

Language skills for my future career



Length:
30-35 minutes

About this lesson

Students will examine their top career matches related to English language and compare and contrast the skills necessary for these careers.

Objectives

By the end of this lesson, students will

- Examine their top English language-related career matches and compare and contrast skills needed for these careers
- Demonstrate their ability to make inferences and use supporting details from a text by participating in a classroom discussion about language-related responsibilities in careers
- Complete discussion questions that connect language skills to career matches and share their answers in small groups

Inquiry Prompt

- How can the language skills I learn in class prepare me for different careers?

Before you begin

1. Ensure that you are able to play the [English language and your future success](#) video.
2. Ensure students have completed at least phase 1 of the **Matchmaker** assessment.
3. Ensure that you are able to log into your student demo account and can access **Explore Options**.
4. Ensure that students are able to log into their accounts and access **Explore Options**.
5. Decide whether to take discussion/brainstorming notes with your class via a slide deck and project for students to view, or on a whiteboard in the physical classroom.

Teaching strategies

- 1 Show students the [English language and your future success](#) video. Ask students to consider the following question as they watch:
 - What are three skills I learn in English language class that will benefit me in a future career?
- 2 When the video is over, have students share some of the skills they learn in English language. Create a class list of these skills either on a slide deck or a whiteboard.
- 3 Have students log in to their accounts. In your student demo account, click on **Careers** under **Explore Options** and direct students to do the same. Then click on **More filters**, scroll down to **School Subjects** and select **English** and apply the filter to narrow the list of careers. Once students do this, they will be

Xello entry point

Students should complete at least the first phase of **Matchmaker** prior to beginning this activity.

Materials required

- [English language and your future success](#) video.
- Computers or tablets with Internet access
- Whiteboard and whiteboard markers (optional)

Outcomes

- Student discussion responses

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able to see the English-related careers in Xello, sorted by the strength of their matches (Excellent, Good, Fair, Poor.)

- 4 Direct students to examine their top 2 matches. As they read through the job description and core tasks for each, tell them to make note of language-related skills and compare those to core aspects, which can be found by selecting **Find out why** under the match result.
- 5 When students are finished taking notes, discuss the following questions as a class, adding skills to the list you made as a class as necessary:
 - Without naming careers, what are some language-related skills that you came across in the job descriptions?
 - How do you know these are necessary skills? Do the job descriptions and core tasks mention these skills explicitly or did you make an inference?
- 6 Next, instruct students to select one of their top 2 careers and work independently to answer the following questions:
 - Briefly describe the career you chose. Summarise the job description in your own words.
 - What are the top 3 language skills, in your opinion, that are most important for a person to possess if they want to pursue this career?
 - What is your advice for someone interested in this career? How can they develop the necessary language skills for this career? Be specific!
- 7 As students are working, make note of which career they each chose so that you can place them into groups of 3-4 with classmates who chose different careers, if possible. Once students are done writing, have them take turns sharing about their career with their groups. One student in each group should be the note-taker and write down the advice each student shares about how to develop the language skills necessary for their chosen career.
- 8 Once students are finished sharing with their groups, tell them to select one piece of advice that the note-taker recorded. Ask each group to share their advice with the class, and record what each group shares.
- 9 Once all groups have shared, tell students to read the list of language skills you compiled together at the beginning of class. Discuss the following questions as a class:
 - Do you have any language skills you'd like to add to the list after your group discussion and hearing from the other groups?
 - Do you notice any themes in this list of language skills? (i.e. related to reading comprehension, public speaking, etc.)
 - Look at the advice shared by the class. What are some of the most common things shared?
 - Think about what you've learned or worked on in the last week of English language. Is there anything that ties in with the advice or language skills listed?