

SOLT 1 Arabic Module 2 Lesson 4

Student Manual



الوظائف

Occupations

At the end of the lesson, you will be able to inquire about military and civilian occupations. Under these Terminal Learning Objectives, you will learn the following two tasks. At the end of this lesson, you will be able to:

Discuss Different Occupations

- Name different military and civilian occupations
- Provide occupations of your family members
- Request information about their occupation
- Describe different occupations
- Exchange information about salary
- Describe job skill characteristics
- Talk about civilian occupations
- Compare military and civilian occupations

Provide Information about a Person’s Salary and Livelihood

- Discuss the cost of living
- Compare military and civilian pay



Tip of the Day

Although the general population in many Arab countries is illiterate, educated individuals with degrees are highly respected. Most of the technical institutions only offer two-year degrees, and a woman with a bachelor’s degree might refuse a proposal of marriage if the man only has a degree from a technical school.

Scenario: Family members' occupations

Working in pairs, read the following scenario and identify new vocabulary words you just learned. After that, your instructor will ask questions about the scenario and will conduct a brief drill about it using the new words.

الرائد محمد: يارقيب ستيفنس ، هل والدك متقاعد؟
الرقيب ستيفنس: لا ياسيادة الراءد ، هو لا يزال يعمل.
الراءد محمد: ماذا يعمل؟
الرقيب ستيفنس: هو موظف في الحكومة.
الراءد محمد: ووالدتك ، هل تعمل؟
الرقيب ستيفنس: نعم ياسيادة الراءد هي تعمل.
الراءد محمد : ماذا تعمل ؟
الرقيب ستيفنس: هي معلمة في مدرسة ثانوية.
الراءد محمد: أين تعمل ؟
الرقيب ستيفنس: هي تعمل في مدرسة شبرا الثانوية للبنات.
الراءد محمد: متى يتقاعد والديك ؟
الرقيب ستيفنس: والدي سيتقاعد خلال عامين ، ووالدتي ستعمل حتى تبلغ خمسة و ستين سنة.
الراءد محمد: سن التقاعد هنا هو ستون سنة ، و سن التقاعد في الجيش يبدأ في الأربعين.
الرقيب ستيفنس: هذا سن مبكر جداً.
الراءد محمد: أوافقك على ذلك.

Major Mohammed: Sergeant Stevens, is your father retired?

Sergeant Stevens: No Sir, he still works.

Major Mohammed: What does he do for a living?

Sergeant Stevens: He is a government official.

Major Mohammed: Does your mother work too?

Sergeant Stevens: Yes Sir, she does.

Major Mohammed: What is her occupation?

Sergeant Stevens: She is a high school teacher.

Major Mohammed: Where does she work?

Sergeant Stevens: She works at Shubra High School for Girls.

Major Mohammed: When are your parents retiring?

Sergeant Stevens: My father is retiring in two years, but my mother can work until she is 65years old.

Major Mohammed: The age of retirement here is 60 and in the army it starts at 40.

Sergeant Stevens: That is too early.

Major Mohammed: I agree with you.

Scenario (Continued)

الرائد محمد: هل تعمل زوجتك يا رقيب ستيفنس؟
 الرقيب ستيفنس: نعم ، زوجتي مهندسة في شركة موتورولا.
 الرائد محمد: عظيم. هل راتبها كبير؟
 الرقيب ستيفنس: نعم ، دخلها السنوي أكبر من دخلي بحوالي ١٥ ألف دولار.
 الرائد محمد: هل يزعجك هذا؟
 الرقيب ستيفنس: لا، نحن نساعد بعضنا بعضاً. أنا سعيد و فخور بها.
 الرائد محمد: زوجتي تعمل أيضا كطبيبة ، و لكن إذا كان راتبها أكبر من راتبي لأزعجني ذلك كثيراً.

Major Mohammed: Does your wife work, Sergeant Stevens?

Sergeant Stevens: Yes, she works as an engineer at Motorola.

Major Mohammed: Great! Is her income sufficient?

Sergeant Stevens: Yes, her yearly income is higher than mine by about \$15,000.

Major Mohammed: Does this bother you?

Sergeant Stevens: No, we help each other. I am happy and proud of her.

Major Mohammed: My wife works too. She is a doctor, but if her income were higher than mine, that would have bothered me.

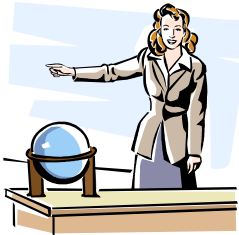
Exercise 1 (Group Work)

Look at the following pictures and read the name of the profession next to each picture.
Your instructor will then introduce you to some family occupations:

	طبيب
	ممرضة
	مزارع
	مهندس
	خادمة
	مُدرسة

Exercise 2 (Group Work)

Connect each sentence with its appropriate picture:



هذه المرأة مدرسة

هذه المرأة راقصة

هذا الرجل ضابط

هذه المرأة ممرضة

هذا الرجل طبيب

Exercise 2 (Continued)

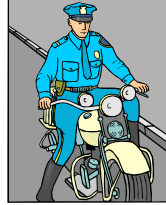
Notes:

Exercise 3

Study the pictures and find the word in the jumble box below that best defines each:



3



2



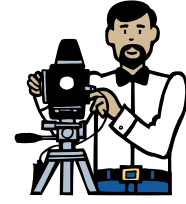
1



4



5



6

ضابط شرطة ، سنكري ، طبيب أسنان ، نجار ، مصور ، مزارع

Exercise 4 (Group Work)

Work in groups. Discuss in class how much your father or mother earns in a year, a month, or a week. Don't feel obligated to tell the truth since this is private information.

Exercise 5 (Pair Work)

The class will be divided into pairs. You have a new member on your team. You've met before briefly, but you really don't know much about him. You want him to feel like he's part of the group so you ask him if he wants to go out and get a bite to eat. During lunch, take turns talking about your families. Exchange information with him about members of your family and what they do for a living.

والدي طبيب ، و أنت؟
والدي سائق أتوبيس.
والدتي مدرسة ، ماذا عن والدتك؟
والدتي ممرضة.
زوجتي ربة بيت ، هل تعمل زوجتك؟
نعم. زوجتي مدرسة.

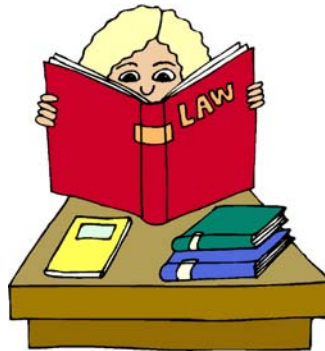
Exercise 5 (Group Work)

Read the following text and guess what type of job the person has:

- ١- والدتي تَعْمَلُ في مَكْتَبٍ.
هي تستقبل العملاء. هي تنظم مواعيد المدير ، و تستقبل المكالمات التلفونية.
- ٢- أخي يَعْمَلُ في جريدة الأهرام.
هو يكتب مقالات سياسية.
- ٣- صديقي يَعْمَلُ في مستشفى.
هو يعالج عيون المرضى.
- ٤- أبي يَعْمَلُ في قسم المحاسبة
هو يصرف الشيكات.
- ٥- أختي تعمل في الجامعة.
هي تعطي دروساً في التاريخ.

Write your answer here.

- ١
- ٢
- ٣
- ٤
- ٥



Exercise 6 (Group Work)

The class will work together as a group. The class leader is interviewing prospective team members for an opening on his team. He will act as an interviewer and the other students will become the interviewees. The interviewer asks questions to each student about where he or she works, what kind of job he/she does, how long he/she has worked, and his or her rank. Change roles so that different students can become the leader. Students can provide their own information or create an assumed identity.

Exercise 7 (Pair Work)

The class will be divided into pairs of students. You are meeting your friend's brother for the first time. He is a civilian that works as a businessman. You are interested in what types of civilian jobs there are, and what you might earn in each job. Ask your partner about what he does and whether he makes a decent living. Reverse roles so both students can ask and respond to questions.

Exercise 8 (Pair Work)

SFC Smith and SSG Jones run into each other at the commissary. SSG Jones mentions that it seems like the prices of everything have gone up and SFC Smith agrees. They exchange and compare information on the prices of items in the store and how much of their salary they have to devote to take care of their families. Read the following script and discuss with your partner the increased prices of merchandise you two face nowadays.

رقيب جونز: صباح الخير ، هل قرأت عن زيادة أسعار الوقود؟
رقيب أول سميث: نعم ، الأسعار إرتفعت بطريقة جنونية.
رقيب جونز: هذا صحيح. أدفع مائة و عشرين دولار لحضانة إبنني.
رقيب أول سميث: بالأمس إشتريت لتر اللبن بثلاثة دولارات.
رقيب جونز: نحن نعيش على حوالي ثلث المرتب.
رقيب أول سميث: نفقات البيت تكلفني نصف راتبي.

Exercise 9 (Group Work)

Read the following text and answer the questions below:

إسماعيل: نعم، تفضل. هل تعمل هنا؟
أحمد: نعم. أنا موظف جديد في قسم المحاسبة في الطابق الخامس.
إسماعيل: أهلاً بك. أنا محامي الشركة ومكتبي في الطابق الثالث.
أحمد: منذ متى وأنت تعمل هنا؟
إسماعيل: منذ ثلاث سنوات. وما هي وظيفتك في قسم المحاسبة؟
أحمد: أنا أمين سر مدير القسم.
إسماعيل: جيد. إسمح لي أن أقدم لك الدكتور سمير. هو طبيب الشركة.
سمير: مرحباً
إسماعيل: أهلاً وسهلاً. أعرفك بالموظف الجديد، الأستاذ أحمد. هو يعمل أمين سر مدير قسم المحاسبة.
سمير: أهلاً وسهلاً. أرجو أن تكون سعيداً في عملك الجديد.
أحمد: في الحقيقة هو عمل متعب، ولكنه أفضل من عملي السابق.
سمير: ماذا كنت تعمل في السابق؟
أحمد: كنت أدرّس الرياضيات.
إسماعيل: عمل المدرس عمل شاق. يجب أن يكون المدرس صبوراً. هو يحضر الدروس ويصحح الواجبات.
أحمد: نعم، ويشرح الأشياء أكثر من مرة في بعض الأحيان. وأنت، هل تحب عملك؟
إسماعيل: نعم، ولكن عملي يحتاج إلى القراءة كثيراً ومراجعة قضايا الشركة. أنا أطمح في أن أصبح قاضياً
سمير: عظيم، وخاصة أن الراتب هنا ليس جيداً. أنا سأترك الشركة بعد شهرين لأعمل مديراً لمستشفى.
أحمد: أتمنى لكما التوفيق.

Answer the following questions in Arabic:

1. What is Ahmed's job?
2. What does Ismail do?
3. How long has Ismail had his job?
4. How does Ahmed feel about his job?
5. Why was Ahmed's previous job difficult?
6. Does Ismail like his job?
7. What does Samir say about his salary?

Exercise 9 (Continued)

Write your answers here:

- ١
- ٢
- ٣
- ٤
- ٥
- ٦
- ٧

Exercise 10 (Pair Work)

The class will be divided into pairs. Fill out the following scholarship application. In this application, you are asked to give your profession, as well as those of your family members. Exchange applications with a partner and conduct a brief interview of each other as you review the information in the application:

_____ الإسم:
_____ السن:
_____ المهنة:
_____ الحالة الاجتماعية:
_____ إسم الزوجة أو الزوج:
_____ مهنة الزوج أو الزوجة:
_____ عدد الأولاد:
_____ إسم الأب:
_____ مهنة الأب:
_____ إسم الأم:
_____ مهنة الأم:
_____ عدد الأخوة والأخوات:
_____ مهنة الأخوة والأخوات:

Exercise 11 (Group Work)

Listen to the following dialogue and answer the questions below:

نص التسجيل:

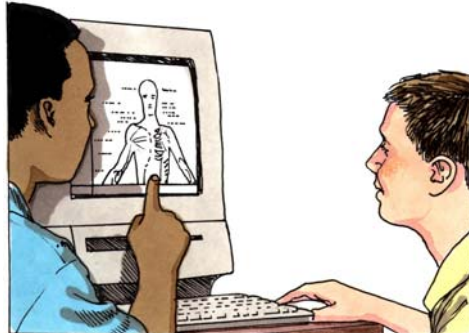
الإبن: أين تعمل الآن يا أبي؟
الأب: أنا أعمل في بنك الرياض الآن.
الإبن: منذ متى تركت عملك القديم؟
الأب: تركته منذ ثلاثة شهور.
الإبن: هل أنت نائب مدير البنك في عملك الجديد؟
الأب: لا ، لست نائب المدير بل أشغل منصب المدير العام.
الإبن: عظيم يا والدي، كم تتقاضى عن هذا المنصب الكبير؟
الأب: أتقاضى خمسة آلاف دولار في الشهر.
الإبن: هذا راتب كبير.
الأب: نعم الراتب جيد ولكن العمل صعب جداً.

Answer the following questions:

1. Where does the father work?
2. What is his occupation?
3. How long has he had that job?
4. How much does he earn?
5. Does the son think that it is good pay?
6. How does the father like working there?

Write your answers here:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.



Exercise 12 (Group Work)

The class will work together as a group. The team has just returned from a deployment. When they arrive back in garrison, they find that they have two new team members. The team is happy because they have been short-handed but they would like to know more about these new two new team members. The instructor will select two students to be the new team members and the remainder of the class will play the returning team. The “old team leader” will interview the new team members about their military careers.

Example:

رقيب جونز: أهلا بكم في المعسكر . من أي معسكر أتيتم؟
العريف كرتشن: جننا من معسكر هود من تكساس.
رقيب جونز: هل سبق لكم السفر خارج الولايات المتحدة من قبل؟
العريف كوك: نعم. لقد إشتراكنا في عاصفة الصحراء في الكويت.


Exercise 13 (Pair Work)

King Farouk High School مدرسة الملك فاروق is having a festival celebrating the 100th Anniversary of the Foundation. The following list is of alumni who have applied for volunteer jobs at the festival. You and your partner are on the organization's committee for the festival and are making a record of the volunteers. Using the following information, ask and answer questions about each alumnus' occupation and his/her workplace:

Example:

حسين: محمود !! لا أصدق عيناى. أين أنت يا رجل؟
 محمود: أنا مشتاق إليك. لم أرك منذ زمن طويل. أنا مهندس كهربائي الآن.
 حسين: وأنا رائد بالجيش. أخبرني ، ماذا يعمل أخاك فتحي الآن؟
 محمود: فتحي محاسب في بنك مصر.

Name	Occupation	Workplace

 ***Tip of the Day***

In most Arab countries, government jobs are low-paying – with the exception of military duty. Some Arab countries have instituted privatization and sold off state-owned companies to the private sector in hopes of improving salaries and eliminating expenses. Throughout the 1970s and 1980s, Arabs from outside the Gulf region strived to obtain jobs within the Gulf oil-producing nations because of the high salaries available. The Gulf war, however, disrupted many of the work opportunities.



Exercise 14

The following list is of job descriptions in English. List the appropriate profession for each job in Arabic. Then write a complete sentence in Arabic using each of the professions:

- Building a house
- Building a school
- Repairing a bathroom
- Treating a sick person
- Sewing
- Delivering letters
- Selling merchandise
- Repairing a car
- Fishing
- Cutting hair
- Translating from one language to another
- Cooking



Write your answers here:

Building a house	
Building a school	
Repairing a bathroom	
Treating a sick person	
Sewing	
Delivering letters	
Selling merchandise	
Repairing a car	
Fishing	
Cutting hair	
Translating from one language to another	
Cooking	

Exercise 15

In the following text, a father queries his children about their future occupations. Read the text and then answer the questions below:

الأب: كيف حال الدراسة يا أولادي؟
طارق: جيدة يا أبي. نحن ندرس كثيراً.
الأب: أنت يا طارق، ماذا تريد أن تصبح في المستقبل؟
طارق: أريد أن أصبح قائد طائرة.
الأب: لماذا تريد أن تصبح قائد طائرة؟
طارق: لأن قائد الطائرة يتقاضى راتباً كبيراً.
الأب: ولكنها مهنة صعبة. قائد الطائرة يدرس الكثير من الرياضيات والعلوم وهذه مواد صعبة.
طارق: نعم يا أبي ، ولكن أنا أحب هذه المواد.
الأب: حسناً، وأنت يا محمود، ماذا تريد أن تصبح ؟
محمود: أنا أريد أن أصبح لاعب كرة قدم.
الأب: لماذا تريد أن تصبح لاعب كرة قدم؟
محمود: أنا أحب كرة القدم ولا أحب الدراسة كثيراً ، وكرة القدم لعبة مربحة جداً.
الأب: ولكن الدراسة مهمة ولا تستطيع أن تتركها الآن.
سميرة: أنا يا أبي أريد أن أصبح ربة بيت مثل أمي يا أبي.
الأب: نعم يا إبنتي ، تربية الأولاد مهمة.
سحر: وأنا يا أبي أريد أن أصبح صحفية.
الأب: الصحافة مهنة شاقة لأنها تحتاج إلى مطالعة وثقافة عالية ، وهي تحتاج أيضاً إلى مهارة في الكتابة.

Answer the following questions:

1. What does Tarek want to be? Why?
2. What does his dad think?
3. What does Mahmood want to be? Why?
4. What does his dad think?
5. What does Samira want to be? Why?
6. What does Sahar want to be? Why?



Exercise 15 (Continued)

Write your answers here :

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Exercise 16 (Group Work)

Read the following Arabic text. Look at the following statements in English and determine which one is true and which one is false.

- فرات: صباح الخير يا سيد نسيب.
نسيب: صباح النور، كيف حالك اليوم؟
فرات: متعب جداً. العمل هنا متعب والراتب قليل أيضاً.
نسيب: معك حق. أنت تتقاضى سبعمائة دولار. لو كنت تعمل في شركة أخرى في نفس الوظيفة كمدير للعلاقات العامة مثلاً لأصبح راتبك أكثر من ذلك بكثير.
فرات: وأنت كمحاسب، كم تتقاضى؟
نسيب: راتبي قليل أيضاً. أنا أتقاضى خمسمائة دولار في الشهر.
فرات: هذا قليل. مدير الشؤون الإدارية يتقاضى ألفي دولار في الشهر.
نسيب: نعم. أرجو أن يرفعوا رواتبنا.

Determine whether the following statements are True or False:

1. Even though the salary is good, Furat complains because his job is hard work.
2. Naseeb says that his salary is insufficient.
3. Furat and Naseeb agree that everyone in the company has from a low salary.
4. The administrative director has a higher salary than the other employees.
5. Furat hopes that they get a raise.

Write your answers here:

- 1.
- 2.
- 3.
- 4.
- 5.



The Verb *to be* in the Arabic Language

The verb *to be* in Arabic is used differently than in English grammar. It is used only in noun sentences and results in changes to the last vowel the adjective in the sentence. The verb *to be* follows the grammar rules applied on other verbs in the same category, i.e. three-lettered roots, the middle letter is an ل , with one exception only:

The verb *to be* is rarely used in the present tense

Example:

In English you say...
I am a student

In Arabic we say...
أنا طالب

Like any other verb, to understand the rules of the verb *to be*, we need to know its “verb root”.

The root for the verb *to be* is **كانَ**

When the verb *to be* is used in the past and the future tenses, it is conjugated according to the noun (gender and/or count) used with it.

The following table illustrates the verb *to be* used with different pronouns:

<i>Future tense</i>	<i>Past tense</i>	<i>Present tense</i>	<i>Pronoun</i>
سوف أكون	كنتُ	X	أنا
سوف نكون	كنا	X	نحن
سوف تكون	كنتِ	X	أنتِ
سوف تكونين	كنتِ	X	أنتِ
سوف نكونان	كنتما	X	أنتما (m, f)
سوف تكونون	كنتم	X	أنتم
سوف تكننَّ	كنتن	X	أنتن
سوف يكون	كانَ	X	هو
سوف تكون	كانت	X	هي
سوف يكونان	كانا	X	هما (m)
سوف تكونان	كانتا	X	هما (f)
سوف يكونون	كانوا	X	هم
سوف تكننَّ	كننَّ	X	هن

Verb to be in the past tense:

Since the root كان consists of three letters the middle of which is ا, the ا disappears when the verb is conjugated into first and second person pronouns, but stays for the third person pronoun. The conjugation of the root follows the same rules for all other past tense verbs.

Examples	In English you say...	In Arabic we say...
Example 1	I was happy.	كنتُ سعيداً
Example 2	The man was angry.	كان الرجلُ غاضباً
Example 3	The sky was clear.	كانت السماءُ صافيةً
Example 4	You were there. (masculine plural, 3 or more)	كنتم هناك
Example 5	They were absent. (feminine pair)	كانتا غائبتين

Verb to be in the future tense:

Using verb *to be* in the future tense follows exactly the same rules you learned before about the future tense verbs, which are:

- 1) Add the word سوف or the letter س before the verb root
- 2) Change the root to the present tense, keeping in mind that for such type of verb, (three letters the middle of which is ا), the ا changes to و in the present tense (except for the third person plural feminine pronoun هن).

Examples	In English you say...	In Arabic we say...
Example 1	I will be rich.	سوف أكون غنياً
Example 2	The man will be angry.	سوف يكون الرجلُ غاضباً
Example 3	The sky will be clear.	ستكون السماءُ صافيةً
Example 4	You will be there. (masculine plural, 3 or more)	سوف تكونون هناك
Example 5	They will be absent. (feminine pair)	ستكونان غائبتين



Note:

As stated before, the verb *to be* is used only with noun sentences having a noun followed by an adjective.

	<u>In English you say...</u>	<u>In Arabic we say...</u>
Example 1:	The boy is happy	الولدُ سعيدٌ

The Arabic sentence above "الولدُ سعيدٌ" starts with the noun الولد and is followed by the adjective سعيدٌ. Notice that both the noun and the adjective carry "damma". Now, when verb *to be* is used for the same sentence, in the past or the future tense, the noun will keep its "damma", but the adjective will carry a "fatha". This is explained in the following examples.

	<u>In English you say...</u>	<u>In Arabic we say...</u>
Example 2:	The boy was happy	كان الولدُ سعيداً
Example 3:	The boy will be happy	سيكون الولدُ سعيداً

Exercise 1

Read the following sentences and write down the tenses in which the verb *to be* is used.

- ١- سيكون الطقسُ صافياً الأسبوع القادم.
- ٢- كانت الفتاة حزينة.
- ٣- كنتُ قد وصلتُ إلى المنزل عندما خرج أبي.
- ٤- سوف تكون السماء غائمة في المساء.
- ٥- الطلاب كانوا مجتمعين في الفصل.

Write your answers here:

- ١
- ٢
- ٣
- ٤
- ٥

Exercise 2

Add the verb *to be* to the following sentences and make the necessary changes:

- ١- العائلة سعيدة.
- ٢- النجارُ ماهرٌ.
- ٣- الخياطةُ دقيقةٌ.
- ٤- الطبيبُ مشهورٌ.
- ٥- الرئيسُ قويٌ.

Write your answers here:

- ١
- ٢
- ٣
- ٤
- ٥

Exercise 3

Remove the Arabic word for verb *to be* from the following sentences and rewrite them making the necessary changes:

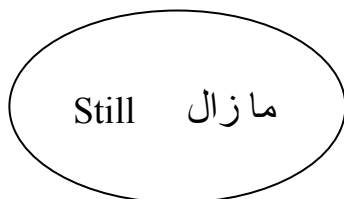
- ١- سيكونُ الطفلُ فرحاً.
- ٢- كانت الفتاةُ حزينةً.
- ٣- كان الكلبُ كبيراً.
- ٤- ستكونُ السيارةُ نظيفةً.
- ٥- كان المنزلُ واسعاً.

Write your answers here:

- ١
- ٢
- ٣
- ٤
- ٥

The Verb *still* in the Arabic Language

In Arabic, the English word *still* مازال is considered a mirror image of the verb *to be* and it follows all the grammar rules applied to it.



The following table illustrates the word *still* as used with different pronouns:

<i>Conjugations of "still"</i>	<i>Pronoun</i>
مازلتُ	أنا
مازلنا	نحن
مازلتَ	أنتَ
مازلتِ	أنتِ
مازلتما	أنتما (m, f)
مازلتم	أنتم
مازلتن	أنتن
مازالَ	هو
مازالتِ	هي
مازالا	هما (m)
مازلتا	هما (f)
مازالوا	هم
مازلنَ	هن

Exercise 4

Read the following sentences. Replace the verb *to be* in each sentence with the appropriate Arabic verb for the word “*still*” and make the necessary changes:

- ١- كان أبي مريضاً.
- ٢- التلاميذ سيكونون في الصف بعد الظهر.
- ٣- كانت زوجتي مريضةً.
- ٤- كان الرجل حزيناً.
- ٥- ستكون السيارة نظيفةً.

Write your answers here:

- ١
- ٢
- ٣
- ٤
- ٥

Nouns

accountant	مُحَاسِب
actor	مُمَثِّل
artist	فَنَّان
auto mechanic	مِيكَانِيكِي
banker	مُدِير مَصْرَف
barber	حَلَّاق
businessman	رَجُلْ أَعْمَال
butcher	جَزَّار
carpenter	نَّجَّار
construction worker	عَامِلْ بِنَاء
cook	طَبَّاح/طَاهِي
counselor	مُسْتَشَار
dancer	رَاقِص
dentist	طَبِيبْ أَسْنَان
doctor	طَبِيب
electrician	كَهْرْبَائِي
engineer	مُهَنْدِس
farmer	مُزَارِع
fisherman	صَيَّاد
interpreter	مُتَرْجِم
journalist	صُحْفِي
lawyer	مُحَامِي
manager	مُدِير
merchant	تَاجِر
minister	وَزِير
musician	مُوسِيقِي
nurse	مُمَرِّض
painter	دَهَّان

pharmacist	صَيْدَلِي
pilot	قَائِد طَائِرَة
plumber	سَنَكْرِي
policeman	شُرْطِي
postman	سَاعِي الْبَرِيد
programmer	مُبْرَمِج
psychiatrist	طَبِيب نَفْسَانِي
realtor	سِمَسَار
salesman	مَنْدُوب مَبِيعَات
scientist	عَالِم
secretary	سِكْرَتِيرَة / مَدِيرَة مَكْتَب
singer	مُغَنِّي
surgeon	جَرَّاح
teacher	مُدْرَس / مُعَلِّم
trainer	مُدْرَب
waiter	نَادِل
writer	كَاتِب

Verbs

to avoid	تَجَنَّب
to drive	قَاد
to earn	كَسَب
to pay	دَفَع
to sale	بَاع
to save	وَقَّر / نَخَّر
to serve	خَدَم
to spend	صَرَف

Nouns

broker	سِمَسار
chairperson	رئيس
chemist	كيميائي
clinic	عيادة
composer	مُلحِّن
dishwasher	غاسِلِ صُحون
driver	سائق
farm	مَزْرَعَة
governor	حاكِم
lab technician	خَبير مَعْمَل
model	عارض أزياء
neurologist	طبيب أعصاب
ophthalmologist	طبيب عيون
physicist	فيزيائي
politician	سياسي
poverty	فُقر
president	رئيس
researcher	باحث
salary	راتب
sales associate	بائع
security guard	رَجُل أَمْن
servant	خادِم
speed	سُرْعَة
steward	مُضيف
urologist	طبيب مَسالك بَوْلية

Adjectives

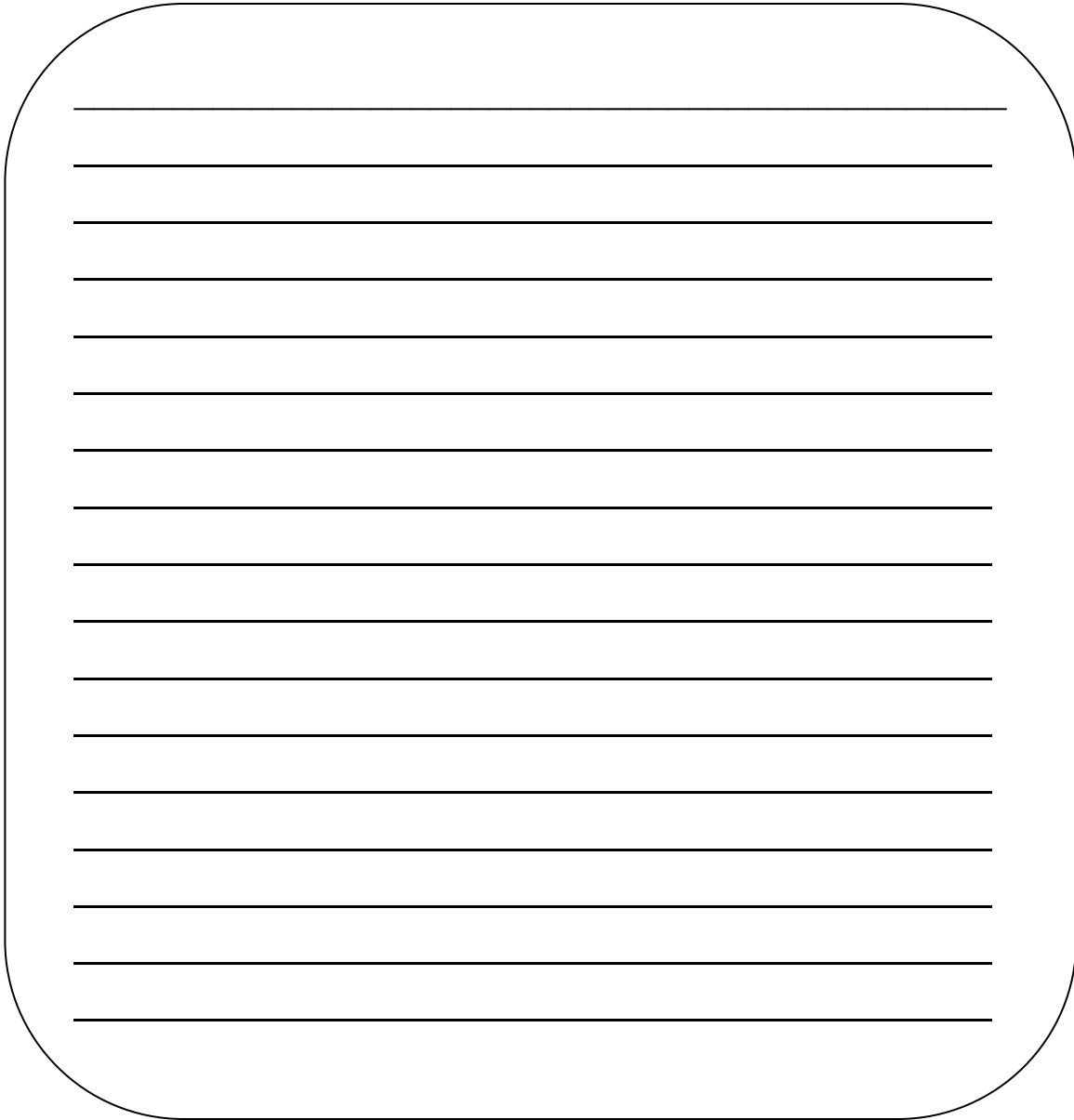
cheap	رَخِيص
expensive	غالي
fast	سَرِيح
high class	الطَّبَقَة العُلْيَا
low class	الطَّبَقَة الدُّنْيَا
middle class	الطَّبَقَة المَّتَوَسِّطَة
poor	فَقِير
rich	غني
skilled	ماهر
slow	بَطِيء

Women are not prohibited from working in most Arab countries and can be found employed in many fields. In fact, women have served as important political ministers in several Arab countries. There are certain types of jobs – such as law enforcement – that are only for men. Although women practice law, they are not allowed to become judges. In Saudi Arabia, however, women are not permitted to work in most jobs. They are permitted to work as teachers, doctors and nurses for female patients only. Since the man is supposed to be the sole provider, a woman’s salary is not normally used for household expenses unless she volunteers to pitch in.

Activity 1 (Pair Work)

Imagine that you handle the payroll at your workplace. Your boss wants you to write a report listing the salaries of ten different people, each of whom does a different job at the company. Working with a partner, write down the salaries and types of jobs using full sentences.

Write your report below.



A large rounded rectangular box with a black border, containing ten horizontal lines for writing. The lines are evenly spaced and extend across most of the width of the box, leaving a small margin on the right side.

Activity 2 (Pair Work)

Working in pairs, pretend that you and your partner are managers of a new hospital and that you need a number of employees of varying skills ranging from doctors to janitors. Write hiring announcements for the various occupations specifying the skills needed for each position. Write at least ten hiring announcements for ten different positions.

Write your announcements here.

Activity 3 (Pair Work)

Work in pairs. Imagine that one of you is a landlord and the other a renter. The apartment in question needs many repairs so the renter needs to ask the landlord for a carpenter, plumber, painter, etc...in order to get the apartment into shape. The landlord should suggest the names and phone numbers of people who can do the repairs and maintenance and what they charge.

Activity 4 (Pair Work)

Work in pairs. One person can pretend to be a career counselor and the other a university student. The student is seeking advice on possible careers. Discuss various degrees and careers. What kind of training does each job require? How well does it pay? What are the important aspects to consider before entering each field?



Activity 5 (Group Work)

Work in groups. Each student should give a personal history describing where he or she formerly worked and lived. Give details of former jobs, apartments and homes, schools, the cost of living, etc. Which place was the cheapest and which was the most expensive to live?

Activity 6

Match the following incomes with the Arabic numbers:

- | | | | |
|---------------------|---|---|---------------------|
| 34,000 Riyal/yr. | • | • | ٣٤٠٠٠ ريال / السنة |
| 250,000 Riyal/month | • | • | ٢٥٠٠٠٠ ريال شهريا |
| 72,000 Riyal/month | • | • | ٧٢٠٠٠ ريال / شهريا |
| 26,000 Riyal/yr. | • | • | ٢٦٠٠٠ ريال / السنة |
| 38,000 Riyal/month | • | • | ٣٨٠٠٠ ريال / شهريا |
| 72,500 Riyal/yr. | • | • | ٧٢٥٠٠ ريال / السنة |
| 230,000 Riyal/yr. | • | • | ٢٣٠٠٠٠ ريال / السنة |
| 80,000 Riyal/month | • | • | ٨٠٠٠٠ ريال / شهريا |
| 52,400 Riyal/yr. | • | • | ٥٢٤٠٠ ريال / السنة |
| 53,000 Riyal/month | • | • | ٥٣٠٠٠ ريال / شهريا |

Activity 7 (Group Work)

The class will work together as a group. Each student will be given five minutes to prepare an introduction of him or herself to the class. Each student will give a short autobiography to the class describing their education, occupations, and family background. Class members will take turns requesting additional information. Students may use their own information or create a new identity.

أنا ستيف. درست المحاسبة.
أنا نادر. درست إدارة الأعمال.

Activity 8 (Group Work)

The class will be divided into three groups of students. Each student within the group will assume an identity, including a career and an income. Ask your group mates about his/her occupation, monthly income and annual income.

Activity 9 (Group Work)

While still in the same groups as above, students will take turns describing their identities, occupations, and incomes to the rest of the class. Members of the other groups must try to determine the occupation from the cues provided. Alternate turns so that everyone in the group gets a chance.

Activity 1 (Group Work)

Work in groups. Compare civilian and the military jobs, to include salaries. Which jobs are similar and which are different? Which ones pay the best? Which ones pay the worst?

Activity 2 (Group Work)

Students will take turns giving an oral report about their families and the types of jobs that they have or have had in the past. After each report, the other class members can ask questions about where, for whom, and other questions that they may have. One student goes to the blackboard and records the information that has been provided. Include information about each student's father, mother, spouse, brother and sister (Fabricate information when necessary to complete the chart). Which occupation is most common among the class' families? Which is most unique?

Example:

أبي طبيب.
أمي مدرسة.
أختي طبيبة أسنان.
أخي ضابط.
زوجتي ربة بيت.

الإسم	المهنة				
أبي	طبيب				
أمي	مدرسة				
أختي	طبيبة أسنان				
أخي	ضابط				
زوجتي	ربة بيت				

Activity 3 (Group Work)

Assume that you are interested in one job but you need more information to make up your mind about that job. Write a letter to a company or to an institution and ask them about the skills, requirements, benefits, and salary of the job. Inquire about the cost of living in the area.

Write your letter below.



A large rectangular box with horizontal lines for writing a letter. The bottom right corner is folded over, creating a triangular flap. The box is empty, intended for the student to write their letter.

Activity 4 (Group Work)

Imagine that you want to buy a car or other expensive item but you're not certain if you can afford it. Write down all of your living expenses and your income. Calculate your available funds. Be sure to write full sentences:

For example:

أدفع مائة دولار ثمن البنزين كل شهر.

Write your summary here:

Activity 5 (Group Work)

The class will work in a group setting, whereas the instructor will act as the facilitator and assign roles from the occupations listed. You have been invited to a social function where you are expected to become acquainted with others. It is a diverse group of people, some of whom you may never see again but you must still be social. Mingle at the party talking with the various guests. Make sure that you meet everyone and try to obtain as much information from each guest as you can. You cannot tell whether or not you may need someone with the skills that they have. Be subtle in your approach so that you don't inadvertently offend someone. You can expect to meet some people who have the occupations listed on the following page.

Activity 5 (Continued)

(1)		شُرطِي
(2)		طَبِيبُ أُسْنَان
(3)		نَادِل
(4)		طَبَّاخُ / طَاهِي
(5)		مُدْرَسٌ / مُعَلِّم
(6)		مُزَارِع
(7)		مُبْرَمِج
(8)		سَائِق
(9)		مِيكَانِيكِي
(10)		طَبِيب

Activity 6 (Group Work)

Students maintain the same roles as in the previous exercise. The party is a big success. It is 10:00 p.m. and you are still at the party. You have met almost everyone and you have a good feel about this eclectic group of people. Since your ride is not due until 10:30 p.m., you still have 30 minutes left to socialize. Go back to the people you've already met and try to obtain more specific employment information. Rumor has it that some of the most important corporations in Saudi Arabia are represented at this function. Try to determine who works for which firm. Look at the company logos below, as they will provide leads on the companies:

	البنك الإسلامي العالمي
	الخطوط الجوية العراقية
	الشركة العامة للخطوط السلكية واللاسلكية
	شركة عمر لصناعة الحديد والألمنيوم
	الشركة المصرية العالمية للمنظفات
	شركة سلطان الدولية لصناعة الأغذية
	شركة الأصفهاني للإستيراد والتصدير

Exercise 7 (Pair Work)

Sergeant Crane and Mr. Fuller are talking to each other about their incomes and monthly living expenses. Sergeant Crane has table A and Mr. Fuller has table B. Students will assume a role and debrief their partner to compare the information on the tables. Determine who has the healthier budget and discuss suggestions for better cash flow. Write out new budgets and present your improvements to the class:

Example:

الأستاذ فولر: كيف تقسم ميزانيتك؟
الرقيب كرين: أنا لا أدخر و أنفق راتبي بالكامل.
الأستاذ فولر: أنا أدخر ثلث راتبي.
الرقيب كرين: المكالمات التليفونية وحدها تكلف ربع راتبي.
الأستاذ فولر: هذا كثير!

Table A

Annual income	Housing	Transportation	Family
%	Utilities	Car payments	Education
%	Phone	Insurance	Clothing
%	Food	Fuel	Entertainment

Table B

Annual income	Housing	Transportation	Family
%	Utilities	Car payments	Education
%	Phone	Insurance	Clothing
%	food	fuel	entertainment

New Budget



Tip of the Day

Many Arabs look down on workers who have menial jobs such as street sweeping or garbage collection. These jobs are honest but obviously do not require much education. Family names such as “carpenter” usually reflect an ancestral occupation. These cultural traits are also common in Western countries.

Homework 1

Listen to the following professions on your Homework CD, *Track 16*, and then rearrange the letters to form the correct name.

ح ، ا ، ر ، ج
ا ، ن ، ر ، ج
ي ، ن ، ك ، ر ، س
م ، ا ، ع ، ر ، ز
ب ، ي ، ب ، ط
ر ، ي ، م ، د
س ، ا ، م ، س ، ر
ا ، أ ، ن ، س ، ن
ك ، ن ، ب

Write your answer below.

Homework 2

Match the following job descriptions with the name of the appropriate profession by drawing lines from the right column to the left one

هو يفتح الأرض. هو يحصد الزرع.	سنكري
هو يصلح الأبواب. هو يعمل بالخشب	طبيب أسنان
هو يعالج الأسنان. هو ينظف الأسنان.	مزارع
هو يصلح الحمام. هو يصلح المغسلة.	ضابط
هو يقود الجنود. هو ذو رتبة عسكرية عالية.	محامي
هو يدافع عن المتهمين. هو يذهب إلى المحكمة.	نجار

Homework 2 (Continued)

Notes:

Homework 3

Pretend that you are a pilot and your brother is an engineer. Your friend’s two sons want to become pilots or engineers. Write a letter to your friend explaining the requirements, responsibilities, and skills of these two professions.

Write your letter here:

Homework 4

Pretend that you are a manager of a new hospital and you need a number of employees with varying skills – ranging from doctors to janitors. Write hiring announcements for the various occupations specifying the skills needed for each position. Write at least ten hiring announcements for ten different positions.