



English for Occupational Purposes

Teacher's Guide

University of Sri Jayewardenepura
Faculty of Humanities and Social Sciences
Department of English Language Teaching

NOT FOR SALE



Department of English Language Teaching
English for Occupational Purposes - Teacher's Guide



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English for Occupational Purposes

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Preface

English for Occupational Purposes is designed for the third year undergraduates of the Faculty of Humanities and Social Sciences (FHSS) of the University of Sri Jayewardenepura. The lessons in this booklet have been developed based on the new curriculum introduced by the Department of English Language Teaching (DELT) for the English for Occupational Purposes Course in consultation with Dr. Bimali Indrarathne, Department of Education, University of York, United Kingdom and Dr. Sharon McCulloch, School of Humanities, Language and Global Studies, University of Central Lancashire, United Kingdom of the University of Lancashire. In the compilation of this booklet, both local and international benchmarks: UTEL (University Test of English Language) and the Common European Framework have been incorporated.

The booklet consists of five main modules with numerous practice activities providing students sufficient exposure to use their target language in terms of office-related work. The task-based activities in this booklet require learners to practice the language being learned in meaningful settings and provide them with opportunities to use English in authentic contexts eventually. There is a teacher's guide (TG) accompanying this booklet. Importantly, this booklet is published as an e-book and is available on the official website of the University of Sri Jayewardenepura.

I would make this an opportunity to express my heartfelt gratitude to Dr. Bimali Indrarathne for her constant guidance in the process of designing the material. Without her immense support and encouragement, the compilation of this booklet would not have been a possibility. Further, the support extended by the academic and non-academic staff of the DELT are acknowledged with much gratitude. Finally, it is expected that this booklet will encourage and assist the third-year students of the FHSS to develop their English Language proficiency and build their confidence to use English effectively in their professional career.

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Module 1 - Interviewing

The aim of this module is to:

- enable the students to understand what is included in a job advertisement.
- help the students to analyze features of good CVs.
- make them understand how to draft a covering letter for a job that they are hoping to apply for.
- make them practice interview skills.

Week 1

Task 1 - Group work (1 hour)

- Give five words (See the Annexure in the Students' Book) to each group and ask them to find out the meanings of the words with their group members.
- After the activity, ask the students to refer to the Annexure in the Student's Book again and learn the other words which are commonly used in job advertisements.
- Next, ask the students to refer to (job advertisements) in Module 1 of the Students' Book and **make a list of the facts which the employers are looking for.**

- | | |
|--|------------------------------------|
| 1. Fluency in English | 7. Ability to work independently. |
| 2. Computer Literacy | 8. Ability to work in a team. |
| 3. Excellent writing skills | 9. Fluency in Sinhala/Tamil. |
| 4. Good interpersonal skills | 10. Excellent telephone etiquette. |
| 5. Degree Level qualifications (Bachelors'/Masters') | 11. Mature & pleasant attributes. |
| 6. Previous work experience motivated | 12. Being energetic & self- |

- Let the students compare and contrast their own qualifications with what is expected in the job advertisements.
- Ask them to choose a job which they can apply for.
- Finally ask the students to find someone in the class who has chosen the same job and compare their qualifications with his/hers.



Task 2 - Group work (2 hours)

- Ask the students to refer to the three CVs given in Module 1 of the Students' Book and answer the questions with their group members.

1) Look at 'Curriculum Vitae 1'. Write down the verbs which describe the work experience of the particular applicant?

Teaching/preparing/assessing/marking/organizing etc.

2) There are some mistakes in the CVs. Find them out and re-write correctly.

Ex: Conducted a project in poverty reduction in Wellawatta.

Rural area development project in Pareigama.

Group research regarding Tea Export Industry in Sri Lanka.

1. **Conducted** a project in poverty reduction in Wellawatta.
2. **Conducted a project in rural area development** in Pareigama.
3. **Carried out** a group research regarding Tea Export Industry in Sri Lanka.

Ex: Junior Prefect from 2011-2012

Being a member of the General Knowledge Club of Dedigamuwa Central College

I was a member of the Gavel Club, University of Sri Jayewardenepura.

Training

Successfully completed one month training program on "Developing Leadership Qualities & Positive Thinking" held by Ministry of Higher Education in 2017.

1. **Became a** Junior Prefect from 2011-2012
2. **Became a** member of the General Knowledge Club of Dedigamuwa Central College
3. **Became a** member of the Gavel Club, University of Sri Jayewardenepura.



G.C.E. Ordinary Level Examination - 2012

School: Dedigamuwa Central College

Index No:

456783Results:

9 A's

Soft Skills

Having good communication skills in English and Sinhala.

Knowledge in MS Office packages

Academic Qualifications:

B.A. Economics (Special) Degree, University of Sri Jayewardenepura, 2019

G.C.E. Advanced Level, Vihara Maha Devi Vidyalaya, Kiribathgoda, 2015

G.C.E. Ordinary Level, Vihara Maha Devi Vidyalaya, Kiribathgoda, 2012

Training & Workshops

Successfully completed a **training program in “Leadership & Personality Development”** at the Youth Centre, Maharagama, from 2016-2017

Participated in a series of workshops conducted by Ministry of Finance on **“Implementing different strategies to overcome the economic crisis of the country”** in 2018.

Extra-Curricular Activities:

Became a member of the school debating team, 2013-2015

Holding responsibilities as the president of the school literary society, 2012-2013

Achievement in National Youth Games, 2011



Extra-Curricular Activities:

Became a member of the school debating team, 2013-2015

Held responsibilities as the president of the school literary society, 2012-2013

Achieved championship in National Youth Games, 2011

- 3) Make a list of verbs that are used to present 'Extra-Curricular Activities'.**
You may look at all three CVs.

Held/became/organized/achieved etc.

- 4) Study carefully the three CVs given in Module 1. According to you, which CV is better? Why?**

Unlike the second and third CVs the first CV is better because it is organized and structured very well. All the facts are categorized correctly under the relevant sections. Also, the first CV doesn't have grammar mistakes and the content is very clear to the readers.

- 5) Look at the job advertisements given in 'Module 1'. The CVs in given in the lesson are prepared for the job advertisement "Vacancies for Teachers "STEINER COLLEGE". Now in your groups, select the most suitable CV for the given job advertisement. Justify the reasons for your selection.**

The first CV is more suitable for the job advertisement "Vacancies for Teachers "STEINER COLLEGE". This applicant has more qualifications and experience than the other two applicants. Also, the applicant of the first CV has structured the CV very well without making some major errors done by the other two applicants. Therefore, the first CV is more accurate, clear and easy to read.

- 6) Observe the personal summaries given in the CVs. How do they start? Underline the adjectives.**

The personal summaries do not begin with words such as "I am.." "my qualifications.." etc.

A committed and capable teacher with a strong desire to build a career in the teaching profession. A passionate, self-motivated individual with excellent teaching skills.



7) Make a list of other adjectives that you can use to describe your skills and attributes.

Energetic/flexible/hardworking/honest/independent/creative/talented/positive/innovative/multi-tasking/confident/patient/committed/passionate/optimistic/attentive etc.

- At the end of the task, ask the students to choose a job advertisement for which they would like to apply and prepare a Curriculum Vitae accordingly.

Week 2

Task 1 - Group work (1 hour)

- Ask the students to get into groups of 5.
- Give each group the parts of a covering letter.

(The organized covering letter is attached in the Teachers' Guide.)

- Ask the students to arrange the parts in the correct order and organize the letter.
- Next, ask them to underline the sections given in the lesson.
- Ask them to find out the features given in the lesson.
- Finally ask the students to draft a covering letter for the CV which they have already prepared.



Covering Letter

28/1, Maya Avenue
Colombo 05
23rd December 2020

Human Resource Manager
Ansell Lanka Company
Colombo 06

Dear Sir/Madam,

Applying for the post of Administrative Assistant at Ansell Lanka Company

With reference to the advertisement dated 25th October 2020 in Sunday Observer I, Melani Kavya Perera am interested in applying for the post of Administrative Assistant at Ansell Lanka Company.

I have completed my Bachelor of Arts Degree in Economics and currently I'm working as a trainee at Global Pathways Company. I am appreciated by the CEO and the staff of Global Pathways mainly because of my interpersonal skills. I am very good at working as a team with my colleagues, negotiating and communicating in Sinhala, English and Tamil as well. Also, I'm confident to face any challenge and can cope with a stressful working environment.

Therefore, I believe that my skills, education and work experience will make me a highly competitive candidate for this position. If my qualifications match the requirements you seek, I will be very much pleased to join your company. I have attached my curriculum vitae herewith for your further reference. I look forward to your positive response.

Thank you
Yours faithfully
Signature
Melani Kavya Perera



Week 3

Task 1- (10 minutes)

- Ask the students to watch the two videos given in the Students' Book.

Task 2 - (10 minutes) - Pair work

Next, ask the students to discuss the similarities and differences they see in both videos and present them to the class.

Task 3 - (10 minutes)

Ask the students to complete the grid given in the Students' Book.

Task 4 - Group work (15 minutes)

- Ask the students to imagine that they are going to face an interview for the job they applied for.
- Let them brainstorm the possible questions and answers for it.

Task 5 - Preparation for the Job Fair (1 hour & 15 minutes)

- Ask the students to get prepared to conduct a job fair in the class.
- The job advertisements are given in the lesson.
- By now they have chosen a job advertisement which they are interested in and they have already prepared their curriculum vitae.
- Divide the students into two groups as employers and employees.

Week 4

Task 1 - Job Fair (1 hour & 30 minutes)

- Ask the students to conduct the job fair practically in the class.

Task 2 - (30 minutes)

- Put students into groups.
- Ask them to come up with a list of problems they encountered in interviews. Different groups can work on different topics. Ex: vocabulary, grammar structures, questions, interpersonal skills etc.
- Ask them to present their lists.
- Regroup them to find solutions to the problems.



Module 2 - Written Correspondence

The aim of this module is to:

- enable the students to differentiate formal and informal letters.
- enable the students to use appropriate register in writing letters, personal notes and notices.
- make the students draft a formal letter.
- enable the students to identify the difference between letters of requests and complaints.
- make them draft the letters of requests and complaints.
- enable the students to gather information and write a report.

Week 5

Task 1 - Group work (30 minutes)

Ask the students to read the letters given in the lesson and fill the grid with relevant information.

	Letter 1	Letter 2	Letter 3
Type of the letter (formal/informal)	Informal	Formal	Formal
Words & Phrases used (Use of language in the letters)	Thank you very much for your last letter. It was great to hear from you after so many months. Thanks a lot for the photographs. Let me know the dates so we can meet and have a nice time. Hope to see you soon.	We are glad to announce the grand opening... As a respected client, we are extremely delighted to inform you that... We are dedicated to provide you with the best service that you deserve. We would be very happy to have you as our guest in our branch. Looking forward to your visit to our new branch. Yours truly	Please accept this letter as documentation of my absence from 2nd May till 6th May, 2020 due to sickness. If I can provide any additional information, please let me know. Thank you for your understanding. Yours faithfully



<p>Content (The information included in the letter)</p>	<p>Aradhana has written this letter to Maya asking about her visit to France. She thanked Maya for sending the photographs. Aradhana tells Maya that she loves to visit France too. Also she wants to meet Maya as soon as she comes back.</p>	<p>The HR Manager of Richards Company has written this letter to the Manager of Heralds Agency, informing about an opening of a new branch of the Richards Company in Kadawatha.</p>	<p>S.M. Swarnathilaka has written this letter to the HR Manager of MAS Holdings. She sends all the medical documents to the HR Manager as a proof to confirm her leave from 2nd May till 6th May, 2020.</p>
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Task 2 (15 minutes)

Ask the students to refer to task 1 again and write down where we usually include those words & phrases in a formal or an informal letter.

Ex: “Thank you very much for your last letter.” “It was great to hear from you...”
(Introduction)

“There’s not much happening here.” (Body) “Hope to see you soon.”
(Concluding line)

Task 3 - Group work (10 minutes)

Ask the students to read carefully the three documents given in the lesson.

Task 4 - Group work (10 minutes)

Next, let them discuss with their friends and make a list of similarities and differences which they can see in all the three documents.

Similarities	Differences
Thanking note and appreciation letter show an appreciation/gratitude.	They are written for different purposes. (for the purpose of thanking someone, appreciation, request etc.
They are written in a very polite language.	The types/format of the documents are different. (A note, a letter, and a notice.)
They all provide an adequate information on a specific subject.	They are written for various readers.



The words & phrases are very formal.	
The message is very clearly delivered to the readers.	

Task 5 - Group work (10 minutes)

Ask the students to discuss with their group members and make a list of all polite words and phrases used in all three documents.

- 1) Thank you for all the assistance
- 2) I appreciate the information and advice you have given
- 3) Your expertise and help have been invaluable during this process.
- 4) Again, thank you so much. I sincerely appreciate your generosity and kindness.
- 5) We hereby want to extend our appreciation.
- 6) Without your kind support we will not be able to achieve our motto.
- 7) We cordially thank you for your worthy action and we consider such people to be a part of our family.
- 8) We really want to show gratitude to you for your support and in future we hope to get helped by you.
- 9) Your support can be a life for one nation builder.
- 10) Best Regards



Task 6 (45 minutes)

Ask the students to underline all informal words/phrases given in the letter and find formal synonyms in place of them.

Dear Aunt Sita,

I hope this finds you and your family well, and I'm sorry I haven't been in touch recently. I'm writing now to let you know about my new job.

You remember that I was working for that construction company a few miles outside the city? Well, I just got so fed up with it - I was working really long hours and, to be honest, the pay wasn't great. So basically I applied for a job at a new international company that was looking for admin staff for a new branch in the city centre.

I was a bit nervous in the interview, but in the end I got a job as one of the senior administrators. I am so happy! The pay is better, the working conditions are great and I don't have to drive to work anymore.

Anyway, I have to stop now because my sister is staying with me and has brought my baby nephew to meet me. She sends you lots of love and is asking when we can all meet up. Soon, I hope.

With love,

Teshani

Next, let them redraft the letter with formal register.

Now ask the students to imagine that they write a letter to one of their teachers including the information given above. Redraft the letter with formal register. Omit unnecessary information if any.



Dear Teacher,

I hope this letter finds you well and safe, and I'm sorry **I haven't written to you for a long time**. I'm writing now to let you know about my new job.

I hope you can remember that I was working for that construction company a few miles outside the city? Well, I just got **so frustrated** with it - I was working really long hours and, to be honest, the pay wasn't great. So basically I applied for a job at a new international company that was looking for admin staff for a new branch in the city centre.

I was a **little** nervous in the interview, but in the end I got a job as one of the senior administrators. I am so happy! The pay is better, the working conditions are great and I don't have to drive to work anymore.

Anyway, I **am going to end my letter now** because my sister is staying with me and has brought my baby nephew to meet me. **I hope to see you very soon**.

With **Regards**,

Teshani

Week 6

Task 1 (30 minutes)

- Ask the students to read the situations given in the lesson and choose **one** out of them.
- Let them draft the complaint or request for the chosen situation.
- Paste all the situations in different places on the wall.
- Let the students paste the relevant complaints/requests drafted by their groups under each situation.
- Ask the whole class to move around and see if the draft matches with the situation.



Task 2 (30 minutes)

- Ask the students to read the letters given in the lesson and complete the grid.
- Now, ask them to compare the letters given in the lesson with the letter they have drafted in Task 1 and identify the problems they can see in their letter.
- Ask them to redraft their letter according to the letters given in the lesson.

	Letter 1	Letter 2	Letter 3
Type of the letter (request/complaint)	Request	Complaint	Request
Content of the letter (What is the letter about?)	The President of the Students' Association of the National Institute of Engineering Studies in Colombo has requested the New Tech company to become a sponsor for the annual Tech Event, 'Mind Trick'.	M.I.S. De Silva has written this letter to the Manager – Customer Care of Rio Grande Hotel in order to make a complaint about the poor customer service in the hotel.	I. A. Kodikara has written this letter to the Human Resource Manager of HSFS Bank. She has requested a transfer to the Galle branch of the bank. She is going to get married soon and will get settled down in Galle therefore, she makes this request from the bank.
Words & phrases which show the type of the letter	We request you to be.... Looking forward to hear from you. Yours truly	Yet a recent unpleasant experience at your hotel has shaken my belief. I am making this complaint mainly to encourage you to improve your customer service. If this is the kind of service that loyal customers receive, I can imagine how worse it can be with other customers. I hope you will take necessary immediate actions to improve the standards of the customer service in Rio Grande Hotel.	The purpose of this letter is to request a job transfer to Galle branch." "I had lots of opportunities to build up my career and I believe that my services have been beneficial to the company as well." "Your concern in this regard is highly appreciated." "Thanking You" "Yours faithfully"



Task 3 (10 minutes)

Ask the students to go through the list of words/phrases given in the lesson and choose the common words and phrases/the language structures which are used to write the given sections of the report. Let them use their own examples as well.

	Common words & phrases used	Language structure/tenses/1st or 3rd person
Summary	<p>Ex: to summarize , similarly....</p> <p>According to., however, although</p> <p>This section of the report presents...</p> <p>This report is a summary of a survey conducted.....</p> <p>The aim of this report is to... this report examines....</p> <p>this study focuses on..., initially, this chapter begins....., 90 people were randomly selected as the sample.....</p> <p>a questionnaire was distributed.....</p>	<p>Ex: Use of passive voice</p> <p>Simple Present Tense Verbs in 3rd person....</p>
Body	<p>according to... due to....</p> <p>as a result...</p> <p>In the first case,</p> <p>Secondly..</p> <p>Subsequently, as mentioned/ stated.</p> <p>,</p> <p>To demonstrate, however, , although...., in contrast for instance....., this section of the report describes.... This section reviews. , this section presents....</p>	<p>Simple Present Tense</p>



Discussion	according to... to illustrate... To examine, Consequently... To investigate, to argue, to discover to analyze, to present, this report discusses....this report examines., similarly..., Our findings suggest that..... , this section of the report describes...., to evaluate, this section reviews...., this section presents.... It was also found that.... it seems clear that..... to express the opinions.....	Use of Passive Voice Simple Past Tense Simple Present Tense
Conclusion	according to... due to.... as a result.. Consequently... to present, in conclusion... To summarize, alternatively , it seems clear that..... to express the opinions..... it is recommended that.....	Simple Present Tense Simple Future Tense



Task 4 - (30 minutes)

Ask the students to read the “Report on Smoking” attached in Annex 4 - Module 2 in the Students’ Book and answer the questions given below.

1) What is this report about?

This report is about a survey conducted to investigate the extent of smoking by employees in a company’s main office and its branches.

2) Explain the findings of this survey in your own words?

According to the data gathered, 24% of employees in the company are smokers and out of these employees 10% smoke more than 20 cigarettes per day, while working. From rest of the employees, 10% were light smokers. 40% mention that the workers are disturbed by the smell of smoke in their working areas and 36% were of the opinion that smoking should be prohibited in the office. However, 12% of the employees mention that they were not disturbed by smoking. The final 12% of people were hesitated to give a direct reply.

3) What is the tense used in the report? Why do you think the writer has used that tense?

Simple Past Tense and Past Passive Voice

4) Summarize the conclusions of the report?

In conclusion, it is clear that the company needs a strong non-smoking policy since many employees are very much dissatisfied with the issue. However, it is also clear that a separate smoking area should be established within the company premises for the employees who smoke because their contribution to the company is also very much needed.

5) What are the recommendations given in the report about smoking in the work place?

It is recommended that non-smoking policy should be implemented in the working environment and specific actions should be taken against for those who break the rules and regulations. Further, the company should establish three new smoking areas within the premises with suitable facilities. Workers should remain in the working environment in all working hours and if they need a break to go out and smoke they should get the permission of their immediate supervisor and such make up breaks should not exceed 10 minutes.



Task 5 - (Group work) - 20 minutes

Ask the students to read carefully the information about a community service project and a field visit given in the lesson. Then, let them fill the grid.

Main sections of the report	A Community Service Project	A field visit
1) Title	(any suitable title)	(any suitable title)
2) Summary	A group of fifty third-year students in the Faculty of Humanities and Social Sciences, University of Sri Jayewardenepura have successfully completed a community service project in an underprivileged school in Monaragala District.	A group of third-year students in the Department of Psychology visited a rehabilitation centre in Galle.
3) Introduction	The community service project was carried out by the university students on 12th November 2019 and 13th November 2019. This project was conducted in Sumangala Maha Vidyalaya, Monaragala. The main objective of this project is to develop university undergraduates' soft skills by engaging them in voluntary service to the community.	These students went on this field visit on 22nd December 2019. They spent the whole day from 8.30am to 5.00pm at the rehabilitation camp. The main objectives of this field visit are to understand grievous social issues related to drug addiction, to get a better knowledge about the services rendered by these centers in rehabilitating young drug addicts and to make a comprehensive report as the final assessment of the course.
4) Body	Many activities were included in this project. The two school buildings and furniture were painted by the students. They donated books to the school library, organized interactive games to develop students' confidence and team work, organized a drama competition and some creative activities. A fund raising event was conducted inside university premises to raise funds for the project. The administrative support for the project was given by the Dean of the Faculty of Humanities and Social Sciences in the university and the Principal of Sumangala Maha Vidyalaya, Monaragala.	The students did several activities at the rehabilitation centre. They held discussions with young drug addicts who were being rehabilitated in the center, observed the tasks in which they are currently engaged to rehabilitate themselves, discussed with the authorities of the rehabilitation center and also they found out the programs implemented for the young drug addicts to make them socialize as efficient successful people. They observed the health practices within the center. Finally, they participated in a seminar conducted by the Director of the Rehabilitation center.



5) Discussion	Many activities were conducted during the two days of the project. The students of Sumangala Maha Vidyalaya, Monaragala engaged with all the activities very interactively. They enjoyed and at the same time learnt many things and it had been a great experience for the university undergraduates to conduct such an invaluable voluntary service. They were able to improve their soft skills as well. The project was successfully completed with the contribution of every party.	This field visit was very important to the students because they got the opportunity to learn more about this social issue of drug addiction. The students were able to gain plenty of information about this problem and they could interview the victims of it. Further, the students were able to gain knowledge about the services rendered by these rehabilitation centres in order to succeed the ruined lives of young drug addicts.
6) Conclusion	These kinds of voluntary projects help the students to improve their soft skills. It can develop their confidence, team spirit and ability to understand each other.	These field visits become very significant in the study programs of undergraduates because they are able to get an exposure to the burning issues in society. This experience is important for them as they should have a good understanding of such social issues when they step into the society after their graduation.
7) Recommendations	Such projects should be encouraged and the undergraduates must receive that kind of exposure to social work during their academic life.	These kinds of field visits should be included into the curriculum since they help the undergraduates to realize the gravity of these social issues and they can experience such issues in reality.
8) Appendices		

Next, ask the students to choose one project and write a report using the format given above. Ask them to do that task for homework.



Module 3 - Customer Care

The aim of this module is to:

- enable the learners to ask and answer the questions to provide information to the clients.
- help the students to learn words and phrases used in communicating with customers.
- make the learners understand the language of good and bad customer service.
- help the students to use English in different situations related to customer care.
- enable them to prepare notices aiming at customers.
- enable them to prepare a leaflet/brochure.
- enable them to prepare audio/video advertisements.

Week 7

Task 1 - Group work (45 minutes)

Ask the students to watch the given videos and complete the grid.

Questions	Answers	Words & Expressions used in Customer Service
Ex: Good Morning. How may I help you?	Good Morning. I'm looking for red colour hand bags.	Come. I'll take you there.
Sure. Where can I find medium-sized floral dresses in here?	Just follow me. I'll take you there.	Please let me know if you need any help.
Well. Are you looking for a soft beige colour bag?	Yeah. I'm looking for a soft beige bag. But I don't see any I like.	Okay. Let me show you some of the bags we have.
Could you please fill out a feedback form?	Umm... I don't know. I'm in a hurry.	Hope you've had a nice time shopping with us.
You know what? We have some fresh arrivals and there are some great discounts for them.	Take me there dear.	Sounds good....
Can you believe that our boss has asked us to work on this weekend?	I'm sorry there's a problem with this delivery.	Excuse-me I think there's a problem with this reservation.



Task 2 (15 minutes)

Watch the video on “Good vs. Bad Customer Service” and complete the given mind-maps.

Characteristics of Good Customer Service	Characteristics of Bad Customer Service
Make the customer happy.	Yelling at the customer.
Smile and be patient when dealing with the customer.	Eating in front of the customer.
Use polite words & phrases	Forgetting to use polite words & phrases.
Do your best to greet the customer and help him.	Failing to greet the customers.
Always compliment and praise the company.	Complaining about the company to the customers.

Task 3 (1 hour) - In-Class Act

Ask the students to get prepared for an in-class act based on the description given in the lesson.

Week 8

Task 1 (1 hour)

Now, ask the students to present the in-class act which they got prepared with their friends.

Task 2 (30 minutes)

- Ask the students to go through the notices given in ‘Module 3 in the Students’ Book.
- Ask them to pay attention to the key words used when writing notices and how they have conveyed the message directly to their clients.



Notice	Notice 1	Notice 2	Notice 3	Notice 4
Key words	Ex: 'Cyber criminals' 'Current pandemic situation' 'important' 'advantage' 'fake entity' 'obtain confidential information' 'pretend' 'will not request' 'refrain from divulging'	'Protect Our Motherland' 'Defeat Corona' 'Your dedication is critical' 'Self-quarantine' 'Wash hands' 'Avoid close contact' 'symptoms' 'immediately' 'wearing a face-mask'	'You call' 'We deliver' 'Within 5km.' 'Orders can be made from 8am to 2pm only' 'Delivery will be done within 24 hours' 'Minimum value of Rs. 2000 per order'	'Welcome back' 'Thank you for your loyalty and support' 'Please share your moments at the hotel...' '#Back at CG' '#Cinnamon Grand'
Target Group	All the customers of the Commercial Bank	All the citizens of Sri Lanka	All the customers of Cargills Food City supermarkets islandwide.	All the customers of the Cinnamon Grand Hotel.
Message conveyed	There is a risk of cyber criminals trying to divulge confidential information of the customers during the corona pandemic. They divulge these information by pretending as the Commercial Bank. So, the bank authority announces all the customers to be careful about such circumstances. Further, the bank mentions that it will not request confidential information from its customers	A set of instructions are provided by the Ministry of Health to make citizens aware of the COVID-19 pandemic, the symptoms of the sickness, precautions to be taken and the methods to be taken to hospitalize the infected patients.	Cargills Food City supermarkets want to inform their customers that the selected Food City outlets deliver the essential groceries to customers' doorstep. But the customers should place their orders to the nearest (within 5km distance) Cargills Food City supermarket.	Cinnamon Grand Hotel wants its customers to join and visit them again after a difficult period of time experienced by the hotel such as the Easter Attack occurred in April 2019. Therefore, they request the customers to share their moments spent at the hotel earlier and encourage others to visit the hotel again.



Task 3

Ask the students to observe the four notices again and make a list of imperatives used in the notices. (05 minutes)

1. Refrain from divulging confident information.
2. Wash your hands thoroughly.
3. Follow same steps given for self/home quarantine.
4. Contact and inform Medical Officer of Health.
5. Call the following numbers to get an ambulance.
6. Never use public transport to go to the hospital.
7. Don't go to public places.
8. Give correct information on your travel history and close contacts to the doctor.
9. Get groceries within 5km from selected Cargills Food City outlets.
10. Please share your moments at the hotel.

Next, ask them to name some of the adjectives used in the notices which directly link with the central message of the notice. (05 minutes)

- | | |
|-----------------|-----------------|
| 1. Cyber | 6. Viral |
| 2. Current | 7. Infected |
| 3. Pandemic | 8. Vigilant |
| 4. Confidential | 9. Close |
| 5. Rapid | 10. Respiratory |

Ask the students to think of a real-life situation in which they need to write a notice to their customers.

Next, let them prepare a suitable notice aiming their customers. (20 minutes)



Week 9

Task 1 - Group work (1 hour)

- Give some leaflets and brochures to the groups.
- Ask them to find out the adjectives, phrases and slogans used in them to draw customers' attention. The students should present their findings to the class.

Task 2 - Group work (1 hour)

- Ask the students to imagine that their group represents a certain company and let them create attractive leaflets and brochures targeting the customers whom their company is looking for.

Week 10

Task 1 (1 hour)

- Ask the students to watch the TV Commercials given in the lesson.
- Let the students identify different features of language used in them.

Features	Pizza Hut Celebrates 25 Years in Sri Lanka	Sunlight Care-Washing Powder	Sugar Bites 30 sec TV Ad-English
Adjectives used	Exciting Special Beautiful	Soft Pink-coloured New Bright Attractive	<u>Sugary</u> drinks <u>Added</u> flavors No <u>nutritional</u> value
Attractive & creative phrases/slogans which draw customers attention	“.....home of pan pizza.” “...to celebrate a friendship of 25 years.” “We love being a part of all your special moments.” “We invite you to raise a slice for another 25 years” “We strive to introduce exciting products that you'd absolutely love.” “.....innovations make life easier.”	“Bless your clothes with long-life.” “Sunlight Care Powder can take care of the new look of clothes.”	“Sugar Bites - Protect your Kids.” “Sugary drinks can destroy teeth, cause obesity and lead to diabetes.”



Purpose of the advertisement	Pizza Hut intends to announce all the customers about its celebration of 25 years in Sri Lanka and they request the customers to be with them in future as well.	The purpose of this advertisement is to market this product. It is created to attract the customers and get their attention to purchase this product.	This advertisement is created by Cut Sugary Drinks Org. Its purpose is to make the public aware of the negative consequences of getting addicted to sugary drinks which will definitely make people sick. It's a great promotional commercial that educates the public to reduce the consumption of too much sugary items.
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Task 2 - Group work (1 hour)

- Ask the students to discuss with their group members and design a creative and an attractive video commercial to introduce an innovative product or a service to the customers.



Module 4 - Office Communication

Week 11

The aim of this module is to:

- enable the students to identify and send different types of e-mails.
- enable the students to read, understand and write a memorandum clearly.
- enable the students to identify and learn telephone etiquette.
- make the students practice taking down minutes for documentation purposes.
- enable the students to express their opinions and appreciate others at a meeting.
- make the students practice conducting meetings online.

Task 1 - Group work (45 minutes)

Ask the students to read the three e-mails given in the student book. Let them fill the grid according to the information included in the emails.

E-mail	Type of the e-mail (formal/ semi- formal/ casual)	Language (words & phrases) used in the e-mail to figure out its category	Message delivered through the e-mail
E-mail 1			
E-mail 2			
E-mail 3			

Task 2 - Group work (15 minutes)

Ask the students to refer to 'Module 2 - Written Correspondence'.

Next, ask them to compare the features of formal letters and emails and let them identify similarities and differences.

Task 3 - Individual work (15 minutes)

1. Ask the students to choose **one** situation from the given list of situations.
2. Ask the students to send e-mails to the selected situation. They can send the e-mails to their friends by imagining that they have actually faced these situations in office communication.



Task 4 - (15 minutes)

Ask the students to go through the parts of a memorandum given in the lesson.

Next, let them discuss with their friends and rearrange those parts in the correct order to make a complete memo.

Then, ask them to write down the completed memo in the given box. **Given below is the correct order of a memorandum.**

<h3>MEMORANDUM</h3> <p>To: All Employees of the Accounting Department From: Mr. Perera, Head of Accounts</p> <p>CC: Ms. M. J. Peiris, HR Department</p> <p>Date: 25th August 2020 Subject: Compulsory Training on the New Software</p> <p>As you all are quite aware, we have recently adopted new accounting software at the company. The decision was taken to improve our accounting procedure and make it more time and cost effective. A training seminar will be held on 30th August 2020 from 9.00am to 4.00pm to familiarize the staff with the new software. This is done to enable the staff to utilize this software effectively for future accounting purposes. All employees of the department are required to attend.</p> <p>Thank you</p>
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Task 5 - Group work (30 minutes)

1. Ask the students to summarize the main ideas of each paragraph.
2. Explain them how a memorandum should be written.
3. Ask them to write the memorandums for homework.



Week 12

Task 1 (30 minutes)

Ask the students to watch the given video and tick the phrases used for formal telephone conversations and casual telephone conversations.

Phrases used:	Formal telephone conversations	Casual telephone conversations
Hello. This is Joseph in the Administration Division. How may I help you?	✓	
Could you connect me to the Human Resources Department?	✓	
Sorry to interrupt but before you continue, can I clarify what you said?	✓	
Would you mind holding for a moment while I get that information for you?	✓	
Hi! This is Paul calling from the Finance Department. Is Laura available?		✓
I'm going to put you on hold for a sec?		✓
I didn't catch that. Could you say that one more time?	✓	
It was great to chat and I'll talk to you again soon.		✓
Hey this is Anna. I just wanted to call to confirm the meeting for next week.		✓
I'm afraid she's away the moment. Can I take the message for her?	✓	
Thank you so much for calling. If you have any other questions, please don't hesitate to let me know.	✓	

Task 2 - Pair work (15 minutes)

Ask the students to practice telephone conversations with their friends on the given situations by using the phrases they learnt in the previous task.



Task 3 (15 minutes)

Ask the students to watch the given video and discuss what we should include when taking down minutes at a meeting.

Also, ask them to go through the format of taking down minutes given in the Students' Book.

Task 4 (15 minutes)

Ask the students to listen to the meeting given in the video and practice taking down minutes.

Task 5 (15 minutes)

Ask the students to find out the phrases which express opinions and appreciations and put them in the correct column of the grid.

Phrases to express opinions	Phrases to express appreciations
I'm afraid I have to disagree with you.....	I want to thank you publicly.
In my opinion.....	Your commitment to this project is excellent.
I'm afraid I have to disagree with you.....	Your dedication has inspired others.
I believe that.....	You have a winner's attitude.
I would suggest that.....	Your attention on everything puts you at the top.
As far as I am concerned.....	We appreciate your innovative thinking.
In my experience.....	Thank you for sharing your vision.
Personally I think.....	Your concern on this task is very much appreciated.

Task 6 - Group work (30 minutes)

Give each group two situations on expressing their opinions and appreciating others. Ask them to act out a role play with their friends according to those situations.



Week 13

Task 1 (1 hour) - Preparing the agenda for the class meeting.

1. Ask the students to prepare an agenda for a class meeting. They can do it in their groups but finally they should discuss and prepare one common agenda for the meeting.
2. Ask the students to include various topics which they hope to discuss in the meeting. Let the students appoint their peers as the President, Secretary, Vice-Secretary, Treasurer and other members and assign the roles to perform at the meeting.
3. Ask the secretary to send the link to the whole class mentioning the date and time of the online meeting.
4. Guide them to make arrangements for the online meeting via Zoom or MS Teams.

Task 2 (1 hour) - Class Meeting

1. Ask the secretary to commence the online meeting.
2. Let the students use words & phrases they learnt to give their opinions and appreciate others at the meeting.
3. The teacher has to listen to the meeting but let the students continue the meeting on their own.
4. Ask the vice-secretary and two other members to take down the minutes of the meeting and minutes should be e-mailed to the whole class.



Module 5 - Presentations

The aim of this module is to:

- enable the students to analyze the content of different types of presentations.
- enable the learners to deliver a presentation confidently.
- enable the learners to deliver presentations via Zoom and MS Teams.

Week 14

Task 1 - Group Discussion (45 minutes)

Ask the students to read the given situations carefully.

Let the students identify the purpose, content of the presentation and different registers of language that should be used in the presentation. Ask the students to complete the given grid using the above information.

Task 2 - (1/2 hour)

Ask the students to watch the given video and learn more about how to conduct an effective presentation in front of the audience.

Task 3 - (45 minutes) - Preparation for the Individual Power Point Presentations

Ask the students to go back to the six situations given in task 1. Let them read those situations again carefully and choose one situation from the list. Next, let them start planning and drafting their presentation.

Week 15

Task 1 - Individual Presentations (2 hours)

Allow the students to deliver their presentations in any mode as they prefer. (Either in-class Power Point Presentations or presentations via Zoom, MS Teams etc.) Ask the other students to evaluate their peers' presentations according to the facts given in the lesson.

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