Languages Stage 4 – introduction to occupations

**Suggested duration:** 2-3 lessons

Learning for life beyond school is supported when all subjects are delivered to students in a way that they can understand how the content is relevant to career pathways and work settings. NESA syllabuses identify work and enterprise as important learning across the curriculum content for all students.

# Career learning benefits and career management skills

Career learning resources have been developed to enrich existing teaching and learning programs to facilitate effective career education for students, supporting students to link classroom learning to workplace applications, including developing career management skills.

Career learning activities embedded within existing curriculum have been aligned to the themes from the [K-12 Career Learning Framework](https://education.nsw.gov.au/teaching-and-learning/curriculum/career-learning-and-vet/career-learning). Activities may relate to one or more of the themes:

* Identity – building and maintaining a positive self-concept, responding to change and developing capabilities
* Experience – discover, investigate and consider opportunities in lifelong learning and work exploration
* Empower – learning to self-manage, engage in career decision making and developing skills and capabilities to make informed decisions.

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| --- | --- | --- |
| Theme | Career management skills | Australian Blueprint for Career Development competency |
| Identity | Develop and build positive relationships with others for effective interaction | 2.3 Develop abilities for building positive relationships in life and work |
| Experience | Locate and use career information | 5.1 Understand the nature of career information |

## What do we want students to know, understand or be able to do?

Learning languages provides the opportunity for students to engage with the linguistic and cultural diversity of the world and its peoples. Students broaden their horizons in relation to personal, social, cultural and employment opportunities in an increasingly interconnected and interdependent world. Proficiency in languages provides a national resource that serves communities within Australia and enables the nation to engage more effectively with the global community.

## Syllabus links

### Content

|  |  |
| --- | --- |
| Key inquiry questions | Syllabus content |
| What are common occupations of our family members? | * interact with peers and known adults on topics of interest |
| How does language vary according to context and the relationship between participants? | * understand how language use varies according to context and the relationship between participants |

### Learning across the curriculum – work and enterprise

Students need to be prepared for living and working in a world that is more technologically focused, globally connected and internationally competitive. Through their study of [language], students learn about the living and working conditions of [language]-speaking communities, and are provided with opportunities to understand the impact of social, economic and technological developments. Students learning [language] develop skills in communication, collaboration, negotiation and problem-solving that can equip them for participation in a range of work settings, and can enable them to become more effective and valuable members of the workforce. The ability to communicate in [language] broadens future employment opportunities for students in an increasingly globalised world.

### Outcomes

|  |  |  |
| --- | --- | --- |
| Outcome code | Scripted language | Non-scripted language |
| LXX4-1C | uses [language] to interact with others to exchange information, ideas and opinions, and make plans | uses [language] to interact with others to exchange information, ideas and opinions, and make plans |
| LXX4-2C | identifies main ideas in, and obtains information from texts | identifies main ideas in, and obtains information from texts |
| LXX4-3C | organises and responds to information and ideas in texts for different audiences | organises and responds to information and ideas in texts for different audiences |
| LXX4-5U | applies [language] pronunciation and intonation patterns | applies [language] pronunciation and intonation patterns |
| LXX4-6U |  | applies features of [language] grammatical structures and sentence patterns to convey information and ideas |
| LXX4-7U | applies features of [language] grammatical structures and sentence patterns to convey information and ideas |  |
| LXX4-8U |  | Identifies that language use reflects cultural ideas, values and beliefs |
| LXX4-9U | Identifies that language use reflects cultural ideas, values and beliefs |  |

## Assumed knowledge and understanding

To participate in the following activities, it is assumed that students have a basic understanding of the following Stage 4 content:

* Introducing self and family members
* use of possessive and descriptive adjectives.

## Learning experiences, adaptations, changes or extensions

The following learning task aligns with the K-10 modern languages syllabuses, providing students with a relevant and significant learning experience that involves purposeful language use. The task has been adapted to incorporate career education perspectives, enhancing students’ career learning and skill development whilst demonstrating how their learning in the classroom links to long-term career goals.

Due to the flexible nature of topics within the K-10 modern languages syllabuses, it is possible for career education perspectives to be embedded across a wide range of topics and scenarios in the Stage 4 languages classroom. This resource demonstrates how common activities can be adapted to enrich career education for students.

**Scenario:** A new family has arrived in your local area from a [language]-speaking country, because the mother was transferred here for work. Introduce yourself to one of the family members and have a conversation about yourselves, your families and their professions.

### Activity 1 – formal versus informal language

Introduce the students to the formal-informal registers used in [language]. Brainstorm situations you would need to use formal or informal ways of speaking. View or listen to a range of short conversations, for example between:

* a group of friends in the playground
* a radio interview of a sports person
* a customer and a shop assistant.

Discuss the differences in the communicative style and expression – the ways they are addressing people, the greetings, people’s behaviours.

Allocate students short situations and, in pairs, they take turns and role-play, using the correct register.

**Teacher notes:** Emphasise to students that in many cultures there are different spoken and written registers. Greeting people and basic phrases vary according to relationship, age and familiarity. When they speak with a potential employer, it is important that they use formal language.

Etiquette is a code of behaviour for social interactions according to contemporary conventional norms within a society or group. When it comes to business, some industries are relaxed in nature, while others are serious or regimented. To avoid offending the people you are meeting, it is important to consider and adapt to how business professionals operate when meeting people for the first time.

The focus of this activity is on basic sentence structure and recognising key elements of grammar, intonation, sounds, rhythms of spoken language and expression. Verbs, pronouns and adjectives must agree with the occupation in the target language.

### Activity 2 – occupations of family and friends

Brainstorm on the board occupations the students’ family members and friends hold. Students write the list in their books.

Provide a series of pictures of people at work and their occupations. Guide students in making simple sentences, saying what each person does – for example, ‘She is a doctor’, ‘He is a flight attendant.’ If it exists in the language, teach the masculine and feminine versions of occupations. Students continue to form sentences.

Students complete exercises on [Quizlet](https://quizlet.com/) to reinforce vocabulary.

Working in pairs, students take turns talking about their family members and each person’s occupation.

**Teacher notes:** Expand students’ understanding through open discussion to consider whether unpaid employment is considered ‘work’.

When brainstorming, encourage students to think broadly on words that can be used to define ‘work’. Students will be exposed to new terminology both in English and in the target language.

### Activity 3 – meeting a new family

**Scenario**: A new family has arrived in your local area from a [language]-speaking country, because the mother was transferred here for work. Introduce yourself to one of the family members and have a conversation about yourselves, your families and their professions.

1. With a partner, you will create a role play in the target language.
2. As a pair, you will decide on 5 questions to ask each other in the target language.
3. Once the questions have been established, each student will write a script in the target language in the appropriate register, depending on which family member they are meeting for the first time.
4. As the text type is a role play, you will think about etiquette in [language]. How do you address the other person? How will you greet them? How will you communicate?
5. Perform the role play for your class.

**Teacher notes:** In this task, it is reinforced to students that variations in [language] language use that reflect different levels of formality, status and authority and that language use varies according to the intended audience.

Students reflect on [language] traditions and ways of communicating, for example reflecting on how their own cultural etiquette and behaviour may be interpreted when interacting with [language] people, noticing their own body language and modifying gestures.

Students use [language] to interact with others to exchange information, ideas and opinions, and make plans.

### Activity 4 – job interview

Scenario: A large [language] company has expanded its operations in Australia. They are looking for young people to work for their company. The Human Resources department are not familiar with the English language and prefer correspondence in [language].

1. In pairs, write down all the questions you could answer in [language], making sure you write the questions in formal register.
2. Next, identify which questions would be appropriate in a job interview, justifying your decisions. The [Seek website](https://www.seek.com.au/career-advice/article/common-interview-questions-and-how-to-answer-them) may provide some guidance.

**Teacher notes**: Etiquette is a code of behaviour for social interactions according to contemporary conventional norms within a society or group. When it comes to business, some industries are relaxed in nature, while others are serious or regimented. To avoid offending the people you are meeting, it is important to consider and adapt to how business professionals operate when meeting people for the first time.