

Topic: _____
Source: www.voanews.com
Title: _____

BEFORE YOU LISTEN...

1. The words / phrases in the box below are related to the topic of the report you are going to listen to. (**Activity duration:** Pair discussion: 2 min.; whole-class discussion: 8 min.; Total activity: 10 min. // **Skills practiced:** Speaking (interpreting; predicting; reaching an agreement))

job market paycheck land a job
summer teenagers job hunting
employer hire résumé

Briefly discuss with your partner, based on the words/phrases above, what you think the topic of the report is, and say why you think so. Try to be specific –e.g. don't just say "employment".

NOW LISTEN...

2. Now, listen to the report. You are going to listen 2 times. Then, answer the questions below. (**Activity duration:** report: 4.21 min.x2 →8.42; worksheet completion & class discussion: 10-12 min; total: 20 min. // (**Listening skills practiced:** 1st play: listening for general comprehension; 2nd play: listening for specific information // **Other skills practiced:** Note-taking)

2.1.1. What reason did Renée Ward (the guest) give to Julie Chen (*The Early Show's* anchor) for the creation of a new website, *teens4hire.com*, to help teenagers find jobs? (Score: 0.8 marks)

2.1.2. What suggestions are offered to teens in seek of a summer job? (9 mentioned) (Score: 3.6 marks; 0.40 marks each)

- a) _____ b) _____
c) _____ d) _____
e) _____ f) _____
g) _____ h) _____
i) _____

2.1.3. What suggestions are given to teens after they find a job? (5 mentioned) (Score: 2 marks; 0.4 marks each)

- a) _____ b) _____
c) _____ d) _____
e) _____

2.1.4. In what industry fields are teens more likely to find a summer job? Name as many as you can. (9 mentioned, in pairs) (Score: 3.6 marks; 0.40 marks each)

- a) _____ b) _____
c) _____ d) _____
e) _____ f) _____

g) _____ h) _____
i) _____

2.1.5. Now, you can complete the "topic" and "title" lines at the top of the worksheet.

AFTER YOU LISTEN...

3. Debate. Topic: *Should teenagers work?* (Activity duration: 20 min.
// Skills practiced: Speaking (giving opinions; agreeing/disagreeing; speculating;
...)

GROUP 1: Teenagers should find and keep a job because...
(Arguments in favor)

GROUP 2: Teenagers should not have a job because... (Arguments
against)

GROUP 3: Jury (You'll have to think of arguments in favor and
against to be prepared for the arguments of each group. You'll
decide, at the end of each group's presentation of arguments, who
has presented the strongest arguments in favor of their position).