

Teenage Jobs

Niveau A2+/B1

Projet réalisé dans deux classes de 3^{ème}
au Collège Alain-Fournier, à Clamart.

Préambule : Afin d'avoir un premier contact avec le monde du travail (dans le cadre du travail sur l'orientation, le « Parcours de Découverte des Métiers et des Formations » *BO n°29, du 17 juillet 2008*), tous les élèves de 3^{ème} doivent effectuer un stage en entreprise d'une semaine. En amont de ce stage, j'ai souhaité aborder avec mes élèves le sujet des *Teenage Jobs*. Cette thématique a évidemment un intérêt culturel. (cf. « L'ici et l'ailleurs » du programme de langues vivantes du palier 2.) Il est effectivement commun que les adolescents, dans les pays anglophones, aient des « petits boulots » afin de gagner un peu d'argent de poche, et / ou d'avoir une première expérience professionnelle à faire figurer sur leur C.V.

Cette particularité culturelle est fréquemment présentée dans les manuels scolaires mais j'ai souhaité rendre cette spécificité anglo-saxonne concrète en l'illustrant de documents authentiques et d'exemples d'expériences vécues actuellement par des adolescents pouvant avoir le même âge que mes élèves. Aussi j'ai utilisé des supports issus de ma région d'enfance (Trowbridge, Wiltshire) pour donner à cette séquence un ancrage concret et spécifique.

Ce projet s'inscrit également dans le **socle commun** de connaissances et de compétences (cf. *le décret du 11 juillet 2006*) car il participe au développement de compétences transversales chez les élèves. En plus de la compétence évidente de **la pratique d'une langue vivante étrangère** (compétence 2), je pense aussi en particulier aux **compétences sociales et civiques** (compétence 6), à **l'autonomie et l'initiative** (compétence 7); et à **la maîtrise des techniques usuelles de l'information et de la communication** (compétence 4) car une des activités proposées nécessite l'utilisation d'un ordinateur et un traitement de texte avec l'envoi d'un document par internet (qui font partie des compétences demandées pour le B2i).

Objectifs du projet : Etudier et mettre en œuvre les différentes étapes du processus d'embauche, depuis la petite annonce, puis la rédaction du CV et la lettre de motivation, jusqu'à l'entretien d'embauche. Toutes les compétences langagières sont mobilisées au cours de ce projet, mais la tâche finale (*Act out a job interview*) privilégie un axe langagier : celui de l'interaction orale. Ainsi, à plusieurs reprises en amont de cette tâche, les élèves sont amenés à faire des activités et tâches intermédiaires (en binôme, en petite équipe, en classe entière) qui encouragent une prise de parole en interaction, et induisent un « aller-retour » de questionnement entre eux.

Sommaire du projet

Le projet se décline en 4 parties. Chaque partie se termine par une (ou deux) tâches.

	Thématique du contenu	Tâches intermédiaires au cours du projet
1	Les types d'emplois et les qualités requises pour les faire. <i>(Types of jobs and the qualities required to do them.)</i>	1. Expression Orale en Interaction (EOI) Faire un quiz pour deviner la profession d'après le profil donné.* <i>(INTERACTIVE SPEAKING: "The Ideal Candidate's Profile" Guessing Quiz-Game)*</i> 2. Expression Ecrite (EE) Créer une petite annonce pour une offre d'emploi.** <i>(WRITING: Create a small ad for a job offer.)**</i>
2	Des emplois ciblant plus particulièrement des adolescents. <i>(Jobs specifically for teenagers.)</i>	3. Expression Orale en Interaction (EOI) Interviewer un étudiant anglais en séjour linguistique en France sur son emploi. (Publier éventuellement une sélection des meilleures interviews sur le site web du collège ou le blog de la classe.)* <i>(INTERACTIVE SPEAKING: Interview a visiting exchange student from England about his / her part-time job for possible publication on your school's website or blog.)*</i>
3	Postuler pour un emploi. <i>(Applying for a job.)</i>	4. Expression Ecrite (EE) Ecrire et taper son CV**, et l'envoyer par courriel à un recruteur (joué par son professeur), puis écrire une lettre de motivation en réponse à une des quatre offres d'emploi proposées. <i>(WRITING: Write and type up your CV / Résumé** and send it as an attachment by email (to your teacher), then write a job application letter, replying to one of 4 teenage jobs on offer).</i> 5. Compréhension Ecrite (CE) Comprendre une lettre reçue en réponse à une offre d'emploi. <i>(READING: Understanding a letter in response to job application.)</i>
4	Préparation et participation à un entretien d'embauche. <i>(Preparing for, and attending a job interview.)</i>	6. Tâche finale: Expression Orale en Interaction (EOI) Jouer l'entretien d'embauche. <i>(INTERACTIVE SPEAKING: Act out a job interview.)</i>

(*Tâches non évaluées) (**Tâches faites à la maison)

Outils linguistiques nécessaires au savoir faire :

Objectifs lexicaux :

- Le vocabulaire des métiers
- Les adjectifs de personnalité liés au travail
- Le vocabulaire lié à la recherche d'un emploi (*CV, job applicant, job seeker, to apply for a job, cover letter, job interview, interviewer, interviewee, etc.*)
- Le vocabulaire technique pour parler de la présentation d'un CV dactylographié (*template, letter font, bold font, underline, heading, contact information, ...*)

Objectifs grammaticaux :

- Le présent simple (pour décrire ce que l'on fait dans tel ou tel métier)
- Le présent en be+ing
- Le présent perfect (pour parler de ses expériences)
- L'obligation et la nécessité : *must, have to, need to*
- Le questionnement : questions ouvertes (*where, when, how much, how often...*) et fermées

Objectifs phonologiques :

- L'intonation montante / descendante dans les questions

Compétences pragmatiques :

- Savoir gérer et structurer son discours, utiliser des "gap fillers" et "linkwords" pour rendre son expression (orale ou écrite) plus naturelle.
- Questionner et informer avec pertinence
- Convaincre

Compétences sociolinguistiques :

- Savoir utiliser un registre de langue formel et poli (d'une lettre de motivation, d'un entretien d'embauche)
- Maîtriser les codes de présentation d'une lettre formelle (la mise en page, les formules de politesse, etc.)

Durée du projet : Environ 6 semaines.

Dans mon collège, le stage en entreprise pour les élèves de Troisième a lieu pendant la dernière semaine avant les vacances de février. Je voulais que le projet (qui est assez long) soit terminé avant le stage. Je l'ai donc commencé au début du 2ème trimestre (début décembre) pour finir au moment du stage.

Commentaire concernant la mise en œuvre des activités d'oral en interaction (EOI) :

Les élèves de Troisième ont trois heures d'enseignement de LV1 hebdomadaires. Dans mon collège, cette année, ils bénéficient en plus d'une demi-heure, ce qui me permet de prendre les élèves en demi-classe pour faire certaines activités d'oral dans des conditions plus confortables.

Teenage Jobs

Common European Framework (CEFR):

(ou CECRL en Français)

A2+/B1

Project described in detail, step by step.

PART ONE : Types of jobs and the qualities required to do them.

Targeted tasks :

-INTERACTIVE SPEAKING: “The Ideal Candidate’s Profile” Guessing Quiz-Game

-WRITING: Create a small ad for a job offer.

STEP 1

SPEAKING: Introduction : Talking about jobs in general

- Warm up brainstorming activity: Name all the different jobs you can think of.
- Flashcards / photos: Name the profession. Describe what this person generally does.

A good selection of job flashcards can be obtained from

www.mes-english.com

Other pictures are available on

<http://classroomclipart.com/>

- Job sounds quiz: Listen to various “noises” and guess what job is being hinted at. Say what they are doing / what is happening in each extract.

☞ See annexe1 : JOB SOUNDS

- HW : Vocabulary Worksheet : list as many professions as you can with the same suffix (-er, -or, -ist, -ian, etc.)

☞ See annexe 2 : JOBS VOCAB

Pupils can use the following websites for help.

<http://www.languageguide.org/english/vocabulary/jobs/>

<http://www.learnenglish.de/vocabulary/jobs.htm>

http://www.eslgold.net/vocabulary/occupations_ak.html

http://www.eslgold.net/vocabulary/occupations_lz.html

<http://www.bbc.co.uk/worldservice/learningenglish/grammar/learnit/learnitv177.shtml>

<http://www.elllo.org/nine/jobs.htm>

<http://www.johnsesl.com/templates/vocab/jobwords.php>

<http://www.esl-lab.com/vocab/v-jobs.htm>

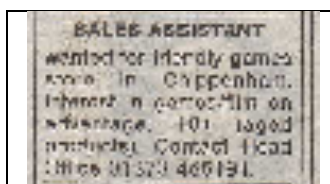
The vocabulary found will be reused in the next lesson's "warm up" when picture prompts of professional tools/accessories have to be matched to a job. "Who uses this?" e.g.: a spanner ⇒ a mechanic; a paintbrush ⇒ a painter / an artist; etc. After a while, the pictures shown become partial and/or ambiguous, which leads to discussion / debate. e.g.: a magnifying glass ⇒ a detective (like Sherlock Holmes?), a scientist; a book ⇒ a librarian / a book seller / a writer...

STEPS 2 & 3

READING / SPEAKING : **Looking at different job offers** (for adults & teens)

- Warm up: Show where Trowbridge, Wiltshire is on *Google Earth* and ask pupils to suggest what jobs people might do in this part of England.
- Authentic job offers as seen in the *Wiltshire Times*, December 2011.

☞ See annexe 3a : WILTS TIMES JOB OFFERS Example :



- Authentic job offer cards taken from the shop window of an employment agency (*Travail Employment Group*) based in Trowbridge, Wiltshire in SW England.

☞ See annexe 3b : TRAVAIL EMPLOYMENT GROUP JOB OFFERS Examples :

 RECEPTIONIST Required on a temporary basis of 6 weeks+ in Bradford on Avon. You will be required to answer calls, greet and check in guests, take bookings and deal with enquiries. The ideal candidate will have strong admin skills, be IT literate and have a proven background of reception experience. You will have excellent interpersonal skills, be hardworking and reliable. You will be working 30-40 hours per week, 5 days over 7 days including weekends. The hours are between 07.00am – 4.30pm and 4.00pm to 11.00pm. £6.00 per hour 47004715 COMMERCIAL SKILLED TECHNICAL EXECUTIVE	 TEMPORARY CUSTOMER SERVICE ADVISOR • Temporary role in Trowbridge. • 37.5 hours per week, Monday to Friday. • Making outgoing calls in a busy customer service environment. • Must be IT literate, have strong communication skills and have a proven customer service background. • Temporary role of 1 month. £7.56 PER HOUR 47004757 COMMERCIAL SKILLED TECHNICAL EXECUTIVE
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N.B. The objective is not to understand everything in these small ads, but rather to understand the gist, and list useful vocab and phrases, like: *per hour (p.h.)*, *per week*, *per annum (p.a.)* and to start looking at adjectives used to describe different job profiles.

- Various small ads taken from school textbooks (e.g. *Enjoy 3è*, *Connect 3è*, etc.)
- Three job offers on <http://www.esl-lab.com/eslbasic/jobhunting-1.htm>

These job offers / small ads are for an editor, a bank manager, and an ESL instructor. This short reading comprehension activity is followed by 10 inter-active true/false questions. (This reading and listening comprehension activity can be done in class, in the language lab, or at home as HW.)

LISTENING HW : **Listen to a conversation between 3 people who want to employ different people to make a film** in N.Y.C. Taken from *Connect 3è* (Pupil's CD Unit 2 Lesson 1), also available on the website: <http://www.connect.hachette-education.com/3e/site/com/index.html>

Pupils are asked to note down: What locations are being used for the film? What jobs are on offer? What qualities are needed for these jobs? Answers discussed in next lesson.

STEP 4

SPEAKING / LISTENING: **Discuss what qualities you require for different jobs.** What is the character profile of the ideal candidate? What is the job description?

- Feedback from HW (Listening comprehension activity, from *Connect 3è*): What jobs were on offer, and what qualities were needed?
- **Listen to 6 simple job descriptions** on <http://www.elllo.org/yeartwo/Jan10th/jobcenter.htm> (*These are for a university movie theatre usher; a DJ at a local radio station; a pizza deliverer; an assistant for the university president; a warehouse worker at the university bookstore; and a dog walker*) You have to match the job description to the right job photo. (If you have a video projector or an interactive whiteboard, you can click on the picture to show the transcript).
- What about other **job profiles**? Using a selection of photo prompts, ask the class to suggest the qualities you need to do other jobs. E.g. firefighter photo ⇒ "He / she must be / needs / has to be brave, strong..." To spice up the discussion and add new vocabulary impetus, I ask questions like: "Can you be a firefighter if you are scared of heights / overweight / allergic to animals / dislike working outdoors?"
- Group work : The class is divided into small groups of 3 or 4, making 7 or 8 teams. Each group is given a short list of 3 different jobs for which they have to find the corresponding character profile. A vocabulary toolbox is given to help. (Much of the vocabulary has already been seen in the small ads studied in the past couple of lessons.)

☞ See annexe 4 : VOCAB QUALITIES

If time permits, a "secretary" can come to the board to note down a few of the suggested qualities for some of the jobs.

- WRITING HW: The activity is continued at home, individually. Pupils have to choose 3 different (and maybe unusual) professions and list the necessary qualities for each. The information will be written down on a sheet of paper, and given to the teacher to be used in a quiz game. For a list of (un)usual professions :

☞ See annexe 5 : LIST OF JOBS

STEP 5

INTERACTIVE SPEAKING : **TASK 1: The Ideal Candidate's Profile (Guessing Game)** The objective is to get the pupils to practise asking and answering questions (bearing in mind the final task : the job interview). Teams take turns to present their mystery professions, using different adjectives and job characteristics, in 3 sentences. The other teams have to guess which job is being described. Of course, questions need to be asked (N.B. yes / no questions only) in order to clarify which job is being talked about. However, teams can't shout out, they have to take turns to speak, and can only ask one question during their turn. (So either it's a question about the job, or it's a question to name the job.)

☞ See annexe 6 : RULES OF "THE IDEAL CANDIDATE'S PROFILE" GUESSING GAME

WRITING HW: **TASK 2: Choose a profession, and create a small ad for a job offer**, specifying which qualities are required. You may illustrate the job offer with a visual, a logo, or a slogan. Don't forget to give contact information to the future applicants.

☞ See annexe 7 : JOB OFFERS (EXAMPLES OF PUPILS' WORK)

PART TWO : Jobs specifically for teenagers

Targeted task :

-**INTERACTIVE SPEAKING**: Interview a visiting exchange student from England about his / her part-time job (for your school's website or blog).

STEP 6

Teen jobs

- **SPEAKING**: Warm up brainstorming activity: Name all the different jobs you can think of that teenagers can do. A pupil is chosen to come to the board to write them down. Compare to the jobs suggested in the following article taken from the web.
- **READING**: Article on **kids' summer jobs** from the *BBC Newsround* website:
http://news.bbc.co.uk/cbbcnews/hi/newsid_2010000/newsid_2018900/2018962.stm

Before reading this short article, ask pupils if they know anything about the **law concerning teenage employment**. What age can you legally be employed? In France? In England?

- **LISTENING**: John, a former teacher and Head of 6th Form (from the *John of Gaunt School, Trowbridge, Wiltshire*) talks about **typical jobs that young people do in England**. This listening activity is accompanied with a worksheet to recap the main points.

☞ See annexe 8 : TEEN JOBS (JOHN)

This activity could be done at home using the same recording, now available on Audio-Lingua:
<http://www.audio-lingua.eu/spip.php?article2061>

N.B. This is a homemade, unscripted, and 100% authentic recording. John is, in fact, my father. (This information greatly amused my pupils!) As Head of 6th Form, he had special responsibilities for his pupils' career advice, and often had to write references for them (both for job, and university applications).

- **READING HW : 10 Best Part Time Jobs** Article taken from the internet:
http://teenadvice.about.com/od/jobsmoney/tp/best_part_time_jobs_for_teen.htm

This text is read at home, accompanied by a comprehension worksheet.

☞ See annexe 9 : TEN BEST TEEN JOBS

The aim of this text is to present other typical teen jobs (from a more American viewpoint) not already discussed in class. In order to reduce the workload, and render correcting the worksheet more interactive, the class was divided into 10 groups. Each group was responsible for one of the jobs mentioned in the internet article, and had to feed back to the rest of the class; correcting the worksheet, and describing the job in their own words. (Rephrasing.)

N.B. If available, an Interactive White Board could be used for correcting the worksheet activity.

STEP 7

LISTENING: Interview of a paperboy: Paul is interviewed by a classmate who is writing an article about teen jobs for their school magazine. Pupils have to take note of the questions asked, then note the answers given.

☞ See annexe 10 : PAPERBOY INTERVIEW

By the way, this is another homemade recording, this time partially scripted. "Paul" is played by my teenage son, and his text is based on what my brother, Paul, used to do when he was a paperboy.

Transition: Pupils prepare questions (individually, or in pairs) in order to be able to interview a babysitter, a waiter / waitress, and a dog walker. N.B. At some point during the project, a quick grammar revision of how to form a question (**WH- + Aux + S + V + C**) might be necessary and / or advisable.

SPEAKING IN INTERACTION: **TASK 3: Interview a visiting exchange student from England about his / her part-time job.** (The job being a babysitter, a waiter / waitress, or a dog walker). In pairs, pupils take turns to act out their interview of the English exchange student. One pupil plays the role of the French interviewer and the other plays the English interviewee. Then they change roles, and change the job being talked about.

N.B. This pair work activity is not marked, but is used as another training session to **practise asking and answering questions** in order to build up to the final task of acting out a job interview.

Pupils can use their **MP3 recorders** to record their interview, and then listen to their work.

Extension : If your school has a website, or if your class has a blog, pupils could then be asked to write up their interviews for possible publication on line.

PART THREE : Applying for a job

Targeted tasks:

-**WRITING**: Write and type up your CV/Résumé and send it as an attachment by email (to your teacher), then write a job application letter, replying to one of 4 teenage jobs on offer.

-**READING**: Understanding a letter in response to a job application.

STEP 8

Writing a teen C.V.

- **SPEAKING** : What is a CV? What do you think you need to put in a CV?
- **LISTENING** : **Tips for a teen CV.** Pupils have to take notes
<http://video.about.com/jobsearch/Write-a-Resume-for-Teens.htm>
- **READING** : Look at different examples of typical CVs. Agree on a CV template.
<http://www.ukstudentlife.com/Work/CV.htm>
<http://jobsearch.about.com/od/resumesandcoverletters/a/teenresume.htm>
<http://jobsearch.about.com/library/samples/blhsresume2.htm>
- **WRITING**: Make a rough copy of your own CV
- **INTERACTIVE SPEAKING**: Compare your CV with a classmate's. Would you change anything? What? Why?

WRITING HW : **TASK 4: Finalise your CV, then type it up, and send it as an attachment to your recruiter (using the teacher's email address).**

Why not validate this item for the B2i ?

STEP 9

Writing a job application letter

- **READING & SPEAKING:** Study a typical cover letter (examples are in various 3^{ème} textbooks, or can be researched on line).

<http://jobsearch.about.com/od/jobsearchglossary/g/letterofapplication.htm>

Questions to consider:

- How is the letter presented?
- Where is (are) the address(es)?
- How and where is the date written?
- How is the letter started and ended?
- How many paragraphs?
- What is the main information in each part?

Agree on a letter template, with certain key sentences and phrases.

☞ See annexe 11 : LETTER TEMPLATE

- **SPEAKING: Talking about talents, skills, and personal experience** (present perfect). Discuss what the following people would write in their letters: match expressions (taken from a toolbox) to different job photos. e.g. Photo of dog walker: match with “work in a pet shop” ⇒ “I have already worked in a pet shop”...etc

STEP 10

WRITING : TASK 5: Read the small ads in the leaflet. Choose one of the jobs on offer (i.e. a babysitter, an animal caretaker, a waiter / waitress, or an entertainer at an old people's home.) Write your job application letter, explaining why you are the ideal candidate.

☞ See annexe 12a : SMALL ADS LEAFLET

☞ See annexe 12b : EVALUATION CRITERIA FOR TASKS 4 & 5 (C.V. + Job Application Letter)

N.B. This Task is done under test conditions, without notes or dictionary, and lasts the whole lesson time. The C.V. would normally be enclosed with this letter, but has already been sent to the recruiter / teacher.

STEP 11

READING: TASK 6: Letter in reply to a job application. The letter used in this comprehension activity is the fruit of my imagination. It replies to one of the jobs on offer in Task 5 (namely the entertainer at an old people's home).

☞ See annexe 13 : JOB REPLY LETTER

N.B. Pupils do both tasks 5 and 6. These are not “either / or” activities. Task 6 is also done under test conditions, without notes or dictionary, and lasts the whole lesson time.

PART FOUR : The job interview

Targeted task :

-INTERACTIVE SPEAKING: Act out a job interview

STEP 12

Interview advice

- SPEAKING: Brainstorming activity: What tips would you give to someone going to an interview? Discuss the “dos and don’ts”. Make web diagram / mind map on the board as the discussion advances.
- LISTENING: Alison Doyle’s **teen interview tips** from the about.com website. What other advice does she give (to complete the web diagram)? <http://video.about.com/jobsearch/Job-Interview-Tips-for-Teens.htm>
- READING / LISTENING: More interview tips (as possible HW activity)
<http://www.dailyesl.com/job-interviews.htm>

STEP 13

LISTENING: **An interview in a movie.** Film extract from the beginning of *The Devil Wears Prada* showing a job interview. I used the film trailer: <http://www.youtube.com/watch?v=hbthtLM5VS4> This activity, accompanied by a **recap** worksheet, generated a lot of interest. Many of the pupils had already seen the film (especially the girls) but it was interesting to note that out of the pupils who hadn’t seen the film, opinions were very divided on whether she would get the job or not.

👉 See annexe 14 : DEVIL WEARS PRADA

N.B. Other film extracts of job interviews could be studied here. For example: *Friends* Season 5 episode 17 (Rachel’s job interview); *Confessions of a shopaholic*; *In the air*; *The Firm*; *Philadelphia*; *Morning Glory*; *Erin Brokovich*; *Juno* (suitable foster parents); *The Office*...

STEP 14

- LISTENING: **Compare two job interviews** (taken from *Enjoy English 3ème, Book 2*) Two teenage applicants are interviewed for a job. One interview goes well, the other one doesn’t.
- SPEAKING : Teacher-led discussion: Which candidate would you choose and why?
- LISTENING / SPEAKING / WRITING : Discuss (and write down) what type of questions are asked at an interview, both by the recruiter and the applicant. Which ones were used in the audio interviews?

- READING HW: Research more FAQs (and answers) at an interview on:
<http://jobsearch.about.com/od/teenjobinterviews/qt/teeninterview.htm>

STEP 15

- LISTENING: Interview at the Job Centre (Taken from *3D Goals, Unit 11*)
- LISTENING: Listen to another job interview on
<http://www.englishmedialab.com/Quizzes/business/listening/job%20interview%20listening.htm>

N.B. This LISTENING ACTIVITY could be done at home. The pupils can try answering the 13 multiple choice comprehension questions. The exercise is interactive and so the pupil's score and the correct answers are given at the end.

STEP 16

INTERACTIVE SPEAKING: **FINAL TASK: Act out the job interview** for one of the four jobs on offer in Task 5, for which the application letter was written (i.e. a babysitter, an animal caretaker, a waiter, or an entertainer at an old people's home). One pupil must play the interviewer, the other plays the interviewee, who has to give his / her CV during the course of the interview.

☞ See annexe 15 : JOB INTERVIEW EVALUATION CRITERIA

N.B. This activity is **filmed** by one of the pupils in the "invisible audience". There are many advantages in filming your pupils:

- Pupils are on their best behaviour... on camera and in the audience.
- The actors being filmed want to put on a good "performance".
- In the audience, one of the more "tiresome" pupils can be asked to be the cameraman. This encourages other equally "tiresome" pupils to behave better in order to be invited to film!
- The pupils are able to actually see and hear their productions.

Possible conclusion? Review extracts of the (filmed) interviews to debate and decide on who should be offered the job(s). Who was a good interviewer? Who was convincing? ...

Evolution possible du projet :

Il y a une **DP3** (Découverte Professionnelle de 3 heures) dans mon collège, mais malheureusement je n'ai eu aucun de ces élèves cette année. Cependant, ce projet serait particulièrement intéressant pour eux, et se prête à un travail **pluridisciplinaire** (Français et Technologie, par exemple) et on pourrait associer le **C.O.P.** pour avoir un projet plus général (et en parallèle) sur les métiers.

Il serait également possible de monter un projet motivant pour les élèves portant sur des métiers nécessitant l'anglais (ou autre L.V.) en travaillant en partenariat avec des professionnels, des entreprises, des écoles ou des lycées.

Si un travail pluridisciplinaire se fait, à ce moment-là, l'évaluation des compétences du Socle Commun pourrait être le fruit d'une vraie concertation, et tout prend sens pour les élèves en DP3, tout devient plus concret, car l'objectif est le même.
