

FUTURE PROSPECTS: MODULE OUTLINE

Field: Personal and community life **Band:** Lower secondary (Year 10)



Purpose

Students investigate the personal qualities and requirements needed in deciding on a job. They prepare resumes and select and write applications for a job.

Core learning outcomes

This module is designed for students in three stages of LOTE learning. It is assumed that most students will be in the intermediate stage.

Outcomes for students at the intermediate stage would be:

Comprehending [DB6.1](#), [DB6.2](#), [DB6.3](#)

Composing [DB6.4](#), [DB6.5](#), [DB6.6](#)

Some students could be in either the lower intermediate or elementary stages of LOTE learning.

Outcomes for students at the lower intermediate stage would be:

Comprehending [5.1](#), [5.2](#), [5.3](#), [6.1](#), [6.2](#), [6.3](#)

Composing [5.4](#), [5.5](#), [5.6](#), [6.4](#), [6.5](#), [6.6](#)

Outcomes for students at the elementary stage would be:

Comprehending [3.1](#), [3.2](#), [3.3](#), [4.1](#), [4.2](#), [4.3](#)

Composing [3.4](#), [3.5](#), [3.6](#), [4.4](#), [4.5](#), [4.6](#)

To see the detailed descriptions, click on the relevant level.

Content

The content for this module is delineated in the field and tasks and under the headings of ‘sociocultural understanding’ and ‘functions and language elements’. The teacher will need to select a range of appropriate [process skills and strategies](#) that will meet the current needs of the students. Students’ needs and teaching programs will determine the specific content of [form-focused instruction](#).

Sociocultural understanding

Students develop an understanding of the similarities and differences associated with employment, the nature of work and applying for a job in Japan.

Suggested teacher language

This natural language provides rich input.

Functions and language elements

- **describing people and things:** personal attributes, job descriptions, personal details
- **expressing opinions:** I think ...
- **expressing and asking about wants, wishes and intentions:** Don't you want to ...? I would like ..., it is my goal to ..., I wish to ..., going to ...
- **expressing obligation and duty:** I've got to ..., you didn't have to ...
- **expressing feelings:** I can't be bothered, I'm not sure
- **giving and responding to instructions:** should, shouldn't, need to, try to, don't ...
- **expressing possibility:** might, could, may, if ... then you can, it can
- **identifying and asking about things:** careers, jobs, resumes, letter of application conventions
- **offering and responding to suggestions:** should ..., it would be better to ..., this works if ..., why not ..., you can ...
- **expressing ability and inability:** could, couldn't, can, can't, good at, easy to
- **identifying and asking when:** in the past, when I was
- **expressing likes and dislikes:** I would like to ...

- **comparing:** harder, easier, more, less, I would rather, I prefer ..., is it like ...?
- **giving reasons:** in order to ..., because ..., so that ...
- **describing situations and activities:** education, work experience, interests, studies
- **asking for and giving clarification:** Does it mean ...?
- **expressing understanding and lack of understanding:** I don't know ..., I can't see why ...
- **expressing agreement and disagreement**

Assessment strategy

In [Task 2](#), [Task 3](#), [Task 4](#), [Task 8](#), [Task 9](#) and as students interact throughout the unit the teacher can keep and analyse anecdotal records of students' abilities to communicate as they express opinions, justify decisions, present material and role-play. At what **level** can students use language to talk about employment aspirations, justify choices and take part in an interview role-play?

In [Task 5](#), [Task 6](#), [Task 7](#) and [Task 9](#) the teacher can collect and analyse samples of students' written work when students prepare a brochure or poster, write a résumé, write a letter of application for a job and write a quotation about work. At what **level** can students use language to describe a job and to prepare a job application?

In [Task 1](#), [Task 2](#) and [Task 8](#) the teacher can monitor and analyse students' responses to others speaking about their future or talking of job aspirations and respond to others in an interview. At what [level](#) can students comprehend language about employment opportunities and the skills and qualities required?

In [Task 3](#), [Task 4](#), [Task 5](#), [Task 6](#) and [Task 7](#) the teacher can record and analyse students' responses to reading materials in a variety of genres. At what [level](#) can students use language to describe a job and to prepare a job application?



[Teaching considerations](#)

Sample units

One work unit is provided for this module:



[Unit 1: The right job](#)

Teaching considerations

Stereotypical images of particular occupations should be discussed and challenged where necessary.

THE RIGHT JOB: UNIT OVERVIEW



Orientating task

- 1 Listen to two teenagers talking about their futures. List personal qualities and attitudes to identify and categorise points that help influence positive self-image.



Enhancing tasks

- 2 Talk about part-time jobs, do a survey, and listen to some case studies to identify skills and qualities. Complete a personal profile about work interests and personal skills and qualities.
- 3 Compare present and past types of jobs and their availability in Australia. Compare the current situation in Australia and Japan. Read job advertisements, select those that are suitable for members of the group and justify the choice.
- 4 Read job description cards and pick out those that are suitable and desirable. Identify and list job requirements and categorise them into those already acquired and those that still need to be acquired.

- 5 Read and complete a quiz to match personality types to types of work. Sort jobs in the local area into categories. Prepare and present a brochure or poster to raise awareness of the jobs.
- 6 Read a résumé and résumé guidelines. Identify the features and prepare a personal résumé.
- 7 Read a letter of application and identify its features. Write a letter of application for a specific job.

Students' needs and teaching programs will determine the specific content of **form-focused instruction**.



Synthesising tasks

- 8 Brainstorm and discuss techniques and likely questions and responses in an interview. Role-play an interview for a specific job.
- 9 Read quotations about work and discuss their meaning and relevance today. Demonstrate understanding of the quotation with a skit or mime. Write a quotation about work.

[Print all Unit Tasks](#)

[Print all Unit Resources](#)

[Print all Unit Suggested Teacher Language](#)