

Lesson Plans on Learning English through Workplace Communication:

JOB HUNTING FOR SS2/3

Objectives:

1. Vocational English is versatile, interesting, complex and can be divided into different levels according to different tasks. The designed and developed materials should come from different sources like net-surfing, newspaper cuttings, pamphlets and many other forms since they are meant to develop various several, such as research, writing, presentation, video, role-play, etc. Simultaneously, students learn helping each other to work in groups with genuine materials collected thus creating a realistic simulated setting for the whole teaching package during their practice of four skills.

2. Students must be aroused to be aware on the practicality of vocational English by self-examining into their needs, interests and abilities. In this package, students are asked to find a suitable advertisement to start with, such as a floor receptionist, a chef, a waiter/waitress, etc.

3. Each student start a scrapbook/portfolio of their own and put in all their collections i.e. cuttings, pictures, pieces of writing, reflections, etc. These materials should remain there until graduation, the whole package actually acts as a starting point for them to think seriously about their ambitions and expectations in their future career development.

4. Assessments would come in different formats such as formative, spiral or peer assessing, observation, reflections, conferencing, etc. which are all suitable to be built in at intervals. Regular feedbacks in different stages act as a constructive process for integral learning and teaching.

Activity1 : three double lessons

STEPS AND ACTIVITIES:

1. Students *groupings* are made as warm up activities. Each group is requested to *choose an advertisement* which is close to their interest, experience, abilities and may be, relevant to their future career prospect/development. Say, the advertisement can be a waitress vacancy in a hotel or a broadband sales. It motivates/arouses the group's interest to research into the field via web surfing, magazines... to enrich their knowledge.

2. Students are asked to *collect news cuttings/varieties of relevant articles* on the service/food industry. The nature of the jobs is very likely to contain quite a lot of new information and vocabulary. This would increase the students' awareness on thematic-based words which are scaffolds for their tasks' preparation. Besides handing in the *report/writing task* about their research, *individual presentations* or a *group presentation* can share their research more interestingly on the promotional prospect and essential criteria regarding on the type of personnel the industries are looking for. Knowledge on service industry such as hotel/tourism/communications can widen their horizon. They can gain a macro idea of different jobs' nature and would prepare them to follow their career pursuit by taking practical step, likee attending vocational courses after graduation. *Timely and encouraging feedbacks* are useful for students with different aptitudes and abilities in the process of preparing their tasks.

Activity 2 : two double lessons

STEPS AND ACTIVITIES:

1. The groups are again asked to *collect materials* on the writing of cover letters and CVs. Samples would be distributed if they really have difficulties in getting them. Materials would be photocopied and shared. Discussions among the group members on the format, style and proper use of language to fit in the writing of cover letters and CVs could help them to be more aware of the working environment and its formalities. The learning purpose is for each individual to select the most appropriate samples and write their own cover letter and CV according to their qualifications, working experience, etc. Each individual is encouraged and reminded to fill in their other merits such as prizes, skills, volunteer/school/summer jobs/activities and roles/ responsibilities, etc.

2. Students are asked to *write their cover letters and CVs* seriously, and attached a few photocopies of significant merit certificates to impress the management. This activity trains them to be conscious about self value-added while the final written productions cater for self and peer assessment.

Activity 3 : three double lessons

STEPS AND ACTIVITIES:

1. All students would *receive an individual letter of invitation* to an interview from the English teacher who pretends to be the management of the organizations/institutes. All of them are requested to *fill in an application form* to take along for the interview. The aim is to make the students take the issue formally when facing critical moments. They should learn how to fill in a form properly in English with accurate data, in particular their home address, parents' names, etc. with neat and tidy handwriting.

2. Students are asked to *think of real interviews* coming up after they receive the letters from the companies/firms. Students in groups are asked to *discuss the right dressing code* for the interview *and the proper manners* they should have. The discussion conclusions are conducted as *presentations/a group presentation*.

3. Students are also asked to *think of the probable questions* they can be asked in an interview. The questions *and possible answers* should be first shared *in written form and then in role play*. Besides the few general standard questions, some industries/firms may ask the interviewees *some specified questions* about the business' or industries' background. They are expected to *research on the background* of a few popular organizations too.

4 . Simple *telephone conversations and manners* should also be practised among themselves. The *phone dialogue* can be in a short script format.

5. If possible, every student should participate in the *actual interview performance*. The *role-plays* would be determined by the drawing of lots to let students try out the role-play as interviewers, interviewees or observers.

Activity 4 : one double lesson

STEPS AND ACTIVITIES:

Students in groups are asked to *reflect* on the experience of learning through the process of group work and other different activities. They are always encouraged to *give feedbacks and ask for clarifications on doubts* immediately as support learning. *Scrapbooks/portfolios* are exchanged among students/groups for peer learning purpose. The *extended vocabulary and knowledge in different industries* are certainly very useful for their future career.

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