

# languages ICT

## Using ICT effectively at Key Stage 4

### **Teaching about jobs and job applications in German**

#### **Useful site: [www.jobber.de](http://www.jobber.de) (researched March 2008)**

Jobber is open to both employers seeking part-time staff and students seeking part-time positions.

There are two main components to the site: jobs on offer and letters of general application, in which jobseekers introduce themselves.

Letters of application are being constantly uploaded.

#### **For teaching and learning**

Although providing an intriguing insight into the kind of jobs on offer to students in Germany many of the job offers often have too specialised a vocabulary to be of much use to students at GCSE.

On the site there are numerous, excellent model letters of application, many and any of which can be successfully converted into gap-fill models, which students can use to create simple straightforward formal letters of application.

The letters of application can be exploited in the following ways.

- Explore the site and select and save letters to be used or exploited with students as a whole-class activity. Use some of the saved letters to introduce the class to the subject, working through the text together and asking students to highlight on screen any phrases they think could be useful when writing their own letter.
- Use other letters to create interactive whiteboard activities, such as matching halves, or drag and drop until students are thoroughly familiar with the material.
- Use sample letters to create electronic worksheets containing a variety of activities such as gap-fill, sentence reconstruction and drop-down menus.

The worksheets may focus solely on vocabulary building or this could be combined with some relevant grammar revision: for example, letters of application require use of past tenses, conditionals to express hopes and ambitions and present tenses to indicate personal interests and characteristics.

These activities can be practised with the whole class or placed on the network for students to access individually.

Students working independently can complete a task involving research, exploitation of sources, and finally the creation of a personalised letter of application.

To do all this they must first decide the sort of job they would like, perhaps a dream job or a totally unusual one, and look for details and letters of application on the site. They can next use the materials to create a word bank of useful phrases. They could be instructed to

categorise materials as key phrases and variables. Next, they could create a gap-fill skeleton consisting of standard key phrases and gaps in which to insert language that may vary. Finally, they could create one or maybe more model letters of application for their dream job or unusual job, or simply in fact for a real job they saw advertised.

### **Why this topic was chosen**

A formal letter of application is difficult to compose even in a student's native tongue. The same applies even more so in a second language. This site contains thousands of letters of application which students can use and adapt to ensure a personalised letter of application.

### **About the 'Using ICT effectively at Key Stage 4' series**

**[www.languages-ict.org.uk/technology/ks4.htm](http://www.languages-ict.org.uk/technology/ks4.htm)**

This series of advice sheets deals with the effective use of ICT at Key Stage 4 for teachers of modern languages. The series focuses on online resources characterised by their richness and potential for stimulating teaching and learning languages, particularly French, German and Spanish, at Key Stage 4. It is hoped that the suggestions and ideas put forward in the sheets will be of use to teachers of other languages.

The sites were chosen as useful resources for teachers dealing with topic areas which, for various reasons, may be classed as 'hard to teach' at Key Stage 4.

The sites chosen are not presented in any way by CILT, ALL or Becta as unique or comprehensive and no responsibility is taken for any changes which may take place subsequent to this research.

The sheets were researched and written by a small team of consultants working on behalf of CILT, the National Centre for Languages.

All advice and references in the series refer to content as found during the first quarter of 2008.

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