated</td>
<td>J. percentage of money made in sales</td>
</tr>
</tbody>
</table>
Reading Job Advertisements

Read the job adverts and answer the questions on the next page.

Your nursing qualification and experience could make a real difference to the independence and development of children with health issues. Windsor Road is a registered children’s care home that supports service users with 24-hour nursing care in a supported independent living environment.

As a First Level Nurse you will:

- Help to provide supportive care based on individual needs
- Help in the selection of volunteers and induct new staff
- Assist with administration
- Help to train other staff

This is a great opportunity to join a team that’s professional, committed and passionate about making a difference to those most in need of our help. You will need:

- A registered nursing qualification
- Experience in care homes
- Ability to supervise staff
- Ability to carry out practical nursing duties

Submit your CV at our website: www.windsorroad.com/recruitment

Oman Tribune has vacancies for the following position

Chief Sub Editors

Chief Sub candidates should have at least 3 years’ experience in a quality English newspaper and more than 8 years newspaper experience in total.

Send applications in MS Word only. Candidates with online experience only need not apply.

CVs without covering letter in email body will not be entertained. Please furnish two professional references with contact numbers.

Oman Tribune offers good growth prospects for deserving candidates and a good tax-free salary with furnished accommodation, transport allowance, medical coverage and annual air passage.
IB Group is a young and dynamic company that operates three restaurants in Muscat employing over 100 people with 20 head office personnel based in Mutrah. The Office Manager will play a vital role in the development and day to day running of a fast growing and exciting company.

Requirements
- At least 3-5 years relevant experience
- BA degree in Business Administration
- Incredibly efficient and organized
- Superb communication skills in English and Arabic
- ‘Can do’ attitude
- Discreet

Role includes:
- Managing administrative staff
- Managing meeting room diary
- Organizing monthly breakfast meeting for all head office staff
- Organizing any office travel
- Organizing office away days
- Organize office events
- Keeping office tidy and managing cleaners

Send your CV and cover letter to HR@IBGROUP.co.om

Discussion Questions
1. What experience is required for being a nurse at Windsor Road?
2. Describe the job at IB Group.
3. What does the IB Group mean by a ‘Can do’ attitude?
4. How do you apply for the positions at Windsor Road and the IB Group?
5. Which of these jobs asks for professional references?
6. Which of these jobs requires English?
Vocabulary for Occupations

In English we use various word endings for most occupations, such as –ist, -er, ian. We also use specialized words for occupations, such as Administrative Assistant and Engineer. Do you know the words for the occupations in the pictures above?

Fill in the table below with the appropriate words. The first two are done for you.

<table>
<thead>
<tr>
<th>Someone who ...</th>
<th>is called a ....</th>
</tr>
</thead>
<tbody>
<tr>
<td>teaches</td>
<td>Teacher</td>
</tr>
<tr>
<td>cooks</td>
<td>Cook</td>
</tr>
<tr>
<td>designs buildings</td>
<td></td>
</tr>
<tr>
<td>plays a musical instrument</td>
<td></td>
</tr>
<tr>
<td>works at reception</td>
<td></td>
</tr>
<tr>
<td>works in a medical laboratory</td>
<td></td>
</tr>
<tr>
<td>cleans homes</td>
<td></td>
</tr>
<tr>
<td>works with electricity</td>
<td></td>
</tr>
<tr>
<td>works with plumbing</td>
<td></td>
</tr>
<tr>
<td>manages a company’s accounts</td>
<td></td>
</tr>
<tr>
<td>works at a checkout counter</td>
<td></td>
</tr>
<tr>
<td>cuts men’s hair</td>
<td></td>
</tr>
<tr>
<td>manages workers</td>
<td></td>
</tr>
</tbody>
</table>

Discuss the jobs above with your partner. Which jobs require training? Which jobs require a certificate or diploma?
There are two main parts to applying for a job. One part is the cover letter and the other part is the CV, which is short for Curriculum Vitae; you will also hear this referred to as a resume. The CV will stay more or less the same for the different jobs you apply for; the cover letter will be written especially for each job. It is best to start with a CV. For many jobs, you will also be asked to fill in a form; much of the information on your CV can be used to fill in these forms.

On the following pages is a sample CV written by a university student just like you. Read it and in the spaces below, write down 10 words/phrases that you think are good to use in CV writing:

1. _____________________
2. _____________________
3. _____________________
4. _____________________
5. _____________________
6. _____________________
7. _____________________
8. _____________________
9. _____________________
10._____________________

Use the box below for your notes about the style of writing. One note is made for you.

Short, incomplete sentences- 'Excellent communication skills.'
Sample CV

<table>
<thead>
<tr>
<th>Personal Details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Saif Al Reyami</strong></td>
</tr>
<tr>
<td>P.O. Box 123; Tel. No. 99999999</td>
</tr>
<tr>
<td>E-mail. <a href="mailto:Saif@yahoo.com">Saif@yahoo.com</a></td>
</tr>
<tr>
<td>Al Khoud –Muscat- Oman</td>
</tr>
</tbody>
</table>

**Personal Profile:**
A graduate with a bachelor’s degree in computer science. Having excellent English language, computer, communication and interpersonal skills. Worked as a computer technician in SQU. Capable of leading a team, problem solving, and taking the initiative.

**Skills and Achievements:**
- Excellent communication skills.
- Excellent computer skills and achieved the MCSC and MCSE certificates.
- Excellent in leading work groups.
- Very good in the English language and achieved 6.0 in IELTS test.

**Education and Qualifications:**
- 2010 a bachelor’s degree in Computer Science- University of Nizwa-Nizwa- Sultanate of Oman.
- 2003 a diploma degree in Information Systems- SQU-Muscat- Oman
- 1998 a diploma in Information Technology- Nizwa Technical College-Nizwa-Oman, and achieved the highest grade in the major of IT.

**Employment Experience:**
- 2007 Head of computer section in the college of Arts-SQU-Muscat-Oman.
Personal Information:
- Date of Birth: 20-5-1975
- Nationality: Omani
- Marital Status: Married
- Health: Good

Interests/ Achievements:
- Reading
- Swimming
- Football
- Travelling
- Poetry writing and achieved a certificate from the team of journalism – Al Quram- Muscat- Oman.

Referees:
- Dr. Amer Al Rawwa, Director of CIS (Center for Information System)- Tel. No. 9898989898, e-mail: Amer@SQU.edu.om, SQU, P.O. Box 50.
- Mr. Ahmed Al Hadhrami, Head of Human Resources Department – Tel. No. 9595959595, e-mail: ahmad@pdo.co.om, PDO company, P.O.Box 65.
Writing a CV

The sample CV above starts with a profile, followed by skills and achievements, qualification and experience. Fill in the following parts of your own CV:

Personal Profile:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Education and Qualifications:

________________________________________________________________________

________________________________________________________________________

Skills and Achievements:

________________________________________________________________________

________________________________________________________________________

Following the example above and your notes about your experience and qualifications, type a draft of your own CV for homework and bring it to class to show to a classmate. (There is also another CV example in the Appendix). When you are reading a classmate’s CV, use the checklist below:

CV/Resume Writing Checklist

1. Are names and places spelled correctly?
2. Is capitalization used correctly? (It’s BSc, not Bsc)
3. Is the grammar correct?
4. Are the sentences short and easy to read?
5. Do the sections have headings (as in the sample CV)?
Writing a Cover Letter

How do you write a letter in response to an advertised position? Here are some step-by-step instructions for drafting your own cover letter.

There are basically four parts to a cover letter: 1) heading, 2) opening paragraph, 3) middle paragraphs, 4) last paragraph and sign-off.

The heading is made up of the addresses, date, greeting and title. It's a good idea to include a title for your cover letter, so that a busy reader knows at a glance what your letter concerns. Underline your title or begin it with 'Re.' (short for 'Regarding'), and include the job reference number (if there is one). Here is the start of a cover letter; label the parts of the letter:

Ahmed Al Hadhrami
88 Green St.
Lafayette, IN 47905
11 May 2014
Reggie Lee
Hoosier Distribution
Lafayette Warehouse
500 Farabee Ct.
Lafayette, IN 47905
RE: Position of Warehouse Worker
Dear Mr. Lee:
Cover letters continued

The opening paragraph is where you introduce yourself and clearly explain the opportunity you are seeking. How would you summarize your reason for writing? Avoid using long words and complicated phrases. Use language you would normally use when talking to an employer. See in the examples below Ahmed’s opening paragraph, along with the opening paragraphs of another cover letter written by a student named Fatima.

Ahmed’s cover letter:

I read in the June 7, 2009 Journal of Pharmacy employment section that Muscat Pharmacy is hiring an intern pharmacist. I would like to speak with you about this job. My strong work ethic and solid teamwork skills make me a good match for Muscat Pharmacy.

Fatima’s cover letter:

I am writing to express my strong interest in the above position advertised in the Weekend Australian newspaper. I will shortly be graduating from the University of Technology, Sydney with a BSc in Biotechnology. I have a particular interest and capabilities in quality assurance in public health microbiology.

Middle paragraphs are where you impress the employer and draw their attention to key parts of your CV. Here you need to demonstrate that your knowledge, skills and personality are the right ones for the advertised job.

If you have trouble writing these middle paragraphs, you might want to review:

- What employers look for
- Demonstrating skills
- Addressing selection criteria

Read the example on the next page.
Cover letters continued

I am currently a student at University of Nizwa, where I am in the final year of studying for a BA in Pharmacy. This program has five laboratories that cover different aspects of pharmacy education, and these have given me a great deal of practical experience.

Before starting my BA, I was employed as a warehouse worker and deliver driver for Small Car Parts International in Nizwa. In this position I tracked inventory, and I used maps and directions to deliver car parts. I also interacted with gas station and auto mechanic shop employees to conduct business.

The last paragraph and sign-off is where you express your desire for an interview. You should also reiterate your contact details. Note in the example how Ahmed comes across as enthusiastic and confident. It is important that you show you believe you are worth an interview!

I am looking forward to meeting with you about the intern pharmacist position. I am sure that my strong work ethic and experience can help Muscat Pharmacy maintain a high level of service. If you have any questions, please call me at 765-123-4567. For your reference, I have included my résumé. Thank you for taking the time to review my documents.

Sincerely,
Ahmed Al Hadhrami

Discussion Points

1. What phrases does Ahmed use that show his enthusiasm and confident?
2. What contact details does Ahmed give?
3. How does Ahmed show respect to the reader of the letter?
Writing Good Cover Letters

In addition to following the paragraph structure discussed above, here are some general tips for writing good cover letters. Read the tips below and then the sample cover letter on the following page.

Useful tips for writing covering letters

- Limit the length of your letter to one page, as employers don't have time to read more
- Avoid using ‘Dear Sir/Madam’ - find out the person’s name
- Use formal language (‘I am’ and not ‘I’m’)
- Present your information in a way that is easy to understand
- Use short paragraphs
- It is also acceptable to use bullet points to highlight your skills
- Always check your letter for spelling and grammatical errors

Discussion

1. Does the sample letter on the next page follow the paragraph structure described in pages 48-50?

2. Does the sample letter follow the tips above?
Sample Cover Letter

Read the cover letter below and with your partner, answer the vocabulary questions that follow.

5 May 2014
Ms. Jamie Hopkins
Store Manager
Finner’s Coffee & Tea
607 Youngman Road
Ottawa, Ontario
N1G 7K4

Dear Ms. Hopkins:

As a regular customer at Finner’s, I am always impressed with the quality of customer service I receive. When visiting the Youngman Road location recently, I learned that a part-time cashier position is currently available. Although I am a student, I have a flexible schedule and am available to work 18 to 25 hours a week. I believe that my previous customer service experience, my excellent work ethic, and my love for coffee will make me a great member of the Finner’s team.

As you will see from the enclosed résumé, I have four years of customer service experience, with three of those years relating specifically to the food-and-beverage industry. During these years, I developed a passion for coffee and a rich knowledge of coffee and espresso products. I am extremely competent and self-sufficient when producing high-quality coffee products. With this comprehensive base of product knowledge combined with my superior customer service skills, I know that I would be a beneficial addition to the Finner’s staff.

I have consistently maintained a professional and kind demeanor when dealing with customers. In my previous position, I received many customer compliments about my prompt and friendly service. I also received a staff award for my composed problem-solving in periods of high customer volume and stress.

Thank you for taking the time to review my résumé. I look forward to speaking with you soon about how I can contribute to the positive and exciting environment at Finner’s. Feel free to call me any time of day on my cell phone at 613-555-4545.

Yours sincerely,

Michelle Scott

1. Find words that are synonyms for these words: a) attached, b) manner, c) able, d) before, and e) quick.
2. Make a list of the adjectives which have positive connotations.
Writing Activity- Cover Letters

Write a cover letter based on the following information. See the Appendix for other examples of cover letters. Compare your letter to those of your classmates.

Your name is: Ahmad Al Hashmi

Your address is:
Salma/Ahmad Al Hashmi
P.O. Box 2250000
Nizwa- Sultanate of Oman
Phone: 22222222, email: nurse@yahoo.com

Your qualifications are:

- a bachelor's degree in Nursing- University of Nizwa
- a course in first aid
- very good language and communication skills in English and Arabic

You experience includes:

- five months training in Gana Medical Center
- three years working in Nizwa Hospital

The recipient is:

Dr. Salman Al Jabri
Human Resources
The Royal Hospital
P.O. Box 1770
Muscat-Sultanate of Oman
If an employer is considering hiring you, you will be asked to attend an interview. Here are some tips for giving good interviews. Read them and answer the discussion questions in your groups.

**Tips for Giving Good Interviews**

**Practice**
Practice answering interview questions and practice your responses to the typical questions most employers ask.

**Research**
Prepare a response so you are ready for the questions. What do you know about this company? Know the interviewer's name and use it during the job interview.

**Dress Smart**
Make sure your interview appearance is neat, tidy and appropriate for the type of company or organization you are interviewing with.

**Be On Time**
Be on time for the interview. On time means five to ten minutes early.

**Stay Calm**
During the job interview try to relax and stay as calm as possible. Take a moment to regroup. Maintain eye contact with the interviewer.

**Discussion**

1. Do you agree with these tips?
2. Which tips do you think are the most important?
3. Are there any tips that you can add?
**Job Interview Practice**

In pairs, take turns being the interviewer and the job candidate. First decide which company and job is being interviewed for; you can choose from the job ads and companies on the previous pages or make up one of your own. Then, before you begin, read the questions below, using the spaces to make notes for your answers.

<table>
<thead>
<tr>
<th>Questions for the Interviewer:</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do you know about our organization?</td>
<td></td>
</tr>
<tr>
<td>Why do you want to work for us?</td>
<td></td>
</tr>
<tr>
<td>How well do you work with people?</td>
<td></td>
</tr>
<tr>
<td>What is a good working environment for you?</td>
<td></td>
</tr>
<tr>
<td>What are your long-range goals?</td>
<td></td>
</tr>
<tr>
<td>Why do you think we should hire you for this job?</td>
<td></td>
</tr>
<tr>
<td>(Add your own question)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Questions to ask at the interview</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is this a new position? If not, what did the previous employee go on to do?</td>
<td></td>
</tr>
<tr>
<td>What do you like about working here?</td>
<td></td>
</tr>
<tr>
<td>If I am offered a job, how soon would you like me to start?</td>
<td></td>
</tr>
<tr>
<td>When can I expect to hear from you?</td>
<td></td>
</tr>
<tr>
<td>(Add your own question)</td>
<td></td>
</tr>
</tbody>
</table>
Job Interviews

Watch the YouTube video with your class. You will see two ‘mock’ or training interviews, which are divided into sections for comparison, and fill in the table with your ideas.

<table>
<thead>
<tr>
<th>Section</th>
<th>Good Interview with John</th>
<th>Bad Interview with Carol</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction/background</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Problem solving question</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Working with team question</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Questions from the candidate</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Giving Presentations at Interviews

For some job interviews, you will be asked to give a presentation. The aim of the presentation is to test your knowledge about your field and your ability to communicate in front of a group.

Activity

In groups of 5 or 6, practice speaking individually in front of the group about your field of study. You could talk about a specific course you are currently taking or a subject or issue in your field of study. Each talk can take 3 to 5 minutes.

For people listening to the talks, think about these points:

1. Does the speaker speak clearly?
2. Does the speaker make eye contact with the audience?
3. Does the speaker use body language effectively?
4. Is it easy to follow the ideas?
Chapter 3 Review

Write a paragraph about your dream job and how you plan to get it! Post this paragraph to the Careers Discussion Forum in the course page in Moodle.

You might wish to use some of the phrases below:

In the future…
I have always wanted to be a …
I would like to be a….
I need to get a degree in…
I must have a qualification in ….  
To get this job, I must…
I plan to…
Learning Outcomes

At the end of this chapter, you should be able to demonstrate the following abilities:

Vocabulary Knowledge
- Use words to describe marketing and advertising
- Use the appropriate phrases for persuading

Conversation Skills
- Use persuasive language in conversation
- Interact in a debate

Presentation Skills
- Use tables, charts and graphs to inform and persuade

Written Communication Skills
- Write a persuasive advertisement
- Write a persuasive letter of complaint
This section will be about a topic you are familiar with through your study of English 2. The topic is "Advertising" and it is one of the ways in which we use language to persuade people to do something or to think a certain way.

Do you remember some facts you have studied about advertising? Form a group of three to five students to discuss the following questions:

1. What are some interesting things you know about advertising?
2. From your experience, do you think that one version of an advertisement is produced for all cultures? Or are there different versions to address cultural differences?
3. How are ads made different to address your culture?
4. What do companies do to attract customers from different cultural backgrounds?
5. Why do companies spend a lot of money on advertising?
6. Do people in Oman show interest in ads? Do they buy things in response to ads?
## Vocabulary Review

With your partner revise the meanings of the following words from English 1 & 2 and provide an example phrase for each of them. One of these is done for you.

<table>
<thead>
<tr>
<th>Verb</th>
<th>Example</th>
<th>Noun</th>
<th>Example</th>
<th>Adjective</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>focus</td>
<td>This ad focuses on</td>
<td>focus</td>
<td>focusing</td>
<td>focused</td>
<td></td>
</tr>
<tr>
<td>consume</td>
<td>consumer consumption</td>
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<td>estimate</td>
<td>estimate estimation</td>
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<td>market</td>
<td>market marketing</td>
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<td>increasing</td>
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<td>specialized</td>
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<td>target</td>
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<td>targeted</td>
<td>targeting</td>
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</tbody>
</table>
Fun Facts about Advertising

Read the facts below about advertising, then answer the discussion questions with a partner.

1. Ice cubes in advertisements for drinks are typically made of plastic so they won’t melt under hot photography lights or move around. Bubbles are made by adding soap.

2. The famous Marlboro Man ads began in 1955. The Marlboro Man actually included a variety of masculine figures such as athletes, gunsmiths, and captains, but the macho cowboy image proved the most marketable. Three men who appeared in the advertisements later died of lung cancer, earning the brand the nickname “Cowboy Killer.”

3. More than $500 billion a year is spent on advertising worldwide.

4. Most watches displayed in advertisements are set to 10:10 because the hands of the watch frame the watch brand name and they make a smiling face.

5. Food ads often use “food stylists” to style food for advertisements. For example, food stylists for roasted chicken will pull the skin tight on the chicken and sew it up with a needle and thread. Then they will stuff the chicken with wet paper towels, which keeps the chicken plump and creates steam. The bird then is painted a golden brown.

a. What are some tricks used in ads?

b. What is meant by food stylists? Do you think that their role is important in ads?

c. Why did the Marlboro brand get the nickname “Cowboy Killer”?

d. Do you think it is rational to spend $500 billion every year on ads? Explain your answer.
Common Advertising Techniques

There are many ways that are used to help advertisers to persuade you to buy their products. Read about the most popular techniques below.

Music and other sound effects add to the ad’s atmosphere, helps define the ad’s target audience, and acts as a transitioning element. Jingles are designed to stick in the audience’s head.

Advertisers appeal to emotions that most humans experience, such as love, hate, and desire. Emotion is often the motivating factor for buying a product.

A famous person is used to promote the product—for example, Michael Jordan recommending particular brand of underwear or athletic shoes.

Appeals to the desire of most people to feel like they belong or that they are part of the winning side.

Advertisers are legally required to tell the truth, but they often use misleading and vague words such as “Part of . . .,” “The taste of real …,” “Better than ever . . .”

Ideas and text with positive connotations are associated with the product.

Discuss each of these techniques with your group and then fill in the table below with examples of ads that use these techniques. One of these is started for you.

<table>
<thead>
<tr>
<th>Music</th>
<th>Emotion</th>
<th>Star Power</th>
<th>Bandwagon</th>
<th>Weasel Words</th>
<th>Transference</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Ronaldo for Kentucky Fried Chicken</td>
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<td></td>
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</tbody>
</table>
Advertising Slogans

Advertisers also persuade us to buy products and use their services by using slogans in their ads. Do you know the slogans for these famous brands? Write your answer below the images.

Discussion

a. Talk to your partners about other famous slogans in English that you hear/see on ads. Are the slogans easy to remember and persuasive?

b. Are there some slogans used to advertise for Omani products?
Writing an Advertisement

Discuss the four adverts from magazines with your partner.

- What are they selling?
- What is interesting about them?
- Is the picture selling the message?
- Do the words make you want to purchase the product?
Writing an Advertisement

Look again at the adverts on the previous page. What do you notice about the language? Fill in the table below with phrases from the ads. One is done for you.

<table>
<thead>
<tr>
<th>Language Use</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Imperatives</td>
<td>1. Visit our store...</td>
</tr>
<tr>
<td></td>
<td>2. ____________________</td>
</tr>
<tr>
<td>Short phrases</td>
<td>1. ____________________</td>
</tr>
<tr>
<td></td>
<td>2. ____________________</td>
</tr>
<tr>
<td>Incomplete sentences</td>
<td>1. ____________________</td>
</tr>
<tr>
<td></td>
<td>2. ____________________</td>
</tr>
<tr>
<td>Slogans</td>
<td></td>
</tr>
</tbody>
</table>

Activity

Write the text for the two magazine advertisements below. The image of the product and service are provided for you. Show your ads to your classmates. Check for the language of advertising using the table above and examples from this section of Chapter 4.
Have you ever bought something that proved to be different/ smaller/ more expensive from what was shown in the ads? Did you make a complaint to the shop or manufacturer? What was the result? Tell your classmates about your experience.

Cultural note

It is important to remember that English is not as direct as some other languages. For example, it is normal, when making a complaint, to start by saying “sorry” or “excuse me”, even though you haven’t done anything wrong. Being polite will help you get what you want.

Example:

If you are in a shop and the assistant gives you the wrong change, you say…

“Excuse me, I think you’ve given me the wrong change.” OR “Sorry, I think this change is wrong, I gave you £10 not £5.”

Vocabulary

In this section, we are going to look at how we use persuasive language to make complaints. The words below might be useful for complaints. Fill in the table.

<table>
<thead>
<tr>
<th>Words</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Refund</td>
<td></td>
</tr>
<tr>
<td>Warranty</td>
<td></td>
</tr>
<tr>
<td>Replacement</td>
<td></td>
</tr>
<tr>
<td>Guarantee</td>
<td></td>
</tr>
<tr>
<td>Unsatisfactory</td>
<td></td>
</tr>
</tbody>
</table>
Speaking Practice - Making Complaints

When you make a complaint you are trying to persuade someone to do something, such as change their behavior, give you a refund or solve a problem.

Activity A

In pairs, imagine one of you is the guest and the other person is the receptionist. After reading about your role, the guest needs to make a complaint, persuading the receptionist to do something about the problem.

Guest: You are staying in a five-star hotel, and there is a famous rock band staying in the room next door. It is 3am and they are having a wild party, throwing televisions out the window and keeping you awake. You have an important business meeting at 9am.

Receptionist: You are the receptionist in a five-star hotel. It is 3am and a guest has come to complain about noise. There is a famous rock group staying in the hotel, and they have paid 500000 OR to have a party in their room. The hotel is full.

Discussion

After you have completed the activity above, discuss these points with other pairs:

1. What did the guest want to happen in order to solve the problem?
2. What was the result of the discussion?
3. Did both the guest and reception use polite expressions, such as ‘sorry’ and ‘please’?
More Speaking Practice- Making Complaints

Activity B

Imagine one of you is the Manager of a department of a company and the other person is an office assistant who has just been transferred to your department. After reading your roles, the Manager needs to complain to the assistant about their work.

Manager: You are in charge of a large department at your company, which delivers books to schools. Your new office assistant is bright and seems to understand how to do the job, but this person is slow and seems to spend a lot of time on the phone. Just this morning, one order did not get to a school in time for the start of the semester and the office assistant was responsible.

Office Assistant: You have just been transferred to a new department of a company, where you have worked for many years. You are disappointed that you did not get a promotion and that this position is the same as the last one. You are bored, but you need the job as your family is growing.

Discussion

Compare situations in Activities A and B.

1. What words and expressions were the same for both situations?

2. How was your expression and tone different?
Writing a letter of complaint

Read the email complaining about a double-booking below. As you read, find the parts of the complaint letter. As you will see, this is similar to making a complaint in conversation, but the language is more formal.

Parts of a Complaint Letter/Email

- Explains the background
- Describes the problem
- Asks for action
- Closes politely

Dear Mr Abdullah:

I am writing to express my concerns about the room-booking procedures at our company. A room-booking conflict took place on January 28, 2013, when I was meeting with Japanese clients from Emoji Inc.

I had booked the third floor conference room for this meeting three weeks in advance. When I arrived with our Japanese guests, the Marketing Department was there. I explained that I had booked the room and was told this room is always used for their weekly meetings. They refused to let me use the room and I had to find a much smaller room, without a view of the city.

This incident was embarrassing for our company. In future, can we use an online booking system or some other way of avoiding these problems?

I hope to hear back from you about this incident soon. Please contact me at your earliest convenience at (765) 234-5678, or email me at manderson@email.com.

Thank you for taking the time to read my email.

Sincerely,

Marie Anderson
Customer Accounts
Activity

Individually, write a draft of a complaint letter or email, using one of the situations below. You will need to be creative and make up your own details. When you have finished, show it to your partner who will check that all of the parts of a complaint letter are there and that the writing is clear.

Choose one of these situations:

**Situation A**

You are a student at the University of Nizwa and you cannot access some of the library websites. Write an email to the university librarian complaining about the situation.

**Situation B**

Two weeks ago you bought a new smart phone. You are having problems with it and the shop you bought it from will not give you a refund or replacement. Write to the phone manufacturer about this problem.

**Situation C**

Your car broke down on the highway. When it was towed in for repairs, the attendant at the car dealer’s repair shop was rude towards you and kept you waiting a long time. Write to the manager of the car dealership to complain.
Your teacher is going to divide the class into six groups. Within each group, divide yourselves into two more groups; one group should argue for buying national products while the other argues for buying international brands and freedom of choice. Remember, you are trying to persuade others to agree with you. Use the space below for your notes before you begin the debate.

<table>
<thead>
<tr>
<th>National (Omani) Brands</th>
<th>International (Foreign) Brands</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
In Chapter 2 we looked at how we can use images when making a presentation. Here we will look at how you can use charts and graphs to inform and persuade your audience. Look at the tables, charts and graphs on these next two pages and read the captions. In the space provided, write points that are being made. The first one is done for you. Notice the language of comparison, such as ‘the most’, ‘the least’, ‘more than,’ ‘less than,’ etc.

1. **Employee education is the most popular way the company celebrates Earth Day.** On-site employee events and volunteer activity are also popular. The least popular is financial contribution. This suggests that companies do not wish to invest too much money in Earth Day.
More Tables, Charts and Graphs

<table>
<thead>
<tr>
<th>GM crop</th>
<th>Appears on ingredients list as</th>
<th>Examples of foods in which it may be used</th>
</tr>
</thead>
<tbody>
<tr>
<td>Canola</td>
<td>Vegetable oil, canola oil</td>
<td>Cooking oil, margarine-type spreads, mayonnaise, bread, cakes, biscuits, snacks (such as potato chips)</td>
</tr>
<tr>
<td>Corn</td>
<td>Glucose/glucose syrup/dextrose</td>
<td>Cakes, biscuits, muffins, muesli bars, breakfast cereals</td>
</tr>
<tr>
<td></td>
<td>Fructose</td>
<td>Cakes, muesli bars</td>
</tr>
<tr>
<td></td>
<td>Maltodextrin</td>
<td>Simmer sauces, cake mixes, snacks, breakfast cereals, peanut butter</td>
</tr>
<tr>
<td></td>
<td>Modified starch/thickener</td>
<td>Cakes, biscuits, muffins, muesli bars, sauces, breakfast cereals</td>
</tr>
<tr>
<td>Cotton</td>
<td>Vegetable oil/cottonseed oil</td>
<td>Cooking oil, margarine-type spreads, mayonnaise, snacks (such as potato chips), simmer sauces</td>
</tr>
<tr>
<td>Soya</td>
<td>Soy oil/vegetable oil</td>
<td>Mayonnaise</td>
</tr>
<tr>
<td></td>
<td>Soy protein/vegetable protein</td>
<td>Bread, cakes, biscuits, snack foods</td>
</tr>
<tr>
<td></td>
<td>Soy lecithin/emulsifier (322)</td>
<td>Bread, cakes, biscuits, chocolate, margarine-type spreads, sauces</td>
</tr>
</tbody>
</table>

3.
4. 

Qualities Needed in a Good Manager

5. 

<table>
<thead>
<tr>
<th>Experience</th>
<th>Professional skills</th>
<th>Leadership</th>
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</tbody>
</table>
Using Tables, Charts and Graphs in Presentations

Discussion

In small groups, take turns discussing your Final Presentations for the course, answering the questions below.

1. What is your topic?
2. What are the main ideas or points in your presentation?
3. Which points could be expressed in tables, charts or graphs?

Space for your notes

Activity- Homework and Classroom

For homework, using the ideas from the discussion, create two tables, charts or graphs to use in your Final Presentation. You can do these directly into PowerPoint using ‘Insert,’ and then use ‘Table’, ‘SmartArt’ or ‘Chart.’ For this activity, you can also create a table, chart or graph by hand, but you will need to create it in PowerPoint for the Final Presentation.

In class, in small groups, present your tables, charts and graphs to your classmates. Discuss the following points:

1. Is the table, chart or graph easy to understand?
2. Does the table, chart or graph help the presentation topic by informing or persuading?
Throughout this chapter we have looked at situations where you need to be persuasive, such as advertising and complaining. Can you think of other situations where you need to be persuasive? For example, a job interview, where you need to persuade someone to hire you. Go to the course Moodle forum and write about other situations where you need to use language to persuade someone.
Appendix

Curriculum Vitae

**Personal Details:**

Nasser Mohamed AlBuraidi

P.O. Box : xxxx Postal Code: xxxx

Tel. No.xxxxxxxxxx

E-mail: xxxx@gmail.com

Firq, Nizwa, Oman

**Personal Profile:**

A graduate with a bachelor's degree in Business Administration. Having excellent English language, computer, communication and interpersonal skills. Worked as a head of sales department in Al Nawras Company. Having enough skills in problem solving and taking the initiative.

**Skills and Achievement:**

- Excellent communication skills.

- Excellent in leading work teams.

**Education and Qualifications:**

- 2010 a bachelor's degree in Business Administration – UoN – Nizwa – Oman.


**Employment Experience:**

2011 Head of sales department in Al Nawras Company.

**Personal Information:**

Date of Birth: 03-09-1980.

Nationality: Omani.

Marital Status: Married.

Health: Good.

**Interest/Achievement:**

- Reading.
- Travelling.
- Swimming.

**Referees:**

- Dr. Salim Ali. GD of administration - tel. xxxxx – e-mail xxxx@gmail.com - MOHE, Oman.
- Dr. Ahmed Saif, Dean of CAS – tel. xxxxxx – e-mail xxx@gmail.com - Nizwa, Oman.
Work part time as a teacher of Arabic for non-native speakers

An email:

Subject: Application for Arabic Teaching Position

Dear Dr. Aljabri:

Please find attached my curriculum vitae for the position of teaching Arabic for non-native speakers.

I am particularly interested in teaching Arabic for non-native speakers, which relates strongly to my 5 years of experience in English translation in Nizwa University.

The position also has a definite correlation with my practical knowledge and experience. I have ability to read and write in standard Arabic. You will see from my CV that I am an Arabic native speaker and I have taught many courses of teaching Arabic. In addition, I have good communication skills of dealing with foreign speakers. Moreover, I have participated in sessions of teaching English. I feel that I am well qualified to make an effective and useful contribution.

Thank you for your consideration of my application. Please contact me should you require any further information.

I look forward to hearing from you.

Best regards,

Amani
May 5, 2014

Mr. Salim Al Abri  
HR Manager  
University of Nizwa  
Nizwa, Oman

RE: Application for the Position of Sales Manager.

Dear Mr. Al Abri,

As I secured my Bachelor's degree in Business Administration from the University of Nizwa, I would like to apply for the post of Sales Manager advertised in Oman Times on May 2, 2014.

I have worked with Al Nawras company for two years as a sales manager. I have gained strong skills in time management, problem solving and leading teams. I am fluent in Arabic and English languages. Most importantly, I have the ability to quickly learn your objectives. I will do my very best to meet your expectations.

Thank you for the opportunity to apply for this position. I have enclosed my CV and copies of my testimonials. Please feel free to contact me for further information. I will make myself available for the personal interview at any time.

Thank you in advance for your consideration. I look forward to hearing from you.

Yours sincerely,

Nasser Al Buraidi

Enclosures: CV and copies of testimonials