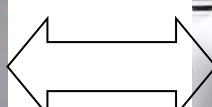
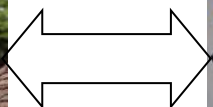


JOBS

(OCCUPATIONS)



JOB/ OCCUPATIONS

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JOBS/OCCUPATIONS

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ABOUT THIS MODULE

This module was designed to meet the needs of beginner classes at the Edmund Rice Centre Mirrabooka.

This topic contains three stories and accompanying activity worksheets for each. The common thread between the stories is the inclusion of a variety of occupations within the context of a simple story. All of the occupations covered are jobs and services that the students will necessarily come across in their daily lives.

Activities accompanying each story have been designed to cover the foundational skills (reading, writing, speaking, listening and numeracy). They are simple and varied, with a small emphasis on grammar.

There are also User Guides throughout the module wherever an explanation is needed for an activity, or sometimes to give some alternative suggestions for presenting the lesson. Additionally, some of the stories have a second version allowing for the different levels of understanding.

Images included in the module may be enlarged, photocopied, pasted on card and cut to use as flashcards. These can be used in a variety of ways e.g. in games, to enhance conversation sessions or as an illustration on the whiteboard to accompany the story.

Wherever possible the material has been trialled within our classrooms here at the Edmund Rice Centre.



USER GUIDE-

Lead-in Activity to story

Akun's Busy Day

The accompanying knowledge map is designed to be used as a lead-in activity at the commencement of the lesson, prior to the reading of the story.

The purpose of this activity is to

- establish the students' prior knowledge of the subject.
 - get the students focused and thinking about this particular topic.
 - give the students the opportunity to share information with each other and to be active participants in creating this knowledge map.
- 1) Using the diagram as a guide, it is suggested that you draw up the whiteboard in a similar fashion WITHOUT THE TITLE but with the first completed example- as shown. This should be done prior to the lesson.
 - 2) The students can then be asked to guess what the day's lesson will be about.
 - 3) Once you have successfully elicited that information, write up the title for the module as a header:
JOBS / OCCUPATIONS.
 - 4) Let the students know that you are looking for another five jobs and those job and their descriptions will appear in today's story. Use the terminology *job description* from the start, as they will need to be familiar with this term when they become job-seekers. Explain its meaning.
 - 5) The students then suggest jobs for inclusion on your map...see also *TIP*. They may offer you a variety of occupations but you only want the five specific jobs from the story to be included on the diagram.
 - 6) When they falter you may choose to prompt the students with the flashcards which are attached to the conversation questions. Simply photocopy, enlarge and mount on cardboard to use.

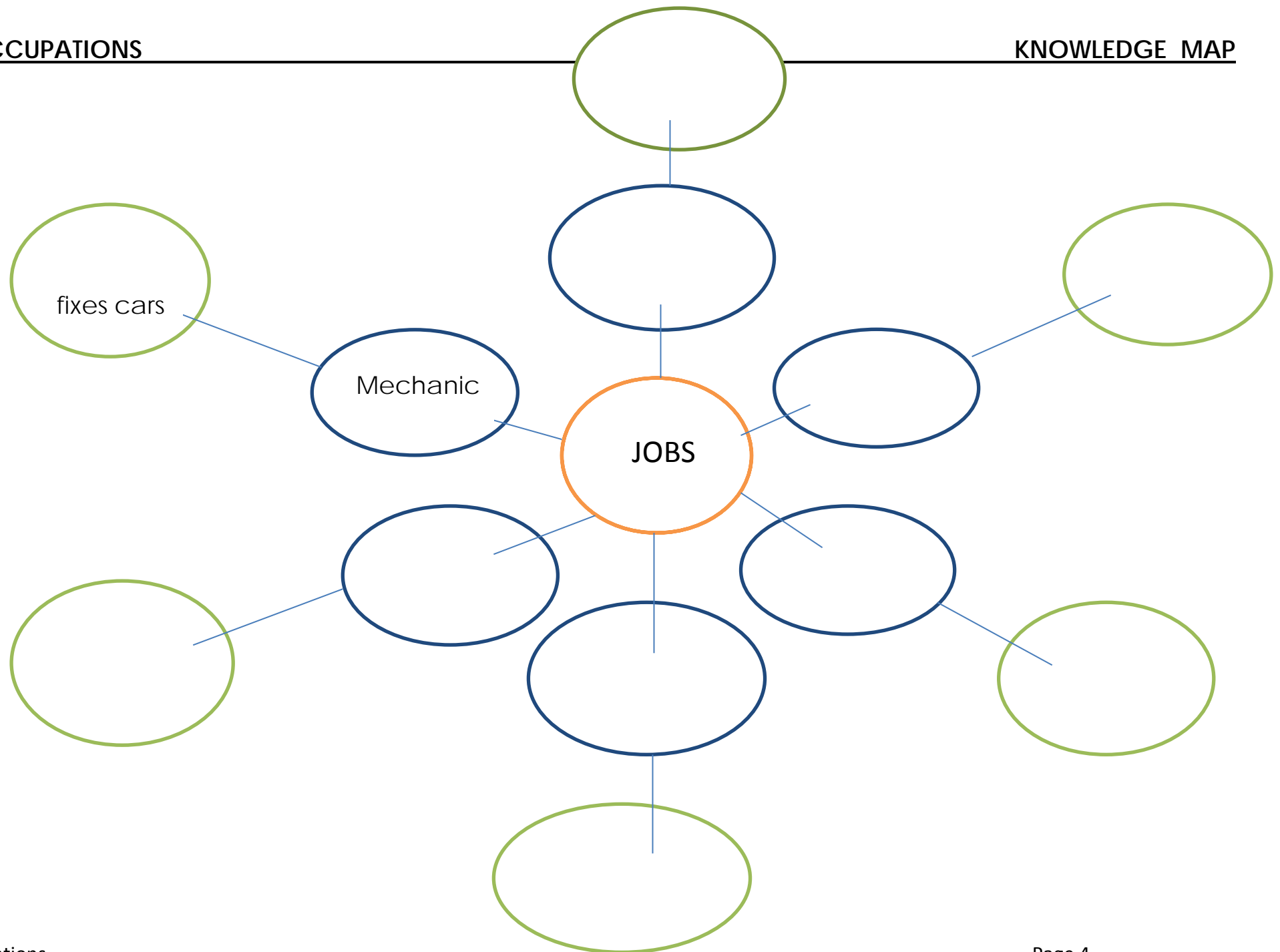
It is best if this brainstorming activity is accompanied by a "pens down" instruction- to produce maximum student participation. The layout of the knowledge map is a hard concept for many lower-level students to re-create, especially if they have had little exposure to drawing with pencil and paper prior to coming to Australia- a common difficulty encountered in working with refugees. If you wish them to have a copy of this

map, you may decide to photocopy the diagram and hand out copies to your students for them to fill out after the lead-in activity is completed.

Upon completing the knowledge map, you are ready to read through the story with your students.

(ALTERNATIVE-You may prefer to use this map as a worksheet after reading the story, rather than as a 'lead-in' exercise. If you choose this scenario, encourage the students to consult the text to discover the six occupations covered in the story. More advanced students can be asked to recall the information without referring to the text. They might be able to add information of their own to the brief job descriptions our story gives.)

TIP- When students are suggesting jobs for inclusion on the knowledge map, it is a good idea to make note of all the jobs on the whiteboard. Any *additional* jobs can be listed down the side of board. That way the student's involvement in the lesson is acknowledged.





Akun's Busy Day

Akun wakes early. Today will be a busy day. Akun has an appointment with the mechanic. He will fix her car. She drives her car to his workshop. She leaves her car and walks to the shopping centre.

Akun has lots of shopping to do. At the butcher's shop she chooses a big piece of meat. The butcher cuts it up for her. Next is the bakery, where Akun buys bread from the baker.

Then she visits the supermarket. She puts some food in her trolley and takes it to the cashier to pay. She hurries to her appointment at the hairdressing salon. The hairdresser cuts her hair.

Now Akun is thirsty so she goes to a café. The waitress brings her a cup of tea. Looking at her watch Akun sees it is time to go back for her car. She is tired so she catches a bus to the workshop.

"It is good to have my car fixed," Akun tells the mechanic.

On the way home, a police officer stops Akun to tell her that her indicator is broken.

"Oh no," says Akun. "I will have to go back to the workshop tomorrow. It will be another busy day!"

Underline each job you can see in this story.

USER GUIDE-

Using CONVERSATION QUESTIONS for

Akun's Busy Day

For this story, you are provided with a comprehensive set of conversation questions for most of the occupations in the story.

The purpose of this activity is

- to develop conversational skills in your students
- to establish the student's prior knowledge on the topic
- to encourage confidence in their ability to communicate in English
- to share information and promote friendships in the classroom
- to involve your students in a less formal classroom atmosphere

There are a variety of approaches:

1. 'teacher- directed' **classroom discussion**
2. **partner work or small group work**
3. **as a table** on the whiteboard

The way in which you choose to use the questions to work with your students will necessarily depend on the level of your students and their ability to work independently, or with minimum assistance. It may also depend on the availability of teaching assistance in your classroom.

1. To pursue these questions as a **classroom discussion**, choose one of the question sheets to lead in to the story *Akun's Busy Day*. Thereafter, as you continue to work your way through this module over the next few lessons, you can use the other conversation question sheets to lead in to each lesson.

2. The ability to work independently, with **partners or in small groups** only develops as students are exposed to the opportunity. If you have been more comfortable with leading whole class discussions, why not try a different model and introduce partner-work, or small groups into your classroom? Initially, you may decide to have students work independent of you FOR A FEW MINUTES only i.e. you may set them no more than 2 or 3 questions from the list. Then the class can re-assemble and share information garnered from these smaller groups.

Once students become confident with working with this approach, they can be encouraged to have a representative of each group recount the group's answers ...see *TIP*.

3. The third approach is to create **a table** on the whiteboard. An example of the table model has been set out for you below. It is only suggested as an alternative but this can be a fun and useful classroom activity.

Names	super mark et	bakery	how many loaves	sandwich fillings	'best' foods	cakes, bought	cakes, home- made
Amina	✓		6	peanut paste	naan bread, lamb pilaf		
Jinfeng	✓		2	butter	rice	✓	
Lee		✓	3	salad	noodles, vegetables	✓	
Cam Van	✓		3	vegetables	fish		
Abdul		✓	14	meat	lentil stew		
Jean	✓		4	vegemite	pizza		✓
Muhamed		✓	12	meat	goat's meat with vegetables		

In working your way through the module and accompanying activities, YOUR CLASS WILL NEED TO HAVE A REFRESHER OF THE STORY IN SOME FORM EACH LESSON.

- Try reading it through with the whole class participating by reading a few sentences each.
- Read it aloud yourself to your students, as a listening activity -with questions at the end to check their listening skills.
- Photocopy the story in A3 size, cut it into paragraphs, and have the students sequence it. On completion, the class read it through.

One final encouragement-do not be concerned that the students will become bored with the repetition of this story over several weeks. Our experience has been that, as students become familiar with both the story and the vocabulary, their confidence improves and they are more willing to join in the lesson.

ALTERNATIVE- When using the conversation questions, you may choose to draw a table on the whiteboard to record the students' responses, as shown on page 7. This kind of activity is very popular with the students, builds their esteem and encourages the shy members of your class to join in- with some prompting from you. The sample table was constructed in response to the conversation question sheet about the baker...

TIP- (group work)

An early approach to *recounts* would be to ask that the groups discuss the conversation questions BUT report back to the class only responses given to ONE TARGET QUESTION.

The groups may have the same target question (for comparison purposes) or each group may have a different target question to share with the whole class later.



CONVERSATION QUESTIONS – *Akun's Busy Day*

1. Do you have a driver's license?
2. Do you own a car?
3. Does anyone in your family own a car?
4. Do you go on any family outings in a car; picnics, trips to the beach, drives to the hills or national parks? On these outings, who drives?
5. How do you get to your English class?
6. How do you get to the shopping centre?
7. Do you take the bus or train to travel to the city?
8. Can you guess what was wrong with Akun's car?



CONVERSATION QUESTIONS – *Akun's Busy Day*

1. Do you buy your meat from the butcher or the supermarket?
2. Is there a butcher's shop in your shopping centre?
3. What sort of meat does the butcher sell?
4. What sort of meat do you cook on a barbeque?
5. What does the butcher wrap your meat in? Is this different from the way it is wrapped in the supermarket?
6. Who prepares the trays of meat for your supermarket and what meat do you like to buy at the supermarket?
7. Can you tell us how you cook a meal with chicken or beef?



CONVERSATION QUESTIONS – *Akun's Busy Day*

1. Do you buy bread from the supermarket or from the bakery?
2. How many loaves of bread do you buy for your family each week?
3. Do you make sandwiches for yourself or your children? What food do you put inside a sandwich?
4. In Australia, lots of people like to eat pies, pasties or sausage rolls. What is a favourite food in the country you come from? What is your favourite food in Australia?
5. Have you ever celebrated birthdays and weddings with a cake? Did you buy it, or did you(or a family member) bake it?
6. What do you like best, sweet food or savoury food?
7. Can you say, or guess, the time a baker starts work every morning?



CONVERSATION QUESTIONS – *Akun's Busy Day*

1. What colour is your hair? Is your hair long, short, curly or straight?
What is your favourite way to wear your hair?
2. Do you go to the hairdresser? What does the hairdresser do to your hair?
3. Is your hairdresser cheap or expensive? If you have a cheap hairdresser please share their name and salon with your classmates.
4. Do you wash, cut or braid your own hair? Your children's hair?
5. Does a friend, or someone from your family, cut, colour or braid your hair?
6. In your country, did you go to a hairdresser? Tell us about it.
7. Can you tell us the difference between a cut and a shampoo? a weave and a wig? A corn row and a braid?



RIDDLE - *Akun's Busy Day* (Lead in or consolidation)

From the following clues, can you guess this job/occupation ?

1. This is an important job in our **community**.
2. There are many people doing this job; in Western Australia there are about 6,000 people **employed** in this job.
3. This work is done both day and night; many of the workers are **shift workers**.
4. You must train for 6 months and **graduate** prior to working in this job.
5. To do this job, you wear a **uniform**.

Vocabulary in bold may need defining.

ANSWER TRUE OR FALSE- *Akun's Busy Day*

You may use a ✓ or a X

1. Akun wakes

- at 5a.m. ☐
- early ☐
- at 9a.m. ☐

2. Why do you take the car to the mechanic ?

- fill it with petrol ☐
- change a tyre ☐
- fix the car ☐

3. At the butcher's, Akun buys a big chicken. ☐

4. Akun has an appointment at the

- hairdresser ☐
- doctor ☐
- mechanic ☐

5. Akun goes to the café. The waiter brings her a cup of tea. ☐

6. The police officer tells Akun her window is broken. ☐

7. Tomorrow Akun will take her car back to the workshop. ☐

8. The name of our story is "Akun's Day" ☐

WORD FAMILIES - Akun's Busy Day

police officer drives a car hairdresser cashier
 salon bakery supermarket mechanic
 catches a bus café workshop walks

1. Using these words from our story, group them into 3 word families- groups of words that go together.

1.	2.	3.

2. At the top of each column, write a name or a sentence that describes your group of words.
3. Can you think of some words to finish these word families?

family members e.g. mother, _____

countries e.g. Iran, _____

User Guide

Here are some ideas for the worksheet entitled *Making an Appointment* for

AKUN'S BUSY DAY

This can be used as a worksheet for the students or as classroom discussion and activities.

If used as a **worksheet**, be aware there is a degree of interaction required from the students when enacting phone calls. Best practise would be to role-model how to make an appointment PRIOR to handing out worksheets. So that your students can successfully attempt the worksheet, you will need to ensure that you

- use the word RECEPTIONIST
- give a description of the job and
- write up the word

You will find many of your students may be familiar with the word already.

Should you choose instead to use the worksheet for **discussion and activities**, try this fun method of guessing the word in the box - a modified version of the game of "Hangman". Once students are familiar with the game, it can be a useful regular addition to the classroom. You may have played the game "Hangman" yourself, as a student. However, bearing in mind the trauma that many refugees have had in their past, this modified version(below) is more suitable for the classroom.

1. Draw the word box on the whiteboard, as per the worksheet. No need to put in any letters.

--	--	--	--	--	--	--	--	--	--	--	--	--

2. Write the letters of the alphabet underneath the word box

a b c d e f g h i j k l m n o p q r s t u v w x y z

3. Explain to the students that they are competing AGAINST you. You will be drawing a house, adding one detail to your drawing every time they fail to choose a correct letter. If they guess the word BEFORE you

complete the drawing, they win. (With a little generosity from you, this should happen each time).

4. Ask a student to choose a letter.

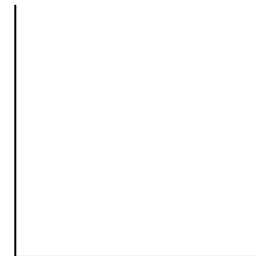
- If this letter is part of the word 'receptionist', fill in the box or boxes containing that letter. Remember to cross or rub out the letter from the alphabet on whiteboard.
- If this letter is **not** contained in the word 'receptionist', commence drawing your house. Again, remember to cross out the letter chosen.

(The first 'wall' of your house)



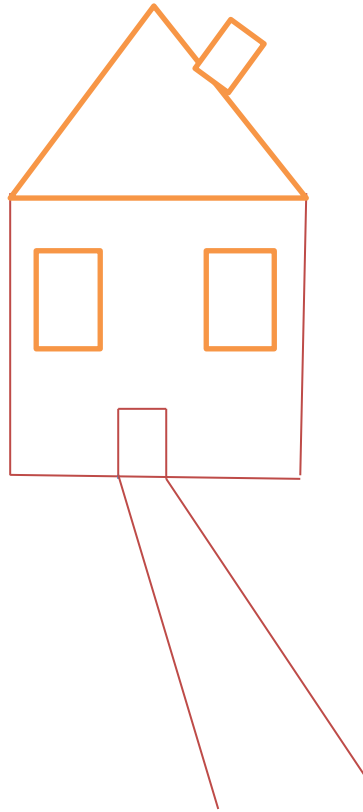
5. Continue choosing students to call out a letter, crossing out the letters as they are chosen and EITHER

- fill in the word box with each correct letter, OR
- draw another detail of your house



and so on.

The finished drawing of your house would look something like the one overleaf IF YOU COMPLETED IT. However the object of this task is for the students to recognize the word BEFORE you complete the drawing (You can add as much detail to the house as is necessary to give them time to complete the task.)



TIP- This version of the game “Hangman” can also be used in a variety of ways. It can be a fun way of introducing a topic (ensuring you use some vocabulary that the students are familiar with)

OR finishing your class on a high note (whilst revising some vocabulary from the lesson.)

Making an Appointment - Akun's Busy Day



ANSWER YES OR NO

1. Do you need an appointment to visit the supermarket? _____
2. Do you need an appointment to visit a café? _____
3. Do you need an appointment to take your car to be fixed at the mechanics? _____
4. Do you need an appointment to visit the hairdressers? _____

With another student, practise phoning to make an appointment at:

- the doctor's surgery
- the mechanic's workshop
- the hairdresser's salon

Can you guess the word in the box below?

r		c						i		t
---	--	---	--	--	--	--	--	---	--	---

Clues –

1. A job
2. The name of a person who answers phone calls and makes appointments.

USER GUIDE-

Lead-in Activity to story

Mrs Carr's New Friends

The accompanying knowledge map is designed to be used as a lead-in activity at the commencement of the lesson, prior to the reading of the story. It will give students an understanding of the differing government services available (including the government assistance scheme, H.A.C.C., which was offered to Mrs Carr).

The purpose of this activity is to

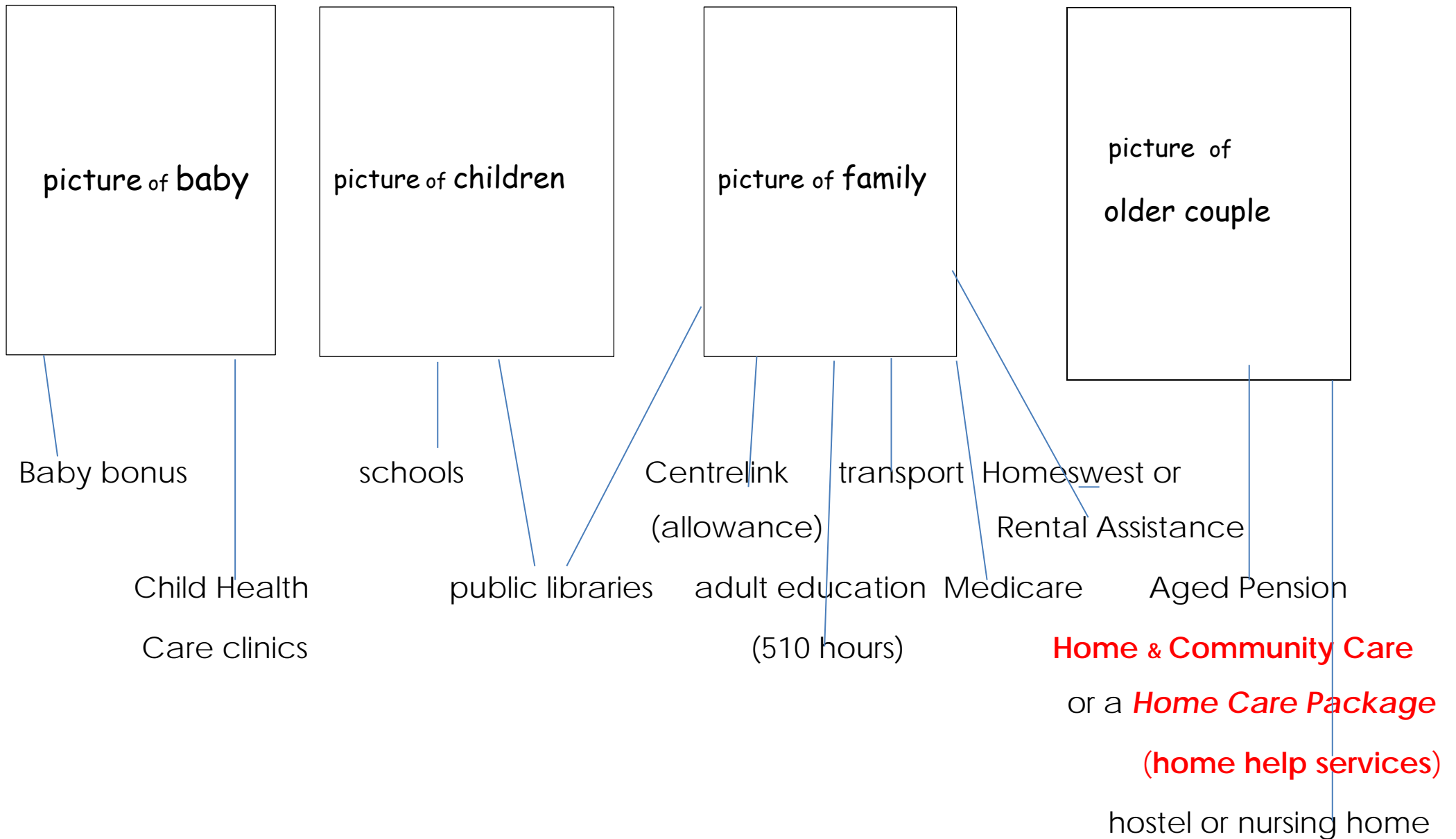
- establish the students' prior knowledge of the subject.
- get the students focused and thinking about this particular topic.
- give the students the opportunity to share information with each other and to be active participants in creating this knowledge map.

Using the diagram as a guide, draw up the whiteboard in a similar fashion. Give the map a title, such as the one suggested, and stick the images provided onto the whiteboard. When you draw your diagram on the whiteboard, leave the services blank. The students' task will be to provide you with specific government services in each category.

Should the students falter as you lead them through the model, a prompt from you will often get them started again. You will find that the students are able to identify many of these services for you and they will often share valuable insights into their personal experiences.

How does our government help us?

KNOWLEDGE MAP



Pictures for use with KNOWLEDGE MAP



Pictures for use with KNOWLEDGE MAP



Mrs Carr's New Friends – level 1

Mrs Carr is an old lady. She lives alone in a big house in Mirrabooka. She has one son, Tom. He lives in the city. Now she is old, Mrs Carr needs a stick to help her walk. She cannot do the chores in her house.

Her son is too busy to help, so he worries about his mother. Tom hears the government wants to help old people in their homes. So he fills out forms asking for help. He soon has a letter



from the government - it says some workers will come to his mother's house every week.



On Monday someone comes to Mrs Carr's house - a cleaner. She sweeps and scrubs.

On Tuesday someone comes to Mrs Carr's house - a gardener. He mows the lawn.



On Wednesday, someone comes to Mrs Carr's house.

"I am your carer," she says. She takes Mrs Carr shopping and to the pharmacy. The pharmacist makes up Mrs Carr's medicines.

On Thursday, someone comes to Mrs Carr's house- a maintenance man. Mrs Carr asks him to clean her gutters.

All of her helpers are happy and friendly.

On Friday, Tom comes to visit after work. His mother asks him to fix a broken power point. After all, her son is an electrician.

That night the old lady sits with her feet up.

"Tomorrow is the weekend," she thinks, sadly. "No-one is coming. I will be glad to see my new friends again next week."



Underline each job you can see in this story.

Mrs Carr's New Friends – level 2

Mrs Carr is a very old lady. She lives alone in a big house in Mirrabooka. Her only son, Tom, lives in the city. Now she is old, Mrs Carr needs a walking stick so she doesn't fall over. She cannot do the chores in her house.

Her son is an electrician and is very busy. Tom worries about his mother. He hears the government is helping elderly people to stay in their homes so he fills out forms to ask for help. Soon Tom has a letter to say the government will send workers to his mother's home every week.

On Monday, a smiling cleaner comes to Mrs Carr's house. She sweeps and scrubs until the house is clean.

On Tuesday, a cheery gardener comes to Mrs Carr's house. He mows the lawn and trims the bushes.

On Wednesday, a kind lady comes to Mrs Carr's house.

"I am your carer," she says. She takes Mrs Carr shopping and to the pharmacy. The pharmacist makes up Mrs Carr's medicines.

On Thursday, a happy maintenance man comes to Mrs Carr's house. Mrs Carr asks him to clean the gutters on the roof and replace a cracked roof tile.

On Friday, no-one comes to Mrs Carr's house **all day!** Tom rings to say he will visit her. When he arrives, his mother asks him to fix a broken power point. After all, her son is an electrician.

That night, the old lady sits with her feet up.

"Tomorrow is the weekend," she thinks, sadly. "No-one is coming. I will be glad to see my new friends again next week."

Underline each job you can see in this story.

Vocabulary activity - Mrs Carr's New Friends

With your teacher discuss any words from the story that you don't understand.

Start with these words.

alone	chores	worries
government	medicines	power point

In the columns below:

- *list the names of the jobs in our story*
- *list what each person does for their job*

JOB / OCCUPATION		JOB DESCRIPTION
1.	electrician	fixes power points
2.		
3.		
4.		
5.		
6.		

First Pronouns – Mrs Carr's New Friends

A pronoun is a word used in place of the name of a person (noun).

he	she	him	her
----	-----	-----	-----

Choose two pronouns from the box to replace each person's name (or title).

mother	___she, her___	father	_____	sister	_____
grandfather	_____	daughter	_____	wife	_____
son	_____	girl	_____	brother	_____
boy	_____	lady	_____	Mrs Carr	_____
Tom	_____	woman	_____	man	_____

Choose a pronoun from the box to replace the name in each sentence.

1. Mrs Carr is an old lady. _____ is an old lady.
2. Tom is an electrician. _____ is an electrician.
3. The government writes a letter to Tom.
The government writes a letter to _____.

Now try the next sentences.

1. Mrs Carr cannot do the chores in _____ house
2. A lady comes to Mrs Carr's house. _____ is a cleaner.
3. A man comes to Mrs Carr's house. _____ is a gardener.
4. The carer takes Mrs Carr to the pharmacy. The pharmacist makes up medicine for_____. .
5. Tom is an electrician. Mrs Carr asks him to fix _____ power point.

Alphabet Worksheet – Mrs Carr's New Friends

maintenance
man
cleaner
gardener
pharmacist
carer
electrician
old lady
son

- Can you add the letters missing from the alphabet below?

a b _ d e f g h i j _ l m n o p _ r s t u _ w x y z

- Arrange the words in the box in alphabetical order, using the alphabet to help you.

1. _____

2. _____

3. _____

4. _____

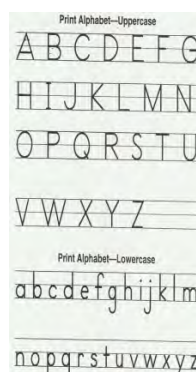
5. _____

6. _____

7. _____

8. _____

- How many vowels are there in the alphabet? _____ Can you write them? _____
- Next, circle every vowel you find in the words in the box.
- Tick any words in the box that start with a vowel.



Using Articles - Mrs Carr's New Friends

Write the vowels of the alphabet. _ _ _ _ _

Choosing...Which one? We must use **an** or **a** in front of the names of things, such as **a** table, **a** chair, **an** orange, **an** apple.

We use **an** instead of **a** in front of words that start with a vowel.



*Use the story to help you choose **an** or **a** in each sentence.

1. Mrs Carr is ____ old lady.
2. Mrs Carr needs ____ stick.
3. Her son, Tom, is ____ electrician.
4. Tom has ____ letter from the Government
5. ____ gardener mows the lawn.
6. ____ maintenance man cleans the gutter.

More about Mrs Carr and her new friends...Choose **a** or **an**.

1. Mrs Carr likes ____ cup of tea.
2. Tom does not live with his mother. He lives in ____ apartment.
3. Her carer takes her to the pharmacy and ____ shopping centre.
4. The cleaner leaves ____ empty bin in the kitchen.
5. The pharmacist gives Mrs Carr her medicines and ____ extra script.
6. Everybody needs ____ friend.



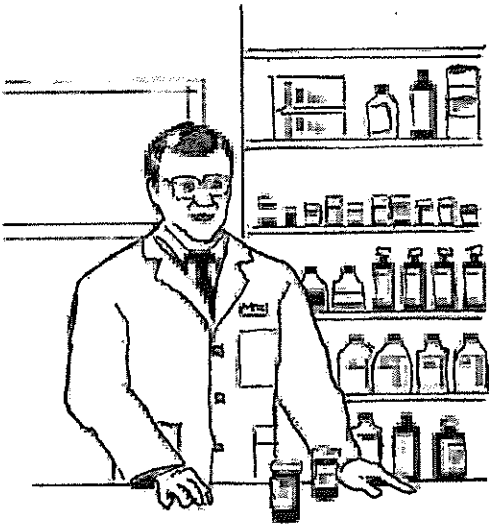
gardener



cleaner



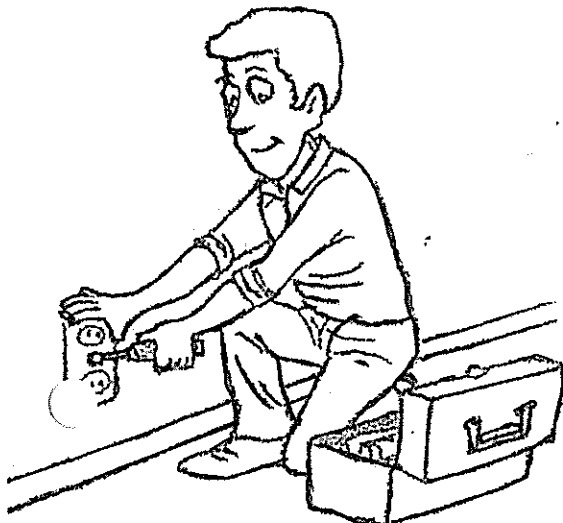
maintenance
man



pharmacist



carer



electrician

Lead-in conversation for story “*Abdul’s Dream*”



CONVERSATION QUESTIONS, lead- in to story

Abdul's Dream

Picture 1

1. What is this kind of housing called?
2. Do you think that the inside of each flat would be big or small?
3. If you lived in these flats, is there anywhere you could grow some plants?

Picture 2

1. What is this kind of housing called?
2. If you lived in one of these units, how many neighbours would you have?
3. If you lived in one of these units, is there anywhere you could keep a bike?

Picture 3

1. Does this house look like a Homeswest house? Why, or why not?
2. If you lived in this house, where do you think you would park a car?
(Can you see a building that could be a garage?)
3. At this house, is there somewhere
 - to hang a swing ?
 - to plant a garden ?

Is your home like any of those in the pictures?

Do you own your home or do you rent from a real estate agent or from Homeswest?

In the country you came from, what kind of material is used to build houses?
How many rooms did your home have? How many people lived in your home?



ABDUL'S DREAM - level 1



Abdul Farim and his family come from Iran. Abdul works at Coles collecting trolleys. The family lives in a unit in Balga. It is too small. There is no garden for his children to play outside. Abdul dreams they will have a big house one day.

The real estate agent does not have any houses for them to rent. The Farims are waiting for a Homeswest house.

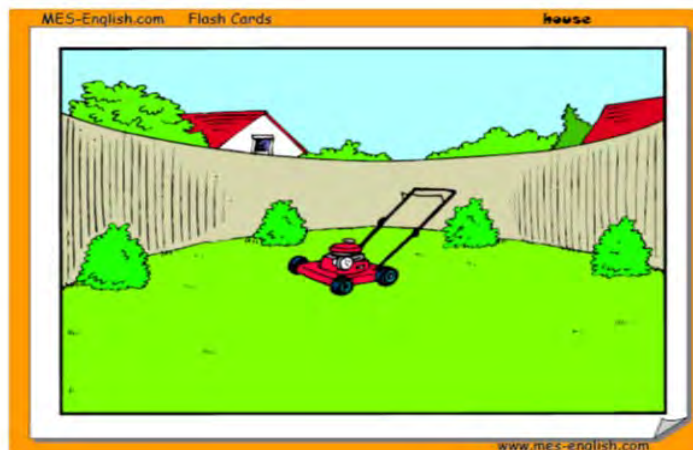
One day a letter comes from Homeswest

saying that there is a house for them to rent. It has a big garden. Best of all, it is in Balga! The Farim family are very happy.

But their new home has some problems. So Abdul writes a letter to Homeswest. He tells them to send a plumber to fix the leaking toilet and a bricklayer to mend the broken fence. He asks for someone to put in a letterbox because the postman cannot deliver letters.

Soon Homeswest sends a plumber and a bricklayer to fix the problems. Next a maintenance man puts in a new letterbox. Mrs Farim scrubs her house and Abdul mows the garden. The house looks like new. And every day after school the children play in the garden.

⇒ ***UNDERLINE EACH JOB YOU CAN SEE IN THE STORY.***



Abdul's Dream - level 2



Abdul Farim and his family come from Iran. He works at the supermarket collecting trolleys. One day he hopes to be a lawyer.

The family lives in a unit in Balga. It is too small, with only two bedrooms and no garden. His four children cannot play outside. Abdul dreams they will have a big house one day .

The real estate agent does not have any other houses or units for them to rent. The Farims are waiting for a Homeswest house.

Their name is on a waiting list.

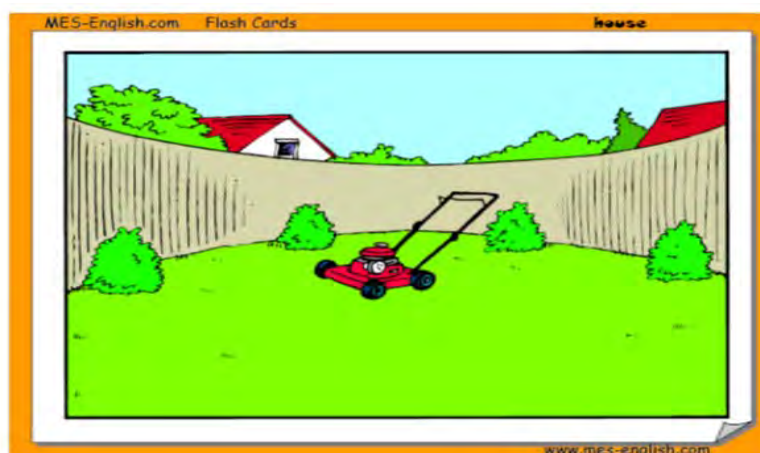
One day, a letter comes from Homeswest

saying that at last there is a home for them to rent. It has a big garden. Best of all, it is in Balga! The Farim family are very happy.

But their new home has some problems. So Abdul writes a letter to Homeswest. He asks them to send a plumber to fix the leaking toilet and a bricklayer to mend the broken fence. He also tells them the letterbox is missing - the postman cannot deliver letters.

Soon Homeswest send a plumber and a brick-layer to fix the problems. Next, a maintenance man puts in a new letterbox in the front garden. Mrs Farim scrubs and cleans her house and Abdul mows the garden. The house looks like new. And every day after school the children play in the garden .

⇒ **UNDERLINE EACH JOB YOU CAN SEE IN THIS STORY**



Vocabulary Activity - Abdul's Dream

With your teacher discuss any words from the story that you don't understand. Start with these words.

collecting	dreams	Homeswest	problems	
leaking	letterbox	missing	deliver	mow

WORD SQUARES The words in the boxes are job titles from our story. Unscramble the letters and write the word under each box.

P	U	
L		B
R	E	M

S		P
	M	N
O	T	A

The words in the boxes below are verbs from our story. Unscramble the letters and write the verb under each box.

D	L	R
E	V	E
	I	

K	E	A
L	I	N
G		

In our story, who does the following jobs:

- mows the lawn _____
- scrubs and cleans _____

Multiple Choice Comprehension Worksheet - Abdul's Dream

Abdul Farim and his family come from Iran. Abdul works at Coles, _____ (as a cashier, cleaning, collecting trolleys). The family live in a unit in _____ (Perth, Mirrabooka, Balga). It is too small. There is no garden for his children to play outside. Abdul dreams they will have a big house one day.

The _____ (real estate agent, butcher, bricklayer) does not have any houses for them to rent. The Farims are waiting for a Homeswest house.

One day a letter comes from _____ (Coles, Centrelink, Homeswest) saying that there is a house for them to rent. It has a big garden. Best of all, it is in Balga! The Farim family are very happy.

But their new home has some problems. So Abdul writes a letter to Homeswest. He tells them to send a plumber to _____ (paint the walls, fix the leaking toilet, mow the lawn) and a _____ (cook, gardener, brick layer) to mend the broken fence. He asks for someone to put in a letterbox because the _____ (policeman, postman, baker) cannot deliver letters.

Soon Homeswest sends a plumber and a bricklayer to fix the problems. Next a maintenance man puts in a new _____ (letterbox, meterbox). Mrs Farim scrubs her house and Abdul mows the garden. The house looks like new. And every day after school the children _____ (play in the pool, play in the park, play in the garden).



INTRODUCING CROSSWORDS - ABDUL'S DREAM

ACROSS

1. He fixes leaking toilets

DOWN

2. She rents and sells units and houses.

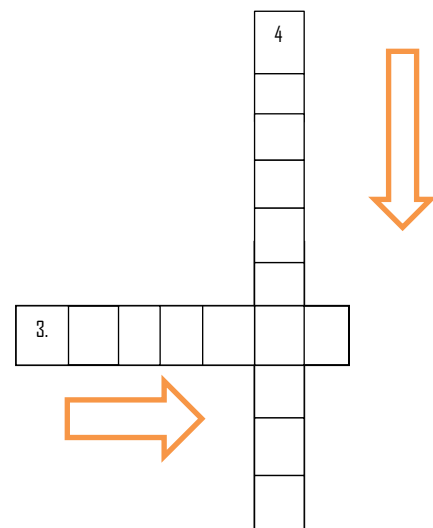
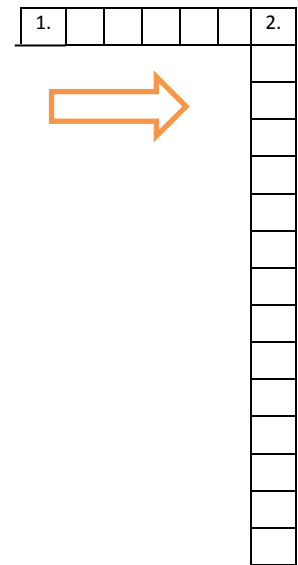


ACROSS

3. He delivers letters.

DOWN

3. He fixes the broken brick wall.

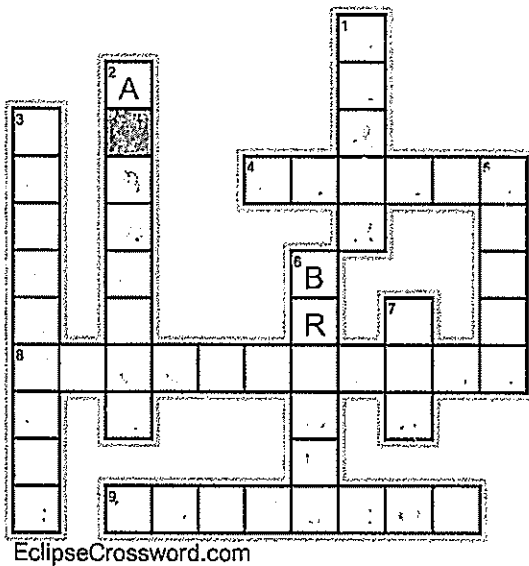


CROSSWORD - Akun's Busy Day, Mrs Carr's New Friends, Abdul's Dream

level 2

The vocabulary used in this crossword is found in the above stories.

JOBS / OCCUPATIONS



ACROSS

4. What does a cleaner do?
8. Who replaces broken power points?
9. Where does a mechanic work?

DOWN

1. Who looks after the needs of elderly people?
2. Where does a gardener work?
3. Who wears a uniform for their work?
5. Where does a hairdresser work?
6. A bricklayer works with these.
7. A plumber will _____ leaks.

THE FOLLOWING WEBSITES HAVE BEEN USED IN THE PRODUCTION OF THIS MODULE. THEY CONTAIN EXCELLENT RESOURCES FOR ESL PURPOSES, AND ARE GRATEFULLY ACKNOWLEDGED BY EDMUND RICE CENTRE, MIRRABOOKA.

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