

## Job offers and profiles

<p><b>Target group:</b></p> <p>Immigrant students in vocational training (high school, training center...) who will be asked to respond to job offers.</p>	
<p><b>Method</b></p> <p>Writing a professional profile to confirm, clarify and adjust their future professional project. Reading job advertisements to learn the professional vocabulary present in this type of writing and to learn how to extract the essential information. Simulation of job interviews in the form of role plays.</p>	<p><b>Required time</b></p> <p>1 session for the profile: 1 hour 1 session for the ads and the confrontation with the profile: 2H 1 session for the interview simulations: 1H</p>
<p><b>Background information for the teaching session:</b></p> <ul style="list-style-type: none"> <li>- Use materials related to the professional world that are as authentic as possible.</li> <li>- To give a professional and practical dimension to the language lessons.</li> </ul> <p><b>Professional skills:</b></p> <ul style="list-style-type: none"> <li>- Be able to recognize barriers and difficulties in learning (from a cultural and linguistic perspective).</li> <li>- Know different types of teaching methods for non-native speakers.</li> </ul> <p><b>Communication and language skills</b></p> <ul style="list-style-type: none"> <li>- Know the professional vocabulary for teaching.</li> <li>- Be able to interact with immigrant students.</li> </ul> <p><b>Social skills:</b></p> <ul style="list-style-type: none"> <li>- Know the codes of conduct in a professional interview to teach it to students.</li> <li>- To enter into a dynamic of exchange.</li> </ul>	



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### Learning Outcomes:

- The student will become familiar with the basic terminology of the professional world.
- He/she will learn to read a type of writing (job offer) and to locate and extract essential information from it.
- They will learn to use the appropriate vocabulary to talk about themselves and their career path.
- They will learn to highlight their strengths (e.g. knowledge of other languages) and to identify their weaknesses.
- They will learn the communication codes used in professional interviews to be able to adopt the right attitude during future interviews.

### Short description of the lesson:

Students will learn how to write a job profile.

By reading three job offers related to a training sector, they will learn the basic vocabulary for reading a job offer and learn to extract the essential information from these documents.

By confronting the job offers related to their training, they will be led to look at their training and themselves.

Following this work, an oral exercise, such as a simulated job interview, will be conducted with the students in order to put them in a real situation and to familiarize them with the code of conduct (appropriate body language) and the formulas of convenience.

### Equipment needed:

- A computer
- A video projector to project documents (charts, announcements...)
- A text, a recording or a video in which a student presents his or her profile.
- Classified ads related or not to the students' training.
- Two charts prepared by the teacher to be completed:  
a table in which the student will write his/her profile  
a table in which the information collected by the student in the different ads should appear



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### How to use:

The trainer will have previously made the students study orally the vocabulary necessary for the activity (to know how to give their identity/address/education...) and will have presented the students with CVs, profiles (videos, texts...). He will then have the students identify the information necessary to establish their "profile": identity, education, diplomas....

### Session 1:

The trainer explains the double entry table that he will have previously designed. From a profile (text, recording or video of a student introducing himself), he has the students collectively complete the table for the example. The student will then have to complete this table by indicating the information about him, that is, establish his profile.

Example of a table:

	<b>Example</b>	<b>MI</b>
<i>Identity (name, first name, date of birth)</i>	<i>Paul Legrand, 19 years old, born on 15/12/2003</i>	
<i>Address</i>	<i>20, rue de l'égalité 59000 LILLE</i>	
<i>Training</i>		
<i>Content of the professional training</i>		
<i>Diplomas</i>		
<i>Experiences</i>		
<i>Strong points</i>		
<i>Weaknesses</i>		
<i>Type of contract sought</i>		



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## Session 2:

The student will have to complete a table to extract information from the ads. First, the teacher will make an example with the students based on an ad. This will help to illustrate (e.g.: diploma) and explain terms such as type of contract, experience...

Example of a table:

Announcements	Example	Announcement 1	Announcement 2	Announcement 3
<i>Name of the company</i>	Misterclé			
<i>Address of the company</i>	20, rue Jean Jaurès 59000 Lille			
<i>Type of activity of the company</i>	Serrurier: mettalier			
<i>Type of contract offered</i>	CDI / 35H			
<i>Training and diploma required</i>	CAP metallerie			
<i>Experience required</i>	None, beginners accepted			
<i>Qualities required</i>	Know how to work with rigor and precision Show autonomy Respect the rules (security)			
<i>Proposed salary</i>	SMIC			

## Session 3

The teacher presents one or more examples of interviews (recording or video) and asks the students to note the gestures and postures, and to list the questions and answers that are asked during an interview.

The student chooses the offer that best corresponds to him/her and simulations of professional interviews are organized first with the teacher and then in pairs. A recording can be made of the interview and used to help students improve their oral expression.



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**Additional information**



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