

Objectives: To study and to implement the different stages of the recruitment process, starting with job advertisements, followed by the job interview. All language skills are used during this project, but the final assignment (the role play of a job interview) has the added advantage of incorporating oral interaction into the classroom. In preparation for the assignment, the pupils are guided through activities and micro tasks (in pairs, small groups, or as a whole class) which encourage them to speak up and interact with each other, thus promoting two-way conversations.

The focus is made on communication as the objective is to get the pupils to practice asking and answering questions, bearing in mind the final task: the job interview.

Jobs specifically for teenagers

Types of jobs and the qualities required to do them

**Introduction:** introducing the city of New York and its places of interest / CO/ available on audio lingua:

Robert <http://www.audio-lingua.eu/spip.php?article1292>

Maryse <http://www.audio-lingua.eu/spip.php?article2274>

Follow up: pronunciation game/ cooperative learning/ pronunciation technique: two teams with the list of words video projected on the board + quiz on NY

**Step 1:** talking about jobs in general/ CO/ jobs 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/ vocabulary worksheet.

**Step 2:** reading and speaking/ looking at different jobs offer at the job centre/ cooperative learning / numbered heads technique: 4 job offers displayed in the classroom and numbered 1 to 4. Students are numbered heads 1 to 4 and move to their small ad to collect an amount of vocab. They then return to their station work to give an account of their ad following a grid they partly filled.

*NB: the objective is not to understand everything in these small ads, but rather to understand the gist, and list the useful vocab and phrases, and to start looking at adjectives used to describe different job profiles.*

**Step 3:** discuss what qualities you require for different jobs

**Step 4:** the ideal candidate’s profile (guessing game) / TBL/ the class is divided into 4 teams of 6 pupils, each station work gets 3 “job cards”. They are then allowed 5 minutes to discuss and choose which 3 sentences they will use to describe their given jobs. A spoke person is nominated to read the job profile. Teams took turns to present their mystery professions, using different adjectives and job characteristics in 3 sentences maximum. The other teams had to guess which job was being described. Of course, questions needed to be asked (yes/no questions only) in order to clarify which job was being talked about. Teams had to take turns to speak, and could only ask one question during their turn. (so, either it was a question about the job, or a question to name the job).

*Grammar point/ revision of modals: must be/ have to, need to be, don’t have to/ don’t need to be + adjectives (qualities).*

**Step 5:** the best part time jobs for teens/ CE + kahoot/ pupils worked on the 2 first paragraphs of a reading comprehension made of 5 paragraphs about teen jobs and I must say that it had been quite hard to motivate them so I thought it would be a good idea to make it different for the 3 paragraphs left. They read their text at home and the following day they did the quiz online. I therefore put all the reading comprehension questions in a kahoot with 18 questions altogether in the quiz.

HW/micro task/writing task/ choose a profession, and create a small ad for a job offer, specifying which qualities are required.

**Step 6:** typical jobs that young people do in the US. CO/ interview with 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.

*Listening comprehension test on a job interview between Emma (the candidate) and a restaurant owner (the employer) looking for a waiter/waitress in Wall Street. Students have to take note of details or tick multiple choice questions.*

## **STEP 7**

Follow up: part of the project filmed for the training course in Norway

TBL/ Task Based Learning or how pupils learn by doing:

- 1) The class is divided into two groups: the interviewers and the candidates. 3 work groups of 4 pupils played the role of the employer and 3 work groups of 4 played the role of the candidates.
- 2) So far pupils have never done a job interview, they therefore tried with their knowledge to build their part of the interview. They were given approximately 10 minutes to do the activity.
- 3) Then they work in pair: an employer and a candidate and put their findings together in order to play the job interview.
- 4) A pair plays the job interview in front of the class while the other students spot the positive and negative points.

## **STEP 8**

- 1) Among the negative points there were: pronunciation problems (some adjectives such as dynamic) inappropriate tense (present perfect vs past tense), problem on questions (word order).
- 2) - a quick grammar revision of how to form a question (WH. WORDS/AUX/S/V/...?) was necessary.
- 3) present perfect tense: how to form it, when to use it, present perfect vs past tense.
- 4) (Activity filmed)

HW/a list of adjectives was given to the students to check on line (WordReference/Howjsay). The following session we played a pronunciation activity. I made 4 teams of 6 students (each team lining up on 4 sides of the classroom). Then we started the game, the whole list of adjectives on the board. About 30 of them. Of course the students made mistakes because some of them had not done their homework and therefore never heard how to pronounce some of the words properly. After a few tries from each team we had a break so that they could share what they had memorised on the on-line pronunciation dictionary. Then we played again. This activity lasted about 8 minutes.

**Step 9:** final task/the job interview/ in pair pupils prepare their role in order to be able to play the job interview. Previously in a micro task they wrote a job offer on a job of their choice. I decided to use their job offers to play the task. A job offer was given to each pair. On a whole session they first prepared their dialogue without any documents. They then played their job interview recording their voice on a MP3.

## **Feedback**

The session on TBL preparing the job interview went quite well. Pupils had already heard 2 job interviews but had never built one on their own.

That's why I decided to build the session on a TBL to learn by doing. They realized that some points were missing to build a proper job interview. And we could focus on these points on the following session.

As for the pronunciation game, they had already done one at the very beginning of the project on the famous monuments and places of interest in NY.

They then knew how it works and realized it was very important to do their homework if they don't want to be the weak chain of the group. (it is actually what happened with the girl in team 4).

Corinne Alaize

### **Le billet du comité de relecture présidé par Silvana Turchino Diksa, IA-IPR**

#### **Points forts :**

- Travail coopératif (Partners) dans la préparation d'un interview (entraide et recours à des notions linguistiques vues précédemment)
- Travail d'écoute et de repérage par la classe des difficultés à retravailler à partir du jeu de rôle d'un binôme.
- Activité de classe inversée (Flipped classroom) dans la préparation du **Talking Circle** (préparation individuelle dont va dépendre le succès de chaque équipe).

#### **Perspectives pédagogiques possibles :**

- Afin de favoriser la dynamique de groupe et de permettre à chaque élève d'être acteur du **Talking Circle**, il semblerait judicieux de demander à chacun des participants dans chacun des groupes de prononcer à tour de rôle un des mots de la liste. Si erreur de prononciation il y a, la main est alors donnée à l'équipe suivante. Le succès de l'équipe dépend alors de chaque membre de celle-ci. Nous sommes ainsi toujours dans le travail collaboratif.