

Intermediate English Part-Time Jobs and First Work Experience Handout

中級英文 B1 打工、工作經驗、職場溝通與時間管理講義

Intermediate | Intermediate / B1 | 60-90 分鐘

Lesson Overview

- This B1 handout helps students discuss part-time jobs, first work experience, and useful workplace communication.
- Students practice reading for main ideas, giving opinions, preparing interview answers, and talking about time management.
- The lesson connects career readiness with realistic student life, without encouraging students to work too many hours.

Vocabulary 單字解析

Word	Part	中文	Easy meaning	Example
part-time	adj.	兼職的	for only part of the usual working week	Amy has a part-time job on Saturday mornings.
experience	n.	經驗	knowledge or skill from doing something	A first job can give students real experience.
manager	n.	經理	a person who leads workers or a business	The manager teaches Amy how to greet customers.
customer	n.	顧客	a person who buys something from a shop	A customer asked about the price of the cake.
counter	n.	櫃台	a table or surface where customers are served	Please clean the counter before lunch.
schedule	n./v.	行程表; 安排	a plan for when things happen	Ben makes a weekly schedule before he starts work.
shift	n.	班次	a period of time when someone works	He works one short weekend shift.
exhausted	adj.	筋疲力盡的	very tired	Ben is busy, but he is not exhausted.
responsibility	n.	責任	something you should do or take care of	Schoolwork and family responsibilities matter.
apply	v.	申請	to ask officially for a job or chance	Clara wants to apply for a bookstore job.
interview	n./v.	面試	a meeting where someone asks questions about a job	She practices before the interview.
strength	n.	優點; 強項	something you are good at	Clara talks about her strengths.

teamwork	n.	團隊合作	working well with other people	Teamwork is important in many jobs.
deadline	n.	截止日期	the time when work must be finished	Her group checked the project deadline.
polite	adj.	有禮貌的	showing good manners	Ask one polite question at the end.
confidence	n.	信心	the feeling that you can do something	Work experience gives Amy confidence.

Reading 1 | My First Saturday Job

Amy gets her first part-time job at a small bakery near her school. She works on Saturday mornings for four hours. On the first day, she feels nervous because she does not know where things are. The manager gives her a simple job: put bread into bags, greet customers, and clean the counter.

At first, Amy is slow. She forgets the price of one cake and has to ask the manager twice. However, she listens carefully and writes short notes in a small notebook. By the third week, she can answer basic customer questions and prepare bags more quickly.

Amy learns that a first job is not only about money. She practices being on time, speaking politely, and solving small problems. She also learns to ask for help before a mistake becomes bigger. Her job is simple, but it gives her real experience and confidence.

Reading 2 | Balancing Work and School

Ben wants to work at a convenience store after school. He hopes to save money for a new laptop. His parents agree, but they ask him to make a weekly schedule first. Ben writes down his school hours, homework time, basketball practice, family time, and sleep.

After looking at the schedule, Ben sees a problem. If he works four evenings a week, he will not have enough time to study or rest. He decides to work only two evenings and one short weekend shift. He also tells the store manager that he cannot work before big exams.

After one month, Ben still feels busy, but he is not exhausted. He learns that work experience can be useful when it has clear limits. Earning money is important, but health, schoolwork, and family responsibilities also matter.

Reading 3 | Preparing for a Job Interview

Clara wants to apply for a part-time job at a bookstore. Before the interview, she practices three questions with her older cousin: Why do you want this job? What are your strengths? When can you work? Clara does not try to memorize a perfect speech. Instead, she prepares short, honest answers.

During the interview, the manager asks Clara about teamwork. Clara gives an example from a school project. She says she helped her group divide the work, check deadlines, and finish a short presentation. The manager smiles because Clara explains both the action and the result.

Clara does not get the job immediately, but she feels proud. She learns how to introduce herself, talk about experience, and ask one polite question at the end. Interview practice helps her understand her own strengths better.

Dialog 口說對話

Dialog 1 | First Day at Work

Manager: Welcome, Amy. Are you ready for your first shift?

Amy: I am nervous, but I am ready to learn.

Manager: Good. Please greet customers and put bread into bags.

Amy: Should I write down the prices?

Manager: Yes. A small notebook can help you remember.

Dialog 2 | Talking About Schedule

Ben: I want to work four evenings a week.

Dad: That may be too much during school days.

Ben: Maybe I can work two evenings and one weekend shift.

Dad: That sounds more balanced.

Ben: I will also keep time for homework and sleep.

Dialog 3 | Interview Practice

Cousin: Why do you want this bookstore job?

Clara: I like reading, and I want to learn how to help customers.

Cousin: Good. What is one of your strengths?

Clara: I am organized. I can check details and meet deadlines.

Cousin: Give one example during the interview.

Dialog 4 | Asking for Help

Amy: Excuse me. I forgot the price of this cake.

Manager: Thanks for asking. It is 85 dollars.

Amy: I will write it down now.

Manager: Good. Asking early is better than guessing.

Speaking Practice 口說練習

- In my opinion, students should / should not have part-time jobs because ____.
- A useful first job skill is ____ because ____.
- If I had a part-time job, I would like to work at ____.
- I can balance work and school by ____.
- In an interview, I can talk about ____ as one of my strengths.
- Pair task: Student A is a manager. Student B applies for a weekend job.
- Group discussion: Make three rules for students who want to work part-time.
- 30-second talk: Describe one job skill you can learn at school.

Quiz 練習題

1. Where does Amy get her first part-time job?
2. What are three things Amy does at the bakery?
3. Why does Amy write notes in a notebook?
4. Why do Ben's parents ask him to make a schedule?
5. How does Ben change his work plan?
6. What does Ben learn about work experience?
7. What job does Clara apply for?
8. What interview question does Clara practice?
9. What example does Clara give about teamwork?
10. Speaking: Give one reason students should or should not work part-time.

Answer Key 答案

1. She gets a part-time job at a small bakery near her school.
2. She puts bread into bags, greets customers, and cleans the counter.
3. She writes notes to remember prices and work details.
4. They want him to check if he can balance work, school, rest, and family time.
5. He decides to work two evenings and one short weekend shift.
6. Work experience is useful when it has clear limits.
7. She applies for a part-time job at a bookstore.
8. Possible answers: Why do you want this job? What are your strengths? When can you work?
9. She talks about helping her school project group divide work, check deadlines, and finish a presentation.
10. Possible answer: Students should work part-time because they can learn responsibility. / Students should not work too much because they need time to study and sleep.

Teacher Notes 老師備課提示

- Before Reading 1, ask students to list jobs students may see in daily life: bakery, bookstore, cafe, convenience store, library helper.
- Use Reading 2 for an opinion task: students must give one benefit, one risk, and one rule for part-time work.
- For speaking practice, require students to use a clear answer frame: opinion + reason + example.
- If students are younger, keep the discussion focused on future work experience, school clubs, volunteering, and classroom responsibility.

Source Notes 資料來源

OECD - Teenage part-time working: https://www.oecd.org/en/publications/teenage-part-time-working_Odd35152-en.html

International Labour Organization - Skills for youth employment: <https://www.ilo.org/skills-youth-employment>

OECD - Career Readiness: <https://www.oecd.org/en/about/projects/career-readiness.html>