

Vocational English using real situations

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Preface

- Today's labour market has an increasing demand of competent employees in various fields.
- It is important to prepare specialists that are able to use the English language effectively - as a key communication and collaboration tool - in professional field as well as communicating with foreigners in everyday life situations.
- Vocational English course, should be more oriented to satisfy students' needs and desires.

Teaching structure

5-6 hours for one module/topic:

- Vocabulary presentation and analysis;
- Vocabulary consolidation activities;
- Reading, listening activities;
- Dialogues in “real” situations;
- Reflection, revision tasks.

Examples

At the restaurant



Can you find the missing words?
 Waiter Good evening. Sir
 Bruno A (9) _____ for two please
 Waiter Do you (9) _____ a reservation?
 Bruno Yes. Mr. Dumont.
 Waiter If you'd (9) _____ to follow me
 He shows them to their table.
 Waiter Here's the menu. Sir. (4) _____ you like a drink (5) _____ you start?
 Bruno No. (9) _____ you.
 They look at the menu.
 Bruno I'm (7) _____ the Beaufortaise.
 Bob Can you (8) _____ me what is it?
 Bruno Yes. It's (7) _____ of fish.
 Bob Is (10) _____ nice?
 Bruno Yes, very.
 Bob Do they (11) _____ wearables with it?
 Bruno No, they don't.
 The waiter comes back.
 Waiter Are you (12) _____ to order now?
 Bruno Yes, certainly. Two Beaufortaise please.
 Waiter Would you (12) _____ a starter?
 Bruno No. (14) _____ you.
 Waiter What (13) _____ you (14) _____ to drink?
 Bruno A bottle of Sauvignon, please.
 Waiter Certainly, sir.
 A little later.
 Bruno How (17) _____ your Beaufortaise?
 Bob Very good.
 Bruno More wine?
 Bob Yes. (18) _____
 Waiter Is (19) _____ OK?
 Bruno Yes, thank (20) _____. Could I have the (21) _____ please?
 Waiter Certainly, here (22) _____ are.
 Bruno Please, I'll (23) _____ this.
 Bob Oh, thank you.



11. Use of English exercises: „Road safety“

I. Look at the picture of the bicycle below and label the items. .

tyre
wheel
helmet
reflector
pedals



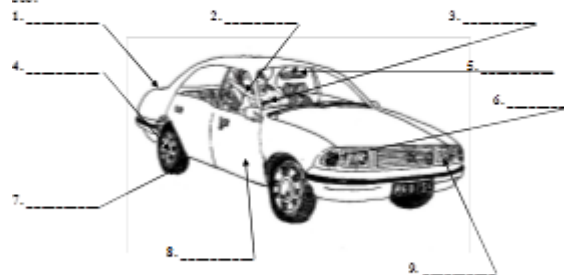
bell
headlight
middle
brakes
handlebars

Why do you think the following are important for bike safety?

helmet headlight reflector brakes tyre bell

II. Look at the picture of a car. Write one word from the box on each line.

wheel door indicator headlight seatbelt mirror steering wheel tyre bonnet



III. Here are some rules about driving in the UK. Can you complete them with words from Lesson 10.

Everyone has to wear a _____ at all times when the car is moving, or a child restraint for young children. Drivers must remember to look in their _____ and signal using their _____ before turning. A few days you must remember to switch on your _____. And finally, when you get out of the car, you must look before you open your _____.

7. Vehicles. Vocabulary exercises.

I. Match correct type of vehicles with their pictures on the right.

- Underground
- Funicular
- Dumper truck
- Pickup
- Tractor
- Articulated lorry/tractor-trailer
- Single-decker
- Forklift truck
- Cable car
- Tram/streetcar
- Breakdown truck/tow truck
- Excavator
- Tanker
- Transporter
- Freight train



Benefits

- Learnt vocabulary will be used in real life situations at work or “on the street”;
- Change of teaching environment;
- Integration of foreign language and vocational subjects;
- Development of linguistic competence;
- Development of creative skills, the ability to find a way out in non-standard situations;
- Discussion of filmed situations.

Difficulties

- Not all students dare filming / display their foreign language speaking skills while other students observe them;
- It is hard to arrange the training / learning spaces (due to their occupation by other teachers;
- This approach requires additional training.

Examples of learning through real situations

- Dialogue „Car repair“;
- Dialogue „Exploring car parts“;
- Dialogue „At the restaurant“.



Summary

- Students prepare for the real situations in the working environment;
- Learning through "real" situations develops self-confidence, communication skills;
- The educational process becomes more attractive, close to real life while using this method;
- This approach encourages the active involvement of students in the educational process;
- By participating in simulated real situations, the students aware of the opportunities of use of curriculum.

**Thank you for
your attention!**