

MODULE 2: Communication and Terminology for Work Search

TOPIC 2: Contacting Employers at Work

LEARNING OUTCOMES:

At the end of this lesson, participants will be able to:

- ◆ make a cold call to employers
- ◆ be more aware of pronunciation including rhythm, word and sentence stress

AUTOMOTIVE SERVICE TECHNOLOGY TERMINOLOGY WORKSHOP

TOPIC	SKILLS	CLB COMPETENCE AREA	COMPETENCIES	PRE-TASKS	TASK	POST TASK
<ul style="list-style-type: none"> ◆ Contacting employers at work 	<ul style="list-style-type: none"> ◆ Listening /Speaking 	<ul style="list-style-type: none"> ◆ exchanging information ◆ persuasion 	<ul style="list-style-type: none"> ◆ knowing the gambits related to "selling oneself" ◆ using correct intonation and stress ◆ describing previous experience concisely ◆ presenting prepared personal information ◆ using the Yellow Pages 	<ul style="list-style-type: none"> ◆ make suggestions for improving a cold call ◆ write a "30 second commercial" ◆ read a model dialogue of a cold call 	<ul style="list-style-type: none"> ◆ role-play a cold call using own "30 second commercial" 	<ul style="list-style-type: none"> ◆ look up employers in Yellow Pages ◆ tape calls to employers to set up an appointment to drop off their resumes ◆ play the taped phone calls for the class to critique

**Facilitator's Guide for Module 2
Topic 2 Contacting Employers at Work**

FACILITATOR PREPARATION

Content

The terminology in this lesson will be presented and practised within a functional language context: calling employers for an appointment.

Delivery

You should make as many copies as needed of the following handouts:

1. Handout 1 - Conversation 1
2. Handout 2 - Sample Commercial
3. Handout 3 - Conversation 2
4. Handout 4 - Conversation 3

Other materials needed: phones with taping capabilities or a "pick-up" (available from Radio Shack) to record calls, and tape recorder

Methodology

Introduction

- (5 minutes)**
1. Ask participants how they feel about talking about themselves. In many cultures it is frowned upon to praise oneself. Because today's job market is so competitive, explain to the class that it is important to tell employers not only that they are competent, but also that they are "the best person for the job." Making cold calls to employers is often a very good way to get your résumé to employers who are not currently advertising work opportunities. It also shows employers that you are motivated. The

objective of the cold call is not necessarily to ‘get a job,’ but rather to make yourself known to employers either for future hiring opportunities or to be referred to other mechanics who are currently hiring. (Remind the participants that for the next lesson, they need to bring in an application form that they have obtained from an employer).

Pre-Tasks

- (10 minutes)** 1. Have participants read Handout 1 alone or in pairs and brainstorm as a class what the mechanic could have done to improve the call.
- (30 minutes)** 2. Distribute Handout 2 and get a participant to volunteer to read it aloud. Critique volunteer’s pronunciation, intonation and word stress, then give a mini-lesson using Facilitator’s Guide to Handout 2.
- (30 minutes)** 3. Have participants write their own “30-second commercial” (to be accommodated on most answering machines) “selling themselves” to employers.
- (20 minutes)** 4. Have participants present their commercial to a partner while the partner times them and offers them feedback. Remind them to keep in mind the stress rules; you can even have them underline which syllables are stressed and circle the words in the sentence that are stressed. (In smaller classes, each participant can present it to the rest of the class). Monitor the pairs’ vocabulary as well, ensuring that participants are using opening gambits such as “My name is...” instead of “I am...”

Task

- (30 minutes)** 1. In pairs, have participants read Handout 3, then complete Handout 4.
2. Have volunteers perform their version for the class.

Post Task

(outside class) 1. Have participants find in the Yellow Pages a garage that isn't too far away from their home and tape themselves calling them using their commercial to set up appointments to drop off their résumé.

(60 minutes) 2. Play the taped calls in class and get feedback from the participants.

* Remind the participants again that for the next lesson, they need to bring in an application form that they have obtained from an employer.

Handout 1

Conversation 1

Employer: Bob's Garage, Bob speaking.

AST: Hello. I'm a mechanic, and I'm looking for a job.

Employer: Sorry, we're not hiring.

AST: Okay, bye.

Handout 2

Sample Commercial:

Hello. My **name** is **Ahmed Shani** and I have **twenty years'** **experience** as a **mechanic**.

I've **rebuilt engines** on **all makes** and **models** of **foreign** and **domestic cars** and **enjoy solving** any **electrical** or **mechanical** problems.

I have **extensive experience** **working** on **air conditioning systems** and **heaters**.

I've **worked** on **all kinds** of **machines** -- **machining drums** and **rotors**, **grinding crank shafts**, **camshafts** and **head gaskets**.

I've **used** **computer diagnostics**, **supervised fourteen staff**, and **haven't missed a day** of **work** in the **past ten years**.

I'd **like** to **set up a time** to **talk** to **you** about your **shop**, and can be **reached** at **4-5-6 0-9-8-7**.

I look **forward** to **hearing** from you.

Thank you and **have a nice day**.

FACILITATOR'S NOTES

Answer Key to Handout 2

Because interviewing is an oral activity, it is important to guide the participants in pronunciation, particularly word and sentence stress.

Go over word and sentence stress and rhythm rules with class including:

- 1. In English, the parts of speech that we stress (say a bit louder and longer) are nouns, main verbs (not auxiliary verbs, with the exception of negative words).*
- 2. Go over the North American flapped "t" sound.*
- 3. Explain how the majority of two-syllable verbs have the stress on the first syllable, and how in the majority of two-syllable nouns, the stress is on the first syllable.*
- 4. Explain how when the suffix 'ed' is added to single-syllable verbs ending in aspirated consonants, the second syllable is not pronounced, but replaced with a "t" sound.*

Handout 3

Conversation 2

- Employer:** Bob's Garage, Bob speaking.
- AST:** Hello. My name is Ahmed and I'm a mechanic.
- Employer:** Sorry, we're not hiring.
- AST:** Actually, I'm not looking for a job right now.
- Employer:** What would you like?
- AST:** I was just wondering if I could talk to you for a few minutes about your garage, and perhaps leave my résumé with you for the future when you might be hiring. (rising intonation)
- Employer:** How many years' experience do you have?
- AST:** 20 years. I've rebuilt engines on all makes and models of foreign and domestic cars and I can solve any electrical or mechanical problem. I have extensive experience working on air conditioning systems and heaters. I've worked on all kinds of machines machining drums and rotors, grinding crank shafts, camshafts and head gaskets. I've used computer diagnostics, supervised 14 staff, and never missed a day of work in 10 years.
- Employer:** I'm very busy right now.
- AST:** When do you take a lunch break?
- Employer:** Lunch? -- I'm lucky if I get time for a smoke. We open at 7:30.
- AST:** What do you take in your coffee?
- Employer:** Double, double.
- AST:** Can I see you tomorrow morning, then?
- Employer:** Only if it's before 7:30.
- AST:** Great. I'll see you then. Thank you.
- Employer:** Okay. Bye.

Handout 4

Conversation 3:

With a partner, complete the dialogue:

Employer: Bob's Garage, Bob speaking.

AST: Hello. My name is . . .

Employer: Sorry, we're not hiring.

AST:

Employer:

AST:

Employer:

AST:

Employer:

AST:

Employer:

AST:

Employer:

AST:

Employer:

AST:

Employer: