

## SILENT DOCUMENTARY ON THE PROFESSIONAL WORLD

### Target group:

Immigrant students who are in vocational training and who need to learn vocabulary related to the business world.

### Method :

Discovery of the professional world and its requirements: from a "silent" documentary film about a company. This film will be the starting point for learning to identify and name the different tasks or jobs, the tools used, the required clothing and the qualities needed.

### Required time

**120 min**

### Background information for the teaching session:

- Use a relevant triggering document that is appropriate for the students' linguistic and occupational profile.
- Use a silent video as a starting point for teacher/learner communication for non-native students.

### Professional skills

- Be able to recognize barriers and difficulties in learning (from a cultural and linguistic perspective)
- Know different types of teaching for non-native speakers.
- Communication and language skills (part of social and personal competence)
- Knowing the requirements of the professional world in order to introduce them to the students.
- Ability to interact with immigrant students and put them in oral and written production situations.
- Take a gradual approach from oral to written.



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## **Learning Outcomes:**

- Learn to talk about a trade using appropriate vocabulary and simple sentences.
- To discover the jobs that exist within a company, their constraints and requirements (clothing, work tools, moral and physical qualities required)
- To take the initiative to speak in a group.

## **Intercultural and social cohesion (social competence)**

- Understand and be understood.
- To understand the importance of teamwork, cohesion and communication in a company.

## **Short description of the lesson:**

Discovery of the world of a company through the viewing of a silent video showing the different tasks within this company. Mimic the tasks, and describe the video (the different jobs existing within the company, their constraints and their dress, work instruments, moral and physical qualities required

## **Equipment needed:**

- A computer with an internet connection
- A video projector to project the video
- A video of a silent documentary about a company
- A chalkboard
- Word labels and colored illustrations in a large enough format for the collective oral phases
- A board large enough for the group discussion (see model)
- One board per student to place the labels (A3 size)
- A4 sheets for each student with illustrations of the jobs, instruments, clothes and qualities required, to be cut out.
- U" shaped table layout to encourage discussion.



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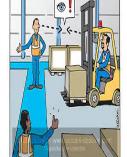
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## How to use:

- Project the video on the board (2 times)
- Ask the students to list the tasks they have seen and know by miming or naming them. Show pictures illustrating these tasks and have them describe them, note the words or sentences corresponding to these tasks on the board.
- Second, ask students to list the tools used for each task, show pictures of the tools and write the names on the board.
- Point out to students the specific dress code for each task. Name the dress code, show pictures of the dress code and write the names on the board.
- Project and distribute the following chart to students.
- Do Example 1 on the board with the whole group.

## Additional information :

Order of tasks	Tasks	Instruments used	Required clothing	Required qualities
N°1				
Labels Names to stick	A forklift operator Moving boxes	A cart	Safety shoes	vigilant
N°2				
Labels Names to stick				



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- Distribute the A4 sheets with the illustrations to the students.
- The students must place the illustrations they have previously cut out line by line in the board, making sure to put them in the order of the cardboard manufacturing circuit. They will then place the labels of the names of tasks, instruments, outfits and qualities... After a collective phase of pooling on the board during which the students make their proposals and exchange, the students will correct any errors and stick the labels to have a reference.

**Oral and written production work:**

Describe the different tasks by completing the following model (orally and then in writing):

"To move boxes, I use a cart, wear safety shoes, and must be careful

**Additional information** (image, link, form, etc...)

**Link to video:**

[https://www.youtube.com/watch?v=jT2wzr\\_MpFQ](https://www.youtube.com/watch?v=jT2wzr_MpFQ)



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