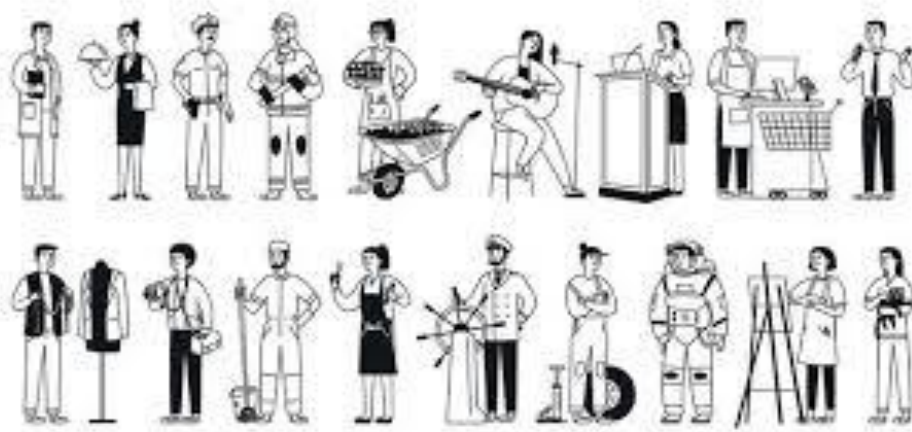


# Year 11

## English

### Unit 3

# Careers



Fiji Ministry of Education 2016

Additional notes – Beacon Media

# Categories or Career Clusters

Below is a list of the different categories under which careers can be found. One of them may be the career of your choice. Remember, however, that you could also do well in another career under the same cluster, or in another closely related category.

This list was provided by the then Ministry of Youth Employment Opportunities and Sports.

**GROUPWORK:** Choose a category below and find as many careers as possible that can come under the cluster of your choice.

**POST** your lists somewhere in the classroom where they can be easily seen by the rest of the class.

## **ART AND DESIGN**

Example: florist

## **ENTERTAINMENT AND RECREATION**

Example: fitness counsellor

## **SECURITY AND ARMED SERVICES**

Example: customs officer

## **AGRICULTURE AND FISHERIES**

Example: farmhand

## **TRANSPORTATION: PEOPLE AND MATERIALS**

Example bus driver

## **ENGINEERING AND MINING**

Example: aircraft engineer

## **BUILDING AND LANDSERVICES**

Example: boatbuilder

## **MANUFACTURING**

Example: tailor

## **MEDICAL AND HEALTH SERVICES**

Example: dentist

## **SOCIAL SERVICES**

Example: youth worker

## **TEACHING AND CULTURAL ACTIVITIES**

Example: librarian

## **PUBLISHING AND JOURNALISM**

Example: author

## **TOURISM, CATERING AND PERSONAL SERVICES**

Example: cleaner

## **MANAGEMENT AND CLERICAL**

Example: loans officer

## **COMPUTING, MATHEMATICS AND INFORMATION TECHNOLOGY**

Example: computer operator

## **MARKETING AND SALES**

Example: Sales assistant

## Helpful Hints on Choosing a Career

Career is defined by the Oxford English Dictionary as a person's "course or progress through life (or a distinct portion of life)". In this definition career is understood to relate to a range of aspects of an individual's life, learning and work. Career is also frequently understood to relate to the working aspects of an individual's life e.g. as in a career woman. A third way in which the term career is used to describe an occupation or a profession that usually involves special training or normal education, and is considered to be a person's lifework. In this case "a career" is seen as a sequence of related jobs usually pursued within a single industry or sector e.g. "a career in law" or "a career in the building trade".

The etymology of the term comes from the French word *carriere* (16 c.) ("road, racecourse") which, in turn, comes from the Latin word "(via) *cararia*" (track for wheeled vehicles) which originated from the Latin word *carrus*" which means "wagon".

### So how does one choose a career?

- You may find that there are several different jobs which you enjoy doing.
- Base your choice of career on a better understanding of yourself.
- Find out all you can about your chosen career(s)
- Find out how you can prepare in school for this career.
- Talk to adults who are already doing what you want to do.... shadow them if you can.

There are several ways you can find out more about yourself and your skills. One test which is available online is based on the Hollands Test. The test is available at the following site <https://www.123test.com/career-test/>.

Take the test and record your test results.

The results usually tell you what type of personality you may have, along with the different careers you can choose, to suit your personality.

The next step is to find out how you can prepare yourself for a career in this field while you are at school. Hopefully, you have had the help of a school counsellor or careers teacher in deciding which subjects you will need to study.

The other area you will need to explore is the job market. How much in demand is your career of choice?

What is the salary like? What about working conditions? What training or education is involved? What are the positive aspects of the career? What are its negative aspects? This is where talking to someone who is already doing well in this career can help. They can even

become our role model, someone whom you can look up to as you aspire to the career of your choice.

Just keep in mind that no one ever began at the top of their career. Everyone had to work hard and upwards, even at times just plain volunteering, to gain valuable experience, before achieving their life's ambition.

### **ADDITIONAL HINTS AND ADVICE**

**RULE 1:** Life is not fair - get used to it!

**RULE 2:** The world won't care about your self-esteem. The world will expect you to accomplish something BEFORE you feel good about yourself.

**RULE 3:** You will NOT make \$60,000 a year right out of high school. You won't be a vice-president with a car phone until you earn both.

**RULE 4:** If you think your teacher is tough, wait until you get a boss.

**RULE 5:** Flipping burgers is not beneath your dignity. Your grandparents had a different name for burger flipping: they called it opportunity.

**RULE 6:** If you mess up, it's not your parents' fault, so don't whine about your mistakes, learn from them.

**RULE 7:** Before you were born, your parents weren't as boring as they are now. They got that way from paying your bills, cleaning your clothes and listening to you talk about how cool you thought you were. So before you save the rainforest from the parasites of your parents' generation, try delousing the closet in your own room.

**RULE 8:** Your school may have done away with winners and losers but life HAS NOT. In some schools, they have abolished failing and they have given you as MANY TIMES as you want to get the right answer. This doesn't bear the slightest resemblance to ANYTHING in real life.

**RULE 9:** Life is not divided into semesters. You don't get summers off and very few employers are interested in helping you FIND YOURSELF. Do that on your own time.

**RULE 10:** Television is NOT real life. In real life people actually have to leave the coffee shop and go to jobs.

**RULE 11:** Be nice to nerds. Chances are you will end up working for one.

## Activity

After reading and discussing these rules and what they entail, write a 3.2.1 exercise on the rules:

3 things you learned.

2 things you want to know more about, or are not clear about.

1 thing you will do as a result of what you learnt from this extract.

## READING COMPREHENSION

*Read the following passage and choose the BEST answer for each question. Read the questions BEFORE you read the passage, as this will help your mind focus on the answers you will have to find.*

Upon his arrival in Tiko Mr Higginbottom was given the job of advising Hiti George VI. Charles Edward soon found out that his ideas about behaviour in the civil service were different from Hiti's. During the second week of work, he suspected that just about everyone who worked in the office was an uncle, a cousin, a nephew, or a niece of Hiti's.

"Is everyone related to you?"

"We're one big happy family, yes."

"Isn't that rather odd?"

Hiti was taken aback.

"You're not being critical of our Tikong family system, are you?"

"Absolutely not. I wouldn't dream of it. Nevertheless, one shouldn't recruit one's relatives to government jobs. It's not quite acceptable, I should say," said Charles

Edward, deliberately forgetting how he got his London job.

"What's unacceptable about helping your relatives and friends? Look at the other offices. Look at the churches. They're all big, happy families."

"I see," said Charles Edward, trying to hide his amazement. "I wonder," he added. "I wonder what will happen to the services and the churches if families are none too bright?"

"Other families ARE none too bright," Hiti shot back, dismissing the subject.

Charles Edward was dumbfounded. He wanted to say more but he wanted to keep his \$60,000—a year job. He went home very worried. That night he developed a nasty headache. Thus, began his downfall.

(Adapted from "Tales of the Tikongs" by 'Eveli Hau'ofa)

**QUESTIONS. (MULTIPLE CHOICE)**

1. The word — suspected — (line 3) means
  - A knew
  - B heard
  - C felt
  - D realised
  
2. The two words from lines 1 to 10 which mean “surprised” are
  - A soon discovered
  - B rather odd
  - C taken aback
  - D being critical
  
3. Charles found that employees in Hiti’s department were
  - A not very intelligent
  - B related to one another
  - C good civil servants.
  - D paid huge salaries
  
4. The phrase “forgetting how he got his London job” suggests that Charles Edward
  - A got his job in the same way
  - B had a very bad memory
  - C rejected his London job.
  - D got his job through a friend.
  
5. The sentence “They’re all big, happy families” suggests that in Tiko
  - A family members prefer to work with each other.
  - B employment of relatives and friends is common.

- C departments prefer to hire big, happy people.
- D the government and churches have a happy relationship.

6. The adviser did not want to argue with Hiti in case he

- A lost some of his pay
- B began his downfall
- C started a bad headache
- D was dismissed from work.

7. Charles' downfall was caused by his

- A questions
- B surprises
- C criticisms
- D silences

8. Hiti's answers to Charles' questions were MAINLY

- A defensive
- B supportive
- C critical
- D favourable

9. Hiti behaved at work according to

- A the wishes of his adviser, Charles.
- B the civil service regulations.
- C the influence of local culture.
- D the directions of the church.

10. The MAIN purpose of the author in this passage is to

- A inform outsiders about the Tikongs.
- B examine the behaviour of the Tikongs.
- C make fun of people and their ways.
- D highlight corruption in the civil service.

### **OPEN-ENDED QUESTIONS**

Write your answers in complete sentences.

11. Employing relatives to work under one's supervision is a form of corruption. What is the term used for this practice?

12. What do you conclude is one of the most important qualifications for a job in Hiti's department?

13. What are some indications that Charles Edward is not going to enjoy working for Hiti ?

14. What is the responsibility of a civil servant?

15. What are some qualifications and qualities you would expect a civil servant to have? Give reasons for your answers.

It would appear that in Hiti's society, it would be much easier to find employment, as one of the main criteria is "who you know" and not necessarily "what you know".

However, and fortunately, qualifications do have some weight in most fields of work.

Look back at the cluster of careers your group listed and posted in the classroom.

Choose ONE and research what qualifications are needed for that particular occupation.

Present your findings to your group and add a summary to your previous group poster.

### **THINK-PAIR-SHARE**

There are several reasons why applicants for employment may be unsuccessful.

Brainstorm and write down a list of reasons you think may contribute to not getting the job.

Pair up with another student and compare your lists. Share with the rest of the class.

### **APPLICATION**

Below is an advertisement found in a local newspaper.

### **WANTED**

Responsible students to volunteer for the Oceania Basketball Tournament to be held from the 1st to the 10th of December, 2014

Applicants must have the following to be considered:

- some knowledge of basketball
- a letter of recommendation from their current Principal or head of PEMAC Department.
- a letter of consent signed by a parent or guardian.
- a medical certificate of good health.
- a written letter of application which must reach our office on or before the 30th of October, 2014.
- a resume or curriculum vitae

Applications must be addressed to:

The Coordinator, Fiji Basketball Association, Box 322, Suva.

On the next few pages are some letters which were written by several hopeful applicants. Read each one and write down whether you think the applicant will be shortlisted for an interview or not. Give reasons for your answers.

Consult your list of reasons for being unsuccessful as you read each letter.

**LETTER A**

22 Kavika Avenue

Natokalau

Nausori

6th February

The Coordinator

Fiji Sports Council

Suva

Dear Sir

I am applying for the position of student volunteers for the Oceania basketball tournament to be held on December. I am 16 years old and I play basketball for my school U17 team. I think basketball is the bomb! I already have my letter of consent here with me, plus a letter from my Principle, Mr Kalounicava. That is all I have right now. I am ready for an interview at any time, Sir.

Yours sincerely,

Ani Jiutasa.

**LETTER B**

292 Adam Street

Pani

Nasinu

3rd November, 2014

The Sports Coordinator

Fiji Sports Council

Suva

Dear Sir,

I wish to applied as a student volunteer for the Oceania Basketball Tournament to be held in December. I saw the advertisement in the Fiji Times two weeks ago. I have never played basketball, although I am always there to support my friends who do play.

Enclosed, please find the following document:

- a letter of consent signed by my father.
- a letter from my PEMAC Head of Department, Master Damu.
- a certifacte of good health signed by a doctor

I look forward to hearing from you soon, as I really want to volunteer in this tournament.

Yours Faithfully

James Sharma

**LETTER C**

26 Guava Crescent

Kuboutawa Circle

Raisele

24th October, 2014.

The Sports Coordinator

Fiji Basketball Association

Suva

Dear Sir,

I would like to apply as a volunteer as advertised in today's Fiji Times.

This year I was captain of my school's Under 17 basketball team. Although our team never made it to the finals, we

were able to reach the quarter finals. I would appreciate the opportunity to volunteer and be part of a historic basketball event for Fiji. I know that this opportunity can only help my skills grow.

At school this year, I was a Junior prefect and have had several training sessions with our school counsellor on how to be reliable and responsible. I was also a member of the annual Senior Prom committee, which was very successful this year.

Enclosed are the documents as requested:

1. Letter of recommendation from both my Principal, Mr Dass and the HOD for PEMAC, Mrs Salu Kuruvakadua.
2. A letter of consent signed by my parents.
3. A certified medical clearance.
4. A copy of my resume.

Should I need to attend an interview, I would be glad to be there at a time convenient for you. I may be contacted on telephone number 9992567.

Yours faithfully

Mary Bruin

## BELOW IS A COPY OF A CURRICULUM VITAE

Identify the different types of information given, and discuss why they have been included.

Create similar curriculum vitae for the three letters of application for volunteers at the Oceania basketball tournament.

VIKASHNI ACHARI

55 Belo Place, Drekeniwai , Labasa , 3353024 / 7775432 , vachari@kidanet.com

### EDUCATION

Year 11 2014

Year 10 2013

Year 9 2012

### AWARDS

Captain, U-17 Netball team 2014

Top award for English 2014

Excellence in Sports 2014

### RELEVANT EXPERIENCE

Drekeniwai High School

Form Captain: Year 11 2014

School Representative

Coke Games. 2013

### RELATED EXPERIENCE

Volunteer at Home of Charity

January 2014 to December 2014

### LANGUAGES

Hindi: native language

English: speak fluently and read/write with high proficiency

Fijian: speak, with basic competence+

### MEMBERSHIPS

Drekeniwai Youth Organisation

## Preparing Young People for Employment

Every now and then the education system of a country is accused of not doing enough to prepare young people for the employment market or for reality. Books, articles, and even poems have been penned to voice the concern of their writers.

Below are several texts to that effect.

One of the most pressing concerns for higher education institutions today is whether they're offering real value for the considerable tuitions they're charging. This unease is absolutely **warranted**. Students and their families are increasingly worried about the return on their investment in higher education; as a result, the burden of proof has now fallen on colleges and universities, which must demonstrate that they can truly prepare each and every student for a successful life and career after graduation. Unfortunately

for students, parents and educators, there is no established or readily accepted standard or metric to measure how —successful|| a college or university is in arming students for the post-diploma decades.

And this presents a genuine problem, because, if the current confusion, uncertainty – and even **cynicism** – about higher education continues, we may find that one of the greatest institutional assets is downgraded in people's minds. In fact, according to one survey, it's already happening. The **collateral damage** from this reputational degradation will only **hamper** nations' future economic prospects and possibilities.

Recognizing the stakes, a number of tertiary institutions are doubling down and enhancing their career placement services for students. They are doing this in a **pragmatic** and thoughtful way that ensures that short-term skills and training for the —real|| world don't eclipse or erase higher education's over-arching mission of creating a generation of curious, analytical and open life-long learners.

One university, for example, is offering a four-year career development plan called —Hire Education. The program is focused on four themes tied to each college year: Explore, Experiment, Experience and Excel.

The "Explore" phase begins first year for students, with a career development seminar that's taught in close collaboration with corporate partners and lays the foundation for a lifetime of career management.

During the class, students start to discover their professional path with a Strong Interest Inventory® Code. Assessment and begin to **hone** vital career skills during interactive lab sessions where they come face-to face with corporate recruiters for mock interviews and elevator pitches.

The seminar lays the foundation for students' **subsequent** career development as they "Experiment" with industries through career fairs and networking events; "Experience" internships, more than 90 percent of the university's students complete at least one; and, ultimately, prepare to "Excel" in a **dynamic** work place.

By the time graduation is in sight, students have had four years of focused and targeted career advising and, in the process, they've developed and implemented a customized career action plan that offers a solid and sustainable bridge to the economy of the 21st century.

Higher education is at a **crucial** crossroad today. New models and new programs are proliferating, as the role of colleges and universities in our society is being debated. All of this is well and good – even healthy.

But, in the meantime, there is a need to place much greater focus on both career development and measurable employment outcomes for students. As students are offered a quality education, they must also set a higher standard for their future.

Finding and holding a good job is the first big step toward students' post-graduate success  
(Adapted from an article in Business Insider, by Susan Brennan February 13, 2013)

## VOCABULARY ACTIVITY

10 words or phrases have been highlighted in the extract. For each word, do the following activities:

### THE WORD

- Its definition and part of speech
- A synonym for the word
- An antonym for the word
- An illustration of the word
- The word used in a sentence

## QUESTIONS

Answer each question with a complete sentence.

1. In your own words, explain what the main idea of the first paragraph is.
2. In the second paragraph, what is already happening, according to one survey?
3. How have several universities attempted to overcome the problem of unrealistic courses being offered at their institutions?
4. Summarise the programme called "Hire Education" in 80 to 90 words.
5. What recommendations is the author making about universities and higher educational institutions?

6. According to the author, what is an indicator that a student has successfully completed a university education?
7. What percentage of students go on to university from your school?
8. What percentage go straight into employment?
9. How expensive is a university education here in Fiji?
10. Do university graduates in your area usually find jobs in their fields of study?

## Poetry

### Poem: Reality

I am a big boy now

I have left school;

But I am a fool still

A poor fool

With books and blackboards

Casting dark shadows

On me;

I look for a little opening

Of light

I hear people laughing

What are you going to do now

With your education and all?

There is the marketplace

Where the people

Sell their wares

Women chasing flies

From day-old pies.

I cannot do that

I have a certificate

I passed with honours

English, Maths History and Geography

I learnt them all.

The laughter gets louder

I see my teacher

Sitting on a sterile rock

Near the beach

Selling green coconuts

What do I do now?

An old man close by whispers,

“Come fishing with me today

For you have a lot to learn yet. “

*By Konai Helu Thaman*

### **FIRST READING**

- What sticks out for you? What about the mood? Any words? Any expressions? The persona?
- Are there any difficult parts: words, phrases, allusions, symbols, structure references?

### **SECOND READING**

- What is the poem saying? Compare what you think with someone else.
- Is there anything that is still unclear to you?

### **THIRD READING**

- Look at the title. What clues does it give you? In what way is the poem about reality?
- Are there any words or structures which are unusual? Do they help you to understand the poem? Do they confuse you?
- How are punctuation marks used or not used? Do they add any meaning to the poem?
- Are there any specific patterns in the rhythm and rhyme? How do these patterns emphasise ideas the poet wants to make?

- What figures of speech does the poet use? How do these imagery and sound devices enrich the meaning of the poem?

### MEMORISATION

- Memorise any lines that you like, or think are important.
- Be prepared to recite your chosen lines.

When studying poetry, the following terms and devices need to be known and understood.

### MATCHING TERMS TO DEFINITIONS

TERMS	A the actual, literal meaning of a word.
Form	B run on lines
Content	C measured flow of words.
Effect	D repetition of the same consonant sound at the beginning of words
Verse	E agreement of final consonant sounds
Enjambment	F how a poem expresses ideas.
Caesura	G repetition of sound at the end of a line.
Rhythm	H a pause, usually dramatic, in the middle of a line
Rhyme	I repetition of vowel sounds.
Alliteration	J what a poem says
Assonance	K reuse of words and structures to stress an idea, or create emotion
Consonance	L a line or stanza of poetry
Connotation	M an idea suggested by a word in addition to its main meaning
Denotation	N when a complete thought or image ends at the end of a line
End-stopped	O what a poem achieves with imagery, sound devices and other devices
Onomatopoeia	P the sound of the word echoes or reinforces the meaning
Repetition	Q. reference to another character, story or event, in order to enrich meaning
Allusion	

Going back to the poem, Reality, the suggestion is made that one can also survive and make a living, using skills that are taught at home, or in the traditional or cultural society.

\* Brainstorm these skills that are also ways of earning a respectable living in your community and society today.

- Choose one skill.
- Learn more about it.
- Interview people who are local experts.
- Create a poster or Power Point presentation on your findings.

### **Poem: Booked Future**

Books,

books,

books.

Teacher covers the board

with black fear;

Preacher shrouds the pews

with dark-hot dread;

Dealer airs his shelves

with warm breeze.

Teacher with a rod

directs me towards stairs

of white volumes;

Preacher points at me

saying,

“Follow this Narrow Trail”;

Dealer wears the slogan

on his breast,

“You’ve got to live, Man.”

I take a step and find myself  
on a road paved by the pen,  
taking me onward  
into the future.

*By Celo Kulagoe (Solomon Islands)*

### **Booked Future**

1. Read the poem. Booked Future.
2. Notice all the imagery that the poet uses. Find all the positive connotations. Find all the negative connotations. According to the choice of words, how does the poet feel about a future paved by education?
3. Notice also the use of symbols in this poem, and the way the poem has been formed or shaped. How does this add to the message of the poem?
4. What personal experiences do you think may have influenced the poet's choice of words and connotations?
5. What effect does the title have on the poem and its message?
6. Read the last stanza of the poem again. What sort of future would you predict for the persona in this poem?
7. Illustrate any part of this poem, stanza, line or phrase. Add the words which inspired your illustration to your poster.

### **Most Popular Jobs**

According to recent market research, career builder partnered with economic modelling specialists intl. (emsi) to find out that the ten most sought – after workers are the following:

- Marketing Executive
- Industrial engineer
- Web developer
- Physical Therapist
- Medical and Health Services manager
- Speech –Language pathologist
- Software developer
- Sales manager
- Registered Nurse
- Network and computer system administrator

## The 10 Highest-Paying Jobs that don't require a Bachelor's Degree

If you think you need a bachelor's degree to have a lucrative career, think again. Yes, it's true that those with a bachelor's typically earn more than those without one — but it's certainly not always the case.

A new report by the career-guidance website CareerCast found that there are plenty of high-paying jobs — including commercial pilot and registered nurse — that don't require four years of college. They do, however, require specialized training.

"There's no question that college graduates with four-year degrees are very likely to earn almost \$1 million more in compensation through the course of their careers," says Tony Lee, publisher of CareerCast. "However, for the many people who are unable to earn that degree because of the costs, financial obligations, or other reasons, it's still possible to have a very rewarding, challenging, fulfilling career that pays well.

"These jobs offer great opportunities for those job seekers," he said. "To land one of these jobs, you'll need to compensate with good old-fashioned hard work and some post-high-school training," CareerCast evaluated 200 professions across a variety of industries and skill levels to determine the highest-paying jobs that don't require a four-year degree.

<http://www.businessinsider.com/high-paying-jobs-dont-require-4-year-degree-2014-5? op=1#ixzz3KY5NB9M1>

### Questions

1. Write down what you think the 10 jobs are.
2. Compare lists with a friend.
3. Join another pair and compare lists with them. Debate on the choices, so that your group ends up with only ten on the list.
4. Share your group's list with the class.
5. Continue debating and discussing until your class agrees upon ten jobs on your final class list.
6. Finally, compare your list with the original list published by the website.

### WORD WATCH

1. Using context clues, decide what you think the word "lucrative" means.
2. Look at the headlines. Identify any adjectives that are there.

3. Do an adjective search of the whole article. Sometimes, words that are normally not adjectives may be used as adjectives as well. It depends on how each word is used in a sentence,

4. Put all the adjectives you find into two lists:

**Always Adjectives** and **Not Usually Adjectives**

## EXPRESSING OPINIONS

Using the Top Ten list on page 21 as your source, do the following activities.

**A.** The top ten occupations are listed below in descending order. Rate them according to your interest, from 1 to 10, number 1 being your top choice, while number 10 is the one of least interest to you.

\_\_\_\_\_ being a marketing executive

\_\_\_\_\_ developing applications software.

\_\_\_\_\_ working as a registered nurse

\_\_\_\_\_ working as an industrial engineer

\_\_\_\_\_ working as a network and computer systems operator.

\_\_\_\_\_ developing websites

\_\_\_\_\_ managing medical and health services

\_\_\_\_\_ being a speech therapist.

\_\_\_\_\_ being a speech-language pathologist.

\_\_\_\_\_ working as a sales manager.

**B.** Complete the following sentences, according to your ratings of the occupations in Part A. Begin each sentence with a gerund. Here is an example:

Working as a sales manager would be very tiring.

1. \_\_\_\_\_ would be very boring.
2. \_\_\_\_\_ would appeal to me.
3. \_\_\_\_\_ would satisfy my career goals.
4. \_\_\_\_\_ sounds fascinating.
5. \_\_\_\_\_ sounds monotonous.
6. \_\_\_\_\_ would enable me to earn a good living.

7. \_\_\_\_\_ would suit my personality.
8. \_\_\_\_\_ is of great interest to me.
9. \_\_\_\_\_ is of no interest to me.
10. \_\_\_\_\_ and \_\_\_\_\_ are occupations I would never consider for myself.
11. \_\_\_\_\_ and \_\_\_\_\_ are the two most interesting items on the list.

**C** Write 5 sentences, making comparisons. Compare any two jobs listed in Part A.

*Examples:* Developing software for applications sounds more complicated than being a marketing executive.

Working as a registered nurse would interest me more than working as a sales manager.

**D** Create sentences describing how you feel about certain aspects of a job. Use the verbs listed on the first column to describe how you feel about the job features.

#### **FEELING VERBS**

- avoid
- can't stand
- detest
- dislike
- dread
- enjoy
- imagine
- mind
- picture myself
- resent
- resist
- look forward to
- object to
- have to get used to
- capable of
- interested in

## JOB FEATURES

- work alone
- work closely with others
- make decisions
- do paper work
- sit at a desk
- manage
- do research
- follow orders
- deal with clients/customers
- do creative work
- have a stressful job
- write reports
- have a certain dress code
- work in a large office
- do field work
- work long hours



Sample answers:

I have to get used to following orders.

I would be interested in doing field work.

I imagine dealing with clients all day.

## CAREER CONVERSATIONS

With help of your English teacher/Careers Advisor/Counsellor invite people in the community who already hold some of the jobs that are listed in the two TOP TEN lists.

Before they arrive, prepare questions you would like to ask them. Some possible questions are given below:

1. How did you first become involved in \_\_\_\_\_ ? (name of employment)
2. How do you like your work as a \_\_\_\_\_ ?
3. What subjects did you take in school?
4. Which subjects helped you the most, to prepare to become a \_\_\_\_\_ ?

5. What are some pluses about your career?
6. What are some minuses about your career?

### **GUEST SPEAKERS**

Your teacher will arrange some guest speakers to share information on careers.

As they speak, listen well and take notes. Notes are usually in short form. You can use mind maps if you prefer. If any of your questions are answered in their talk, cross them out, or write the answer(s) beside the question.

Ask only the questions which are still unanswered, or that you need more clarification on. At the end of the activity, a vote of thanks on behalf of the teacher and the class, should be given.

After listening to all the invited guests/speakers, consult your notes.

Choose ONE speaker and write a report on what you saw, heard and felt as you listened to that particular speaker, which makes this piece of writing a descriptive one.

REMEMBER your planned and processed writing should have:

- a sense of person
- thoughts and feelings
- different types of sentences
- descriptive/interesting words.
- an interesting/captivating beginning
- a strong ending
- at least three paragraphs.

### **INTERVIEWS**

An exciting and intimidating event that takes place in the course of job hunting is the interview.

As a class, make a list of DOs and DONTs for interviews.

#### **Example:**

DOs

Remain standing until you are invited to sit down.

DON'T

Chew gum.

**AS A CLASS:**

1. Choose one of the jobs from the two TOP TEN LISTS, from the speakers who spoke, from your first list of careers at the beginning of this unit.
2. Generate a list of possible questions one could be asked at an interview for the job.

**IN GROUPS:**

1. Choose one member of your group to be an interviewee for the job.
2. Prepare your applicant by asking him or her the questions generated by the class, plus any other questions you think may be helpful and relevant.
3. Each member of the group should play a role in helping the interviewee develop CONFIDENCE AND THE ABILITY TO PERFORM WELL during the interview.

This includes the following:

- \* The use of appropriate formal language.
- \* The use of appropriate manners.
- \* The use of appropriate body language, gestures, facial expressions and tone of voice
- \* Speaking confidently, with few voiced hesitations and use of expressions like:  
"You know?" "I was like..." "OMG!"

4. Three interviewers will be selected from the class to role play the following:

Human Resource Manager, Department Supervisor, General Manager /Chief Executive Officer.

They will use the class-generated questions and will ask a minimum of six questions per applicant being interviewed.

5. The whole class will take a back seat and watch the interviews, .
6. At the end of the interviews, the whole class will vote on the best applicant, using the criteria in Number 3 as their yardstick.

## ADVICE SMORGASBOARD

Quality is more important than quantity. One home run is much better than two doubles."

Being the richest man in the cemetery doesn't matter to me ... Going to bed at night saying we've done something wonderful ... that's what matters to me."

I'm convinced that about half of what separates successful entrepreneurs from the non-successful ones is pure perseverance

Your work is going to fill a large part of your life, and the only way to be truly satisfied is to do what you believe is great work. And the only way to do great work is to love what you do. If you haven't found it yet, keep looking.

Don't settle. As with all matters of the heart, you'll know when you find it. And, like any great relationship, it just gets better and better as the years roll on. So keep looking until you find it. Don't settle."

Every good product I've ever seen is because a group of people cared deeply about making something wonderful that they and their friends wanted. They wanted to use it themselves.

"I've learned over the years that when you have really good people you don't have to baby sit them. By expecting them to do great things, you can get them to do great things. The original Mac team taught me that A-plus players like to work together, and they don't like it if you tolerate Level B work.

"Be a yardstick of quality. Some people aren't used to an environment where excellence is expected."

*All this advice came from one source: the late Steve Jobs, CEO and Co-founder of Apple.*

## **FOUND POETRY**

Found poems take existing texts and refashion them, reorder them, and present them as poems. Found poetry is often made from newspaper articles, street signs, graffiti, speeches, letters, or even other poems.

Using the advice from Steve Jobs, and your knowledge of poetry, create a FOUND POEM.

Go through each step:

- read
- write down any words that appeal or evoke emotions
- rearrange the words in poetic form
- check your punctuation. Does it add meaning?
- does the shape of your poem add meaning?
- give your poem a meaningful title.
- polish your work
- read your poem to the class.
- post a copy somewhere in the classroom where it can be enjoyed by others

## **POETRY ANSWERS FOR EXAMINATIONS**

When all is said and done, a student of English has to be able to write about poetry to show another aspect of their appreciation of poetry.

In the Fiji Year 12 Examination, students will be asked to write an essay on two poems that they have studied. Like the short stories, there are always two poems needed for a complete answer.

Below is a question on poetry taken from the 2013 FSLC English paper:

### **Possibilities**

"Poets creatively express their ideas and thoughts through their style of writing to capture the readers' interest and to enjoy the poem. "

Choose two poems from Possibilities and for each:

A) discuss two styles of writing used by the poets to capture the readers' interest. (6 marks)

B) explain the effectiveness of each style in conveying the lessons in the poem. (4 marks)

A proficient answer can be produced by using the TEXC paragraphing method, or for literature, the PDR paragraphing structure is especially effective:

- \* P = Point is made in a single sentence, which sets up the main focus of the paragraph.
- \* D = Develop the point by explaining clearly what you mean in two or three sentences.
- \* R = Refer to a specific moment/event/conversation/quotation from the text.

The two poems which will be used to show how poets creatively use different styles of writing to capture readers, are “Reality” by Konai Helu Thaman, and “Booked Future” by Celo Kulagoe.

In “Reality”, Thaman uses vivid imagery effectively to describe how useless formal education can be in real life. She describes how the persona comes back home with his honours in education, yet he cannot find employment. The persona is both ashamed and confused by his situation, while the others make fun of him: — I hear people laughing

“What are you going to do now  
With your education and all?”

In the same poem, Helu also uses symbols to great effect. It is brilliant how she uses the symbol of a “sterile rock” upon which the persona sees his teacher sitting, while “selling green coconuts”. It seems that the teacher has not been producing anything all these years, that there is no future in his work. He has to resort to tradition seems that in order to survive. He is softly advised by an old man to go fishing with him, “For you have a lot to learn yet”.

As for “Booked Future”, the poet, Celo Kulagoe, uses language effectively. With descriptive words that allude to tragedy and death, the poet manages to create fear for the future, because of what is happening to the persona in the present. With western influences weighing him down, the persona has a fearful future ahead.

The words

“Teacher covers the board with black fear

Preacher shrouds the pews with dark-hot dread” evoke fear.

Fear is also evoked by the clever use of symbols. ‘Teacher’, ‘Preacher’ and ‘Dealer’ are all symbols of what can cause an uncertain future for a Pacific Islander: western education, western religion and western economics. They become personified in three influential persons in the life of the persona who will step into his future on a road paved by the pen.

## **Activity**

Using the following guidelines, practice another essay on poetry. Use the writing process as you practice.

It is better to present one polished piece of writing than several pieces done haphazardly and without much thought.

**Paragraph 1:**

Describe a theme or message from Poem 1. Explain the idea/theme in about 2 sentences. Quote from the poem to support your answer.

**Paragraph 2:**

Explain why the theme from Poem 1 interests you. It could be because you could relate to it, as it was relevant to you /your society or it made you see things differently.

**Paragraph 3:**

Quote from the poem to support your answer. Describe a theme or message from Poem 2. It should be a different idea from that of the one in Poem 1. Explain the idea/theme in about 2 sentences. Quote from the poem to support your answer.

**Paragraph 4:**

Explain why the theme from Poem 2 interests you. It could be because you could relate to it, it was relevant to you /your society or it made you see things differently. Quote from the poem to support your answer.

Use previous examination questions on poetry to help you practise. Work with a buddy.

**See next page for Additional notes: Beacon Media**

## Working values

1. What happened to Adam and Eve, concerning work, after they sinned?
2. Read Gen 2:2. What did God do? Does an omnipotent God need to do this?
3. Jn 6:27 John records Jesus as saying .....
4. What does this tell us about our attitude to work?
5. 1 Cor 3:13 God will test the quality of .....
6. Whatever you do ..... at it with all your might Col 3:23
7. If a person is lazy and won't work 2 Th 3:10 says as a consequence....
8. What does that say to welfare payments for unemployed people?
9. Is it OK for a boss to pay less than the going rate in wages? Lk 10:7
10. Are we only working to please the boss? Col 3:23
11. A vocation is *an occupation carried out more for its altruistic benefit than for income*. What does this definition from Wikipedia mean?
12. Luther taught that every person is to fulfil their divine call/vocation in everyday life and that vocations are not just callings to the priesthood. How can the work of a bus driver, perfume salesperson behind a counter, and a bricklayer be equal in the eyes of God and as important to the Kingdom of God as that of a missionary or minister?
13. What is a short-term ministry calling? What ministry activities could students undertake?
14. When you work you are in a position to pay a tithe. What is this and how can such a practise benefit you? Do many rich people tithe?
15. Muslims don't believe in *usury*. Find out the meaning of this word. Are Christians in finance allowed to practise this business activity? Ps 15:5 and Neh 5:10
16. What is meant by stock markets that claim their products are all *ethical investments*?
17. Is motherhood a vocation? Raising children and creating a home takes the woman out of the career ladder and can disadvantage her prospects on return-to-work years later. Is parenting then an obstacle to your career?

18. Does becoming a father impact your vocation? In what ways can this obstruct your career efforts?
19. There are many talents, not just one. See Matthew 25:1-30. Esther had exceptional beauty, Abraham was an entrepreneur of note, David a great military commander, Paul an academic and intellectual, Luke was a doctor with medical healing abilities. List talents that God gives people, e.g. gardening and growing, painting, cooking, mechanical, etc.
20. In the parable of the talents the recipient of the gift is held accountable for its use. What is the implication for us?
21. Is being a student at high school your current vocation? Col 3: 23 means we don't just do homework and study to please our teachers, who else do we strive to please in our school activities?
22. Write a letter to offer your services to an organisation that could use your help. Describe your abilities and why you would be of use to them.

## Choosing a Career

What kind of work do you like doing?

- ❖ Working with children
- ❖ Working with adults
- ❖ Helping people
- ❖ Being active in work
- ❖ Quietly working at a task on my own
- ❖ Working with animals
- ❖ Working outside in nature
- ❖ Working with my hands, making things

Choose three different jobs that you may like to do when you leave school. Answer the questions below in full sentences or paragraphs. Remember that you will have to answer these questions three times!

1. What is the job that you have chosen?
2. Why would you select this job?
3. What are the main tasks you would do in this job?
4. What personal qualities and physical requirements would you need?
5. What subjects would help you in your final two years of secondary school?
6. What skills do you currently have that could help you in this job?
7. What personal qualities do you have that could help you in this job?
8. How could you gain more experience while still at school?
9. What Tertiary Education or Training would you have to complete?
10. What are your chances of getting a job in this field?
11. What potential challenges might you face in this field?