**Module Record of Training Activity**

Introduction to Basic Vocational Writing Skills in English

**Trainer:** Le Nu Cam Le

**Day:** 18th, 25th February and 4th March, 2019

**Time:** 2:00pm – 5:20pm

**Location:** Room 206 – D6 Building, Hanoi University of Science and Technology (HUST)

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# LESSON 1

# Introduction of the Module

# Letters: Types of Business Correspondence (1)

**Day: 18th February, 2019**

**Time:** 2:00pm – 5:20pm

**Location:** Room 206 – D6 Building, Hanoi University of Science and Technology (HUST)

|  |  |  |  |
| --- | --- | --- | --- |
| **No.** | **Content covered** | **Tasks given** | **Notes** |
|  | Self-introduction | - Trainer introduced himself/herself.  - Trainer had participants get to know the person next to them in then introduce that person to the whole class. | * A simple, interesting warm-up activity to get to know each other |
|  | Introduction  of the module | - Trainer instructed participants to work in pairs (A & B) and study Module Handbook: A read about the aims and overview, and learning outcomes of the Module, while B read about the schedule, materials and assessment.  -Participants shared with each other what they had read.  - After participants’ sharing, trainer summarized the key points of the Module  - Q&A | * This was successful. * Participants had a number of questions about the module. |
|  | Lead in | - Trainer showed slide for participants to discuss questions in pairs:  1. What are the business transactions you’ve done?  2. What are the different types of business documents you receive for each transaction?  - Trainer gave prompts (go to store to purchase one item, purchase online…) and elicit types of transactions & documents  - Trainer wrote participants’ responses on board | * Participants enjoyed telling their business experience |
|  | Common types of Business Correspondence  - Types of Business Documents | - Trainers introduced types of business documents in p.41 of IBVWSE  - Participants worked individually to explore the types: meaning, purpose, examples…  - Participants read aloud each type and have whole class discussion (meaning, purpose, examples) on each type for understanding  - Participants worked individually to do Task 1 p.40 in IBVWSE  - Participant checked answers with peers  - Whole class check | * A bit challenging for participants as this was their first time to encounter these business terms; therefore explanations of terms in Vietnamese could be done. |
|  | Common types of Business Correspondence  - Types of Business Documents | - Trainers delivers Lesson 1 Handout 1 examples of business documents  - Participants work in pairs to identify types of business documents  - Whole class check | * Participants were very excited to do this. They appreciated examining authentic materials |
|  | Common types of Business Correspondence  - Types of Business Documents | - Participants work in group of 3 - 4 to examine again types of business documents in p. 41. in IBVWSE  - Participants in each group take turn to say the definition of each type of business documents, members identify types  - Participants in each group take turn to say the type of business documents, members say the definition (in their own expressions preferred)  -Mini contest: participants divided into groups of 3 – 4. One student stand facing all groups, reading aloud the definitions of types. All groups say types aloud. Groups with fastest and more correct answers are winners (Trainer is the referee) | * This went really well as participants had chances to practice for further understanding of types of business documents * The contest was engaging for all |

# LESSON 1

# Letters: Letters of Enquiry and Correspondence Practice

# Using the phone: Telephone Enquiry (2)

**Day: 25th February, 2019**

**Time:** 2:00pm – 5:20pm

**Location:** Room 206 – D6 Building, Hanoi University of Science and Technology (HUST)

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| --- | --- | --- | --- |
| **No.** | **Content covered** | **Tasks given** | **Notes** |
| 1 | Letters of Enquiry and Correspondence Practice | - Participants work individually to read the two letters in p.42 & 43 in IBVWSE   * compare their layouts * compare their parts and functions of parts   - Participants work in pairs to discuss their answers  - Trainers note the parts on board and explain the parts and their functions | * This activity was effective and appeared interesting to the participants |
| 2 | Language use in formal business letters | - Participants work in pairs to do Task 3, p.44 in IBVWSE  - Whole class checking  - In the same pairs: one participant read English words, the other say Vietnamese equivalents and vice-versa  - Participants change partners, work in pairs to write two full sentences in business context for each of the word/phrases  - Some pairs write their sentences on board to have whole class check. | * The activity went well. |
| 3 | Language use in formal business letters & general rules for business correspondence | - Participants work in groups to do Task 4 p.44 in IBVWSE  - Whole class check  - Trainers elicit and show slides to summarize general rules for business correspondence p.44. IBVWSE | * Participants had problem understanding meanings of the words such as obliged, wholesaler, operating – Trainers could explain these words in advance |
| 4 | Letter of enquiry | Task 5 p.46 in IBVWSE  - Participants work individually to read task requirements  - Whole class check on task requirement.  - Trainer clarify task and instruct students to write. Refer participants to parts of letters of enquiry in Task 1 p.42 & 43 & Task 4 p.45 in IBVWSE  - Participants work individually to write the letter of enquiry  - Participants do peer-editing  - Participants rewrite 2nd draft based on peers’ comments  - Trainer facilitates  - Two participants write their letters on board  - Whole class check & feedback | * Comments from peer-editing were not useful for writers. Trainers could instructs more carefully on what to comments |
| 5 | Lead in: Using the telephone: Telephone Enquiry | - Participant watch video (00 – 1.19) and note down the parts in the telephone call  - Whole class check  - Trainers leads participants to parts in Calls out and Calls in in p.47 & p.48 in IBVWSE  - Participants work individually to explore the expressions for each part  - Trainers say aloud each part and participants say aloud the expressions | * This went smoothly * Participants enjoyed watching video and exploring language for phone calls |
| 6 | Practice: Using the telephone: Telephone Enquiry | - Trainers instruct participants to do Task 1 Role play in pairs in p.49 IBVWSE  - Participants work with the person next to them to role play the telephone calls and change roles in the same pairs  - Participants change partners to role play the telephone calls and change roles in the same pairs  - Participants stand up, go around the class to practice the role-play with at least 5 other partners and change roles in each pair  - Trainers invite pairs to perform in front of class & give whole class feedback |  |
| * This was an interesting task for participants to practice making phone calls |
| 7 | Further practice: Using the telephone: Telephone Enquiry | - Trainers instruct students to do further practice based on prompts in Lesson 2 Handout 1  - Participants work in pairs and switch roles | * This was an useful activity for all |

# LESSON 2

# Terms of Payment

# Terms of Delivery (INCOTERMS)

**Day: 4th March, 2019**

**Time:** 2:00pm – 5:20pm

**Location:** Room 206 – D6 Building, Hanoi University of Science and Technology (HUST)

|  |  |  |  |
| --- | --- | --- | --- |
| **No.** | **Content covered** | **Tasks given** | **Notes** |
| 1 | Review types of business documents | - Split the board into 3 – 4 columns.  - Participants line up in 3 - 4 teams of 5 – 7 participants each (each team is given a marker / chalk and a column)  - First participant from each team runs and writes on the board a type of business documents.  The participant then gives the marker / chalk to the 2nd participant in line and goes to the back of the line  Each team continues until time is up – team with most types written correctly is the winner  Feedback: T goes through the types - ask class / random participant to explain the types briefly | * Great board race game for all |
| 2 | Introduction to terms of payment and delivery | - Participants work in groups of 3 – 4 to do Task 1 in p.50 in IBVWSE  - Participants explain the graph in groups  -Representatives of groups present their ideas in front of the class  - Whole class feedback | * It was challenging for them as the topic was very new to them. Trainer could instructed and introduced more carefully about the task and topic |
| 3 | Introduction to terms of payment and delivery | - Participants work in pairs to do Task 2 in p.50 in IBVWSE  - Two pairs write their answers on board for whole class check | * Participants found it interesting to do the translation though they needed much help from trainer |
| 4 | Introduction to terms of payment and delivery | - Participants work in the same pairs again, close the book and translate their Vietnamese version into English  - Compare the language in original English and their V-E translated versions  - Participants comment on their translations | * Participants found it interesting to do back translation and comparison |
| 5 | Terms of payment | - Participants work individually to do Task 1 in p.51 in IBVWSE  - Participants check answers with peers  - Whole class check | * It was difficult for them, but whole class check did explain all to them |
| 6 | Terms of payment | - Participants work in pairs. One say explanation, the another say terms and switch role  - In the same pair, one say terms, the another explains term (preferred in his/her own word) and switch role  - Trainers call on some students to check understanding of terms & explanations | * A bit hard for participants to remember the terms. They could refer to book if necessary |
| 7 | Introduction: Terms of Delivery (INCOTERMS) | - Trainer shows slides to introduce what incoterms are  - Trainer show slides of different abbreviated incoterms and ask participants to write terms in full (refer to book)  - Participants put incoterms into different groups  - Participants check answers with peers (refer to book)  - Trainer shows slides to check answers & introduce groups of incoterms | * Understanding these terms was difficulty. * Participants could have read about these terms in advance |
| 8 | Understanding of Terms of Delivery (INCOTERMS) | - Participants work in pairs to do Quiz Lesson 3 Handout 1  - Whole class check | * This was interesting as participants could understand terms more clearly |
| 9 | Wrap-up  - To summarize the points covered in Lesson 1 – Lesson 3  - Answers students’ questions if any | * Ask questions:   \* What are the different groups of incoterms?  \* Which groups are better off for the seller and the buyer?  - Exit slip: write down one thing you enjoyed learning, write down one thing you want to learn in the next lesson. | * Good activity for all |

**Module Record of Training Activity**

Introduction to Basic Vocational Writing Skills in English

**Trainer:** Pham Hoai Anh

**Day:** 11th, 18th and25th March 2019

**Time:** 2:00 pm – 5:20 pm

**Location:** Room 206 – D6 Building, Hanoi University of Science and Technology (HUST)

# LESSON 3

# The Offer

**Day:** 11th March 2019

**Time:** 2:00pm – 5:20pm

**Location:** Room 206 – D6 Building, Hanoi University of Science and Technology (HUST)

|  |  |  |  |
| --- | --- | --- | --- |
| **No** | **Contents covered** | **Tasks given** | **Notes** |
|  | Warm up and homework check  (homework of Lesson 3 *“Terms of Payment and Delivery”)* | Participants checked homework in pair.  Whole-class discussion | Some participants forgot the homework. Trainer gave them some more minutes to complete. |
|  | Review of Lesson 1:  - Identify elements of letter writing  - Find suitable types of business documents for the definitions given | Participants worked individually first. Then they compared the answers with their partners.  Whole-class discussion | - The review was necessary as it help participants recall what they had learnt about elements of a business letter and some types of business documents.  - This was a good lead-in to the lesson. |
|  | Introduction of Lesson 4 (The Offer) objectives and contents | Participants listened to Trainer and asked questions about the lesson. | Participants were clear about what they are going to learn and become more curious about the lesson. |
|  | A quotation/ price offer letter example: Studying the example and answer questions about the letter in the handout | Participants worked in pairs to complete the task.  Then, whole-class discussion | Some participants were struggling with this new kind of letters. Trainer should provide further explanations. |
|  | Correction of mistakes in an offer letter provided and analyzing this letter (its structure and language used) | Participants worked in pair to complete the task.  Trainer corrected the mistakes and analyzed the letter with the whole class. | Trainer should go around to make sure that they really worked with partners.  Trainer needed to ask them to underline/ highlight phrases and expressions used in the letter. |
|  | Analyzing an inquiry letter which is written to a firm for the price of mobile sets | Participants worked in pair to read the letter.  Then, whole-class discussion | Participants understood why they need to write an offer letter. |
|  | Replying to this inquiry letter, i.e. providing a quotation. | Participants worked individually.  Trainer walked around to facilitate. | Participants needed to look back at the letter examples while they were writing their letter. |
|  | - Brainstorming about types of offer letters  - A short presentation of 2 main types of offer letters (quotation and job offer letters) by Trainer | - Participants worked in group of three to brainstorm about types of offer letters they know.  - Participants listened and took notes.  -Whole-class discussion  - Q&A | Participants were eager with this activity.  Trainer may organize this activity into a game/ competition to increase learners’ motivation. |
|  | Analyzing a job offer letter example based on the questions in the handout. | Participants worked in pairs to read the letter.  Then, whole-class discussion | Trainer needed to provide more background information: When we receive this kind of letter and what should we do. |
|  | Analyzing a job acceptance letter example based on the questions in the handout. | Participants worked in pairs to analyze the letter.  Then, whole-class discussion | This was an effective activity. Participants knew how to reply to a job offer. |
|  | Replying to the job offer letter (in Handout 6) by providing a an acceptance letter | Participants worked individually.  Trainer walked around to facilitate. | Participants had an opportunity to apply what they have learnt in their own letter. |
|  | Analyzing a job rejection letter example based on the questions in the handout. | Participants worked in pairs to analyze the letter.  Then, whole-class discussion | Participants understood how to reject a job offer in a professional way. Trainer needed to remind them to take notes of phrases and expressions used in a job rejection letter. |
|  | - Wrap-up:  - Homework:  + Replying to the job offer letter (in Handout 6) by providing a job offer rejection letter.  + TASK 2: Join the abbreviations in the box with their equivalents. | Participants provide a summary of all the points covered in the lesson and take notes of the homework assigned.  Q&A | This was an important activity to recap what participants have learned in the 3 hour lesson. Participants also had an opportunity to ask for clarifications, if necessary. |

# LESSON 4

# The Order

**Day:** 18th March 2019

**Time:** 2:00pm – 5:20pm

**Location:** Room 206 – D6 Building, Hanoi University of Science and Technology (HUST)

|  |  |  |  |
| --- | --- | --- | --- |
| **No** | **Contents covered** | **Tasks given** | **Notes** |
|  | Homework check and collection of job offer rejection letters. | Participants submitted the letters and corrected homework (Task 2-p.53).  Whole-class discussion | Some participants forgot the homework. Trainer gave them some more minutes to complete it. |
|  | Trainer’s feedback to the quotation and job rejection letters students submitted in the previous lesson | - Whole-class discussion  - Participants looked at trainer’s comments in their letter and fixed the problems by themselves. | This was a very important activity as participants could learn from others’ mistakes and was able to correct their own mistakes. |
|  | Introduction of Lesson 5 (The Order) objectives and contents | - Participants listened and took notes.  - Whole-class discussion  - Q&A | This was to help participants understand what they are going to learn and stay focused. |
|  | Analyzing an order letter sample based on the questions in Handout 1. | - Participants worked in pair to analyze the letter.  - Trainer discussed with the whole class to help them answer the questions. | Participants were more motivated when they worked in pair. Trainer needed to tell them differences between business orders and order they make in daily life. |
|  | Watching a video about what an order letter is and its purpose | - Trainer played the video and paused sometimes to explain key points.  - Q&A | More time for this activity would be better. |
|  | - Completing definitions of order types.  - Further explanations about order types provided by Trainer | - Participants worked individually to complete the task. Then they swap their book to cross check the answers.  - Trainer provided further explanations to help them understand each type of order. | Participants were excited because they didn’t know these types of order before. |
|  | - TASK 1: Re-arrange the paragraphs of an order correctly.  - Analyzing language use in this letter | - Trainer organized a game: Participants worked in pair to complete the task. Those who finished the task first with correct order were the winners.  - Trainer discussed with participants about language use in the letter. | Participants were well-motivated with this activity. They actively joined the competition to be the winners. |
|  | Watching a video about elements of an order letter | - Trainer played the video and paused it to explain key points.  - Participants took notes. They asked Trainer questions. | Trainer needed to remind participants to take notes.  The video was long, so Trainer could choose which part of the video to focus on. |
|  | Watching a video about tone and language, and useful phrases used in an order letter | - Trainer played the video and paused it to explain key points.  - Participants took notes. They may ask Trainer questions. | These useful phrases and expressions would help learners later on when they write their letter.  Trainer may need to play the video twice if the participants’ English level is rather low. |
|  | Matching sentences in an order letter with their purposes | Participants worked in pair to do the task. Trainer discussed with whole class to find the answers. | This was like a bridging activity, which helped learners write their letter later on. |
|  | Writing an order letter based on guidelines in the textbook | Participants worked individually.  Trainer walked around to facilitate. | This was an opportunity for participants to apply what they have learnt to writing their letters. |
|  | - Wrap-up:  - Homework assigned:  + Revise the quotation and job rejection letters that Trainer has given feedback  + Complete the text about *DOS AND DON’T’S OF ORDER LETTER* | - Participants provided a summary of all the points covered in the lesson and take notes of the homework assigned.  - Q&A | This was an important activity to recap what participants have learned in the 3 hour lesson. Participants also had an opportunity to ask for clarifications, if necessary. |

# LESSON 5

# The Invoice and Export Documentation

**Day:** 25th March 2019

**Time:** 2:00pm – 5:20pm

**Location:** Room 206 – D6 Building, Hanoi University of Science and Technology (HUST)

|  |  |  |  |
| --- | --- | --- | --- |
| **No** | **Contents covered** | **Tasks given** | **Notes** |
|  | Homework check and correction: *Do’s and don’ts of order letter* | Participants showed the homework of Lesson 5 and corrected the homework.  Whole class discussion | This activity was done smoothly. |
|  | Trainer’s feedback to the order letter students submitted in the previous lesson: Show common mistakes on the board. | Participants looked at trainer’s comments in their letter and fixed the problems by themselves (individual work). | This activity helped participants learn from others’ mistakes and be able to fix the problems by themselves. |
|  | Introduction of Lesson 6 (The Invoice and Export Documentation) objectives and contents | Trainer gave a short presentation.  Whole class discussion  Q&A | Participants were curious; they asked many questions about the new topic.  Trainer didn’t have to answer all the questions at this moment. Many questions could be dealt with later on. |
|  | Filling in the missing words in a definition of an invoice | Participants worked individually first.  Then they worked in pair to check the answers. | This was a quick lead-in activity. Participants had initial ideas of an invoice. |
|  | Analyzing a sample invoice and explain the purposes of each part in the invoice | Participants worked in pair to do the task. Trainer went around to facilitate. | Participants asked about differences between an invoice and a receipt. |
|  | Further explanations about invoices provided by Trainer | Trainer gave a presentation about *eight essential elements* of invoices.  Whole-class discussion  Q&A | Trainer should ask participants what they know about invoices, before doing the presentation. |
|  | Creating an invoice that are both professional and effective: *https://quickbooks.intuit.com/r/free-invoice-template/* | Trainer demonstrated using this website to create an invoice.  Participants practiced creating an invoice (individual work) | Participants were very excited because they had an opportunity to practice online creating an invoice of their preference. |
|  | Introduction of *export documentation* with illustrations (examples) by Trainer | Trainer made a short presentation.  Whole-class discussion  Q&A | These documents were new to participants. Thus, translation or switching into Vietnamese was necessary. |
|  | Studying a list of documents required in the export process | Participants worked in pair to discuss the list.  Whole-class discussion | Trainer needed to go around to facilitate. This was a challenging activity. |
|  | Finding the export-import terms for the definitions given. | Participants worked in pair to complete the task.  Whole-class discussion | This was also rather hard. Translating the terms into Vietnamese was required. |
|  | Completing a short text about *bill of lading* with suitable words or phrases | Game: Participants worked in pair to complete the task and went to the board to write their answers.  Those with more correct answers were the winners. | Participants actively joined the game to become the winners. Trainer also needed to help them with the content and concept of *bill of lading*. |
|  | - Wrap-up: Questions about the contents of the lesson raised by Trainer  - Homework assigned: Export documentation terminology | Whole-class activity  Participants listened and took notes.  Q&A | This was an important activity to recap what participants have learned in the 3 hour lesson. Participants also had an opportunity to ask for clarifications, if necessary. |

**Module Record of Training Activity**

Introduction to basic vocational writing skills in English

**Trainer:** Dau Thi Le Hieu

**Day:** 1st, 8th and 15th April 2019

**Time:** 2:00 pm to 5:20 pm

**Location:** Room 206 – D6 Building, Hanoi University of Science and Technology (HUST)

# LESSON 6

# Complaint procedure

**Day:** 1st April, 2019

**Time:** 2:00pm – 5:20pm

**Location:** Room 206 – D6 Building, Hanoi University of Science and Technology (HUST)

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| --- | --- | --- | --- |
| **No.** | **Content covered** | **Tasks given** | **Notes** |
|  | Introduction to the context | * Participants worked in groups of three to analyse the context in the handout (product supplier, produce buyer, problem, other details). | * Helpful information for participants to understand the context. |
|  | Exploration of the letter of complaint | * Participants worked in groups of three to answer the questions under the letter and identified the format, tone, and structures of the letter. * Some participant reported their answers to the whole class. | * Participants found it more interesting when working in groups. |
|  | Presentation of features of a letter of complaint | * Participants listened to the summary features of a letter of complaint (format, tone, and structure). | * Participants felt assured when the summary consolidated their understanding and also gave them some more information about the style. |
|  | Practice of language focus | * Participants worked individually to do the exercises in the handout. | * Most participants found it logical when the exercises were from easy to more difficult. * Some participants found the second task quite challenging; therefore, trainers might consider asking participants to work in pairs. |
|  | Practice of writing a letter of complaint | * Trainers work in groups of four to write four paragraphs based on the analysed sample and then combine them together to make a complete letter. * Participants read one letter chosen by the trainer and shared their judgement. * Participants listened to the trainer’s comments and noted down important ones. | * Participants were concentrated on their job. However, the time given was not enough for them to edit the letter when paragraphs were combined with each other. Therefore, trainers need to consider giving more time. |
|  | Wrap-up | Participants listened to the summary of the lesson and homework assignments. |  |

# LESSON 7

# The major elements and language of a progress report

**Day:** 8th April 2019

**Time:** 2:00pm – 5:20pm

**Location:** Room 206 – D6 Building, Hanoi University of Science and Technology (HUST)

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| --- | --- | --- | --- |
| **No.** | **Content covered** | **Tasks given** | **Notes** |
| 1. | Introduction to email writing | * Participants watched the video on life with emails and shared what they thought their life would be without emails. | * It was an exciting video. |
|  |  | * Participants responded to the survey by sharing their experience in writing emails. * Participants listened to the trainer’s introduction of the outline and objectives of the lesson with reference to their answers. | * The activity attracted participants’ attention since many of them had experienced these problems. |
| 2. | Presentation and analysis of elements of emails | * Participants listened to the trainer’s presentation on elements of an email while reading the sample email on page 64 of the textbook. * Participants completed Tasks 1 in the textbook. | * It went well. |
| 3. | Presentation and analysis of email style | * Participants listened to the trainer’s presentation on email style with reference to two sample emails on page 64 of the textbook. | * It was quite effective when the participants analysed the sample letters. |
| 4. | Presentation and practice of using language features in writing emails | Participants listened to the trainer’s introduction of some important language features and then completed tasks 2-5 on pages 65-69 in the text book | * Participants found it quite boring when doing all of these exercises individually. Therefore, trainers may consider organizing some quizzes or group activities to motivate participants. |
| 5. | Wrap-up | Participants listened to the trainer’s summary of main points of the lesson and homework assignments. | * The activity went smoothly. |

# LESSON 8

# Internal memo emails and review of terms and expressions in business documents

**Day:** 15th April 2019

**Time:** 2:00pm – 5:20pm

**Location:** Room 206 – D6 Building, Hanoi University of Science and Technology (HUST)

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| --- | --- | --- | --- |
| **No.** | **Content covered** | **Tasks given** | **Notes** |
| **1.** | Revision of the previous lesson | Participants reflected what they liked most and what they found the hardest to do in the previous lesson. | * It was useful form some participants who were absent from the previous lesson. |
|  |  | Participants watched a video on features of an email and took notes to summarise important features mentioned in the video. | * Participants were attracted when seeing the features in another way. |
| 2. | Introduction and practice of an internal memo email | Participants worked in groups and edited the memo. | * Some participants were not very active -> trainer visited them quite often to encourage their participation. |
|  |  | Participants watched the video and compared the analysis with their own answer. | * The video was too fast for the participants to get all the answers. But they could get all the answers when listening to the trainer’s summary. |
|  |  | Participants listened to the trainer’s analysis. |
|  |  | Participants worked individually and completed Tasks 11, 13, 14, 15 and checked answers afterwards. | * The class finished well. |
| 3. | Practice of terms and expressions used in business documents | - Trainers deliver the handout.  - Participants complete three exercises. | Participants found it quite challenging when doing the exercises individually. Trainers may consider letting them work in pairs or groups next time. |
| 4. | Wrap-up | - Participants summarised lesson 9. | The class finished well. |

**Module Record of Training Activity**

Introduction to basic vocational writing skills in English

**Trainer:** Nguyen My Binh

**Day:** 22nd, 29th April and 6th May 2019

**Time:** 2:00 pm to 5:20 pm

**Location:** Room 206 – D6 Building, Hanoi University of Science and Technology (HUST)

# LESSON 9

# Describing change: Data analysis and recommended structure

**Day:** 22nd April 2019

**Time:** 2:00pm – 5:20pm

**Location:** Room 206 – D6 Building, Hanoi University of Science and Technology (HUST)

|  |  |  |  |
| --- | --- | --- | --- |
| **No.** | **Content covered** | **Tasks given** | **Notes** |
| **1.** | Homework check | Participants worked in pairs to cross check homework. Then trainer went through the answers with the whole class. | * Cross checking homework helped improve participants’ sense of responsibility. |
| 2. | Warm up and lead in:  Bar graph bingo | Participants worked in groups of four people and played a bingo game. | * Participants enjoyed the game. |
| 3. | Introduction of Unit 5 (Describing change) objectives and contents | Trainer made a short presentation.  Participants listened. |  |
| 4. | Types of charts and graphs | Participants worked in pairs to discuss different types of charts and graphs and the data they usually presented.  Trainer conducted whole-class discussion. | * Participants were unsure about their ideas |
| 5. | Analysis of a sample task | Participants worked in pairs to complete the task.  Then, trainer conducted whole-class discussion. |  |
| 6. | Recommended structure of a written response to sample task | Participants worked in pairs to discuss how they would structure their answer. Then, trainer conducted whole-class discussion. |  |
| 7. | Group writing | Participants worked in small groups and collaboratively wrote an answer to the task. | Participants found it challenging to agree on the most suitable wording. |
| 8. | Peer feedback on group writing | Groups shared their writing with the class and got feedback from peers and trainer. |  |
| 9. | Model answer analysis | Participants worked in groups to compare their answers to the model answer and identify strengths and weaknesses in their own answers.  Participants then analyzed the model answer using Handout 5. | The activity generated great discussion about different options for the task. |
| 10. | Wrap up | Trainer invited questions and summarized the lesson. | Class ended well. |

# LESSON 10

# Describing change: useful vocabulary and grammar

**Day:** 29th April 2019

**Time:** 2:00pm – 5:20pm

**Location:** Room 206 – D6 Building, Hanoi University of Science and Technology (HUST)

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| **No.** | **Content covered** | **Tasks given** | **Notes** |
| **1.** | Homework check | Participants worked in pairs to cross check homework. Then trainer went through the answers with the whole class. | * Cross checking homework helped improve participants’ sense of responsibility. |
| 2. | Introduction of Lesson 11 objectives and contents | - Trainer made a short presentation of the lesson objectives and contents. |  |
| 3. | Warm up and lead in | Participants worked in pairs to match the graphs to the descriptions. Trainer conducted whole-class discussion and drew attention to the language in the descriptions. |  |
| 4. | Vocabulary for describing trends | - Participants worked in pairs to work on Task 1 & 2 (page 80).  - Trainer discussed with the whole class. | * Participants struggled with some new vocab. |
| 5. | Extension on language for describing change | - Trainer explained key language in providing an overview of a graph, describing basic trends and indicating the degree or the speed of change.  Participants listened and took notes |  |
| 6. | Practice on describing graphs | - Participants worked in pairs. Each student received a graph and without showing it to their partners, they took turns to describe their graphs in words to their partners so that they could draw an identical copy of the graphs.  Then, trainer conducted whole-class discussion and reflection on the activity. | It was a rather challenging task but participants managed to communicate quite well. |
| 7. | Useful phrases | Trainer explained the use of useful phrases on page 81.  Participants worked individually to analyze the sample on page 81.  Then, whole-class discussion. |  |
| 8. | Group writing | - Participants worked on Task 3 (page 82) in groups. | Participants struggled with the graphs as they were quite complex. They also needed more time to write. |
| 9. | Peer feedback on group writing | Groups shared their writing with the class and got feedback from peers and trainer. |  |
| 10. | - Wrap-up:  - Homework assigned:  + Handout 2  + Unit 10 (A Commonsense Guide to Grammar and Usage) | - Trainer asked the whole class questions about the contents of the lesson. Participants summarized what they have learnt and wrote 1 minute reflection | Class ended well. |

# LESSON 11

# Describing change: a business scenario

**Day:** 6th May 2019

**Time:** 2:00pm – 5:20pm

**Location:** Room 206 – D6 Building, Hanoi University of Science and Technology (HUST)

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| **No.** | **Content covered** | **Tasks given** | **Notes** |
| **1.** | Homework check | Participants worked in pairs to cross check homework. Then trainer went through the answers with the whole class. |  |
| 2. | Introduction of Lesson 12 objectives and contents | - Trainer made a short presentation of the lesson objectives and contents. |  |
| 3. | Warm up | Participants formed 2 teams. One person from each team had to mime the words or phrases (for describing trends) that the trainer gave him/her until his/her team members guessed the word correctly. |  |
| 4. | Lead in | - Participants worked in pairs to study the scenario that they are given.  Trainer monitored and provided help when needed. | * Participants struggled with ideas due to lack of experience. They also needed more time. |
| 5. | Sharing of ideas and peer feedback | Participants switched partners and took turns to tell new partners about their company. They also provided constructive feedback to their partners’ interpretation of their graphs and their future plan.  Trainer monitored and provided help when needed. |  |
| 6. | Presentations | Participants presented about their scenario. |  |
| 7. | Presentation continued |  |
| 8. | Individual writing | Participants worked individually to write a report on their company’s scenario, discussing the trends and prediction and plan for future trends. | Because they had already done a lot of discussion on their scenario, they did not have many problems with writing up the report. |
| 9. | - Wrap-up:  - Homework assigned: Unit 10 (A Commonsense Guide to Grammar and Usage) | - Trainer asked the whole class questions about the contents of the last 3 lessons. Participants summarized what they have learnt and wrote 1 minute reflection |  |

**Module Record of Training Activity**

Introduction to basic vocational writing skills in English

**Trainer:** Ngo Phuong Anh

**Day:** 13th, 20th and 27th May 2019

**Time:** 2:00 pm to 5:20 pm

**Location:** Room 206 – D6 Building, Hanoi University of Science and Technology (HUST)

# LESSON 12

# Structure and process of progress report writing

**Day:** 13th May 2019

**Time:** 2:00pm – 5:20pm

**Location:** Room 206 – D6 Building, Hanoi University of Science and Technology (HUST)

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| --- | --- | --- | --- |
| **No.** | **Content covered** | **Tasks given** | **Notes** |
|  | Introduction to progress report | - Participants worked in groups of three to tell what a progress report looks based on the sample given by trainer. | * A good introduction to the topic. |
|  | Typical situations for progress report writing | - Participants worked in groups of three to discuss in three minutes the situations when progress reports are composed  - After that, they shared with each other their opinions.  - Finally, trainer described the situations for writing a progress report. | * The process went smoothly * Participants attentively listened and noted |
|  | Features of progress reports | - Participants worked out the features of progress report in pairs  - Volunteers presented the information to whole class  - Trainer presented the questions that readers ask most often about progress report and participants work in groups of three to discuss (20 mins) | * Trainer presented the answer for the questions in more detail. * This activity needed more time than planned |
|  | Structure of progress report | - After the trainer introduced the structure of progress report, participants discussed in pairs what are included in the structure, specifically in the section of introduction, problem, objectives, solution, methods, resources, schedules, qualifications, management. | * Some participants seemed neglected during discussion, the trainer reminded them of the task right after. |
|  | The process of preparing progress reports | - Participants worked individually with ***Handout 4*** on the process of preparing the progress report in 10 mins.  - Participants discussed in pairs and presented to the whole class the process.  - Participants summarised the process with the whole class. | * It was not easy for the participants to remember the whole process all at one -> trainer had to slow down the explanation for each step of the process. |
|  | - Practice on drafting a progress report outline | - Participants worked individually in 20 mins to practice writing a report outline  - Volunteers showed their report outline and clarified the structure and main points of the report to the whole class. |  |
| * Participants had to apply what they had discussed to their own report outline. |
|  | Wrap-up | Participants revised the key points of the lesson in pairs. | * Participants had no further questions on the task. |

# LESSON 13

# The major elements and language of a progress report

**Day:** 20th May 2019

**Time:** 2:00pm – 5:20pm

**Location:** Room 206 – D6 Building, Hanoi University of Science and Technology (HUST)

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| **No.** | **Content covered** | **Tasks given** | **Notes** |
|  | Revision of the previous lesson | - Participants crosschecked each other’s homework report draft  - Participants worked in groups of three to describe what a progress report is | * The activity went well |
|  | How to write different sections of a progress report. | - Participants worked in groups of three to put the cut pieces into a complete outline of the report. | * It was a bit noisy during the activity. |
|  | Analysing progress reports | - Participants read the handout individually and compared the structure of the two reports  - Participants work in pairs to explain similarities and differences between the two reports, why and whom the reports were written  - Trainer analyses the progress reports with the whole class: the introduction, Facts and discussion, conclusions, recommendations, tone in progress reports. | * Time for the activity should be shortened. |
|  | Language of a progress report | - Participants described the language and listed terms that they could use in progress report in pairs.  - Participants expressed their opinions of the language in progress report.  - Participants found words and phrases (used in the sample reports- handout) and translated them into their own language. | * Disagreement appeared when participants translated the words/phrases -> trainer offered help to resolve the disagreement. |
|  | Practice of structuring a progress reports | - Participants completed task 2, i.e., to write a progress report. Put all information into an appropriate structure. | * Participants found it hard at first -> trainer re-explained the task, the participants completed finally |
|  | Wrap-up | Participants revised the key points and noted down home work | * The activity went smoothly. |

# LESSON 14

# Time management and techniques in progress report writing

**Day:** 27th May 2019

**Time:** 2:00pm – 5:20pm

**Location:** Room 206 – D6 Building, Hanoi University of Science and Technology (HUST)

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| **No.** | **Content covered** | **Tasks given** | **Notes** |
|  | Revision of the previous lesson | - Participants listed the major elements of a progress report and presented to the class | * The activity went well |
|  | Time management in report writing | - Participants worked with a partner to discuss the terms trainer listed and shared with each other their opinions. | * Different opinions |
|  | Techniques for writing progress report. | - Participants read the handout individually and after that they worked in pairs to exchange answers. | * Some participants kept silence -> trainer walked around and asked them to talk. |
|  | How to revise progress reports writing | - Participants peer-checked their report using the revising guides | * It took less time than expected for participants to peer check -> the trainer asked participants more for their comments after revising the peer’s report. |
|  | Revision of vocational writing skills | - Participants worked in groups of three to revise five units they had learnt in Module 12:business correspondence, the offer, terms and expressions in business correspondence, describing changes, progress report | * Some participants forgot the previous lesson -> trainer asked them to check again their notebook/handouts |
|  | Wrap-up | - Participants gave a summary of lesson 15, module 12 content.  - Participants asked questions about the final examination and assessment. | * The class finished well. |