

XLAN 1910

Language for Work

**Module 1: Introduction to the
Alberta Workforce**

Instructor Guide

Integrated Language and Workforce Training

Faculty of Foundational, Career, and Intercultural Studies

Integrated Language and Workforce Training

Module 1: Introduction to the Alberta Workforce

Instructor Guide

All images in this module except as otherwise noted are from Microsoft Clipart.

Clipart Copyright © 2007 Microsoft Corporation®, One Microsoft Way, Redmond, Washington 98052-6399 U.S.A. Clipart reproduced with permission of Microsoft Corporation. All rights reserved.

NorQuest College has made every effort to obtain copyright permission. Please bring any omissions to our attention at the following address:

Curriculum Development, 10215 108 Street, Edmonton AB, T5J 1L6

Copyright © 2017, NorQuest College and its licensors

All rights reserved. No part of this publication may be reproduced or transmitted in any form or by any means, or stored in a database and retrieval system, without the prior written permission of the publisher.

Contents

Module 1: Instructor Guide	1
Module Overview.....	1
Module Objectives	1
Required Resources	1
Extra Resources	2
Identify Student Skills.....	3
Essential Skills Checklist	3
Essential Skills Checklist	5
Needs Assessment	6
Vocabulary List	7
Vocabulary Activity 1 (1 hour F2F)	8
Vocabulary Activity 2 (1 hour on Moodle)	8
Module 1: Vocabulary Quiz (20 mins F2F)	9
Task 1	10
Activity 1: What is Work?	10
Activity 2: Why Do People Work?	11
Task 1: Reading Comprehension	13
Task 2	15
Task 3	15
Task 4	16
Task 5	16
Task 6	17
Task 7	17
Task 8	17
Wh- Questions Activity.....	18
Task 9	18
Task 10.....	18
Reading a Job Profile	19
Task 11.....	20
Assessment Tasks	21
Assessment Task 1: Reading	21
CLB 3: Comprehending Information.....	22
CLB 4: Comprehending Information.....	24
CLB 5: Comprehending Information.....	26

Assessment Task 2: Writing.....	29
CLB 3: Sharing Information	29
CLB 4: Sharing Information	31
CLB 5: Sharing Information	33
Final Reflection	35

Module 1: Instructor Guide

Module Overview

In this module students will study vocabulary surrounding job opportunities in Alberta. They will begin to make a career plan by identifying their experience, skills, and interests. Students will be introduced to different types of entry-level jobs in Alberta and will learn to identify key information about these jobs. By the end of the module, students will choose and describe a job that they feel is a good fit for them. This choice will help the instructor and workplace facilitator select an appropriate and relevant work placement for each student. This module consists of 10 hours face-to-face and one hour of independent work on Moodle. Learners will be assessed on their ability to read and identify important information from work-related documents and on their ability to clearly answer questions regarding their job choice.

Module Objectives

- Learn vocabulary associated with jobs in Alberta (Activities 1 and 2, Vocabulary Quiz, Task 1).
- Identify skills, experience, and interests associated with working in Alberta. (Tasks 3, 4, 5, 6; Assessment Task 2 – Writing).
- Read and identify key information from a job profile. (Tasks 10 and 11; Assessment Task 1 – Reading).
- Learn about the different English language requirements of various jobs in Alberta (Tasks 10 and 11).
- Acquire basic Moodle skills (Activity 1).
- Choose a job related to student abilities (Tasks 6 and 7; Assessment Task 2 – Writing).

Required Resources

1. Class set of Oxford Essential Dictionaries and Easy Reading Dictionaries
2. Class set of *Easy Reading Career Planning Series: Work and You, Book 1 – Make Some Job Choices*.
Government of Alberta (2011).
<https://alis.alberta.ca/pdf/cshop/WorkandYouWorkbook1.pdf>
3. Access to computer lab or class set of laptops with internet access
4. Tasks and activities included in this module booklet
5. Quizlet link: https://quizlet.com/_3h6wu4
6. <https://tradesecrets.alberta.ca/trades-occupations/trades-occupations-list/>

7. NorQuest: <https://norquest.ca/NorquestCollege/media/pdf/publications/NorQuest-Viewbook-2017.pdf>
MacEwan: <http://www.macewan.ca/wcm/Publications/index.htm>
NAIT: <http://www.nait.ca/97555.htm>



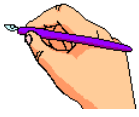

Extra Resources





1. *English Express* – Allison Works at an Office:
<http://advancededucation.alberta.ca/englishexpress/thebest/allison.asp>
<http://advancededucation.alberta.ca/englishexpress/thebest/allison/Allison-exercise.pdf>
2. *English Express* – Anne is a Home Support Worker:
<http://advancededucation.alberta.ca/englishexpress/thebest/anne.asp>
<http://advancededucation.alberta.ca/englishexpress/thebest/annie/Anne-exercise.pdf>
3. *English Express* – Trades in Alberta:
<http://advancededucation.alberta.ca/englishexpress/specialIssues/TradesinAlberta.pdf>
4. Teacher Notes:
<http://advancededucation.alberta.ca/englishexpress/specialIssues/TradesinAlbertaTeachingNotes.pdf>

Identify Student Skills

Before you begin each module, it is important students identify initially which essential skills they feel they can do and how well they feel they can do them. This information should be reviewed at the beginning and end of each module so that students and the instructor can monitor learning progress. Not all essential skills will be covered in each module, but all will be touched on by the end of the course. This table can be modified after the first module if the instructor feels the students have other gaps not listed.










Essential Skills Checklist

Essential Skills for Employment	I can't do this.	I can do this with help.	I can do this well on my own.
 Reading			
I can find information in a written text.			
I can judge the information I have read.			
I can follow written instructions.			
 Document Use			
I can read documents such as signs, labels, lists, and forms.			
I can complete forms.			
 Writing			
I can write a short paragraph.			
I can write an email.			
 Oral Communication			
I can participate in a job interview.			
I can ask questions about a job opportunity.			
I can be polite at work.			

Essential Skills for Employment	I can't do this.	I can do this with help.	I can do this well on my own.
 Thinking			
I can make decisions about my career.			
I can set career goals for myself.			
 Computer Use			
I can use a keyboard and mouse efficiently.			
I can email documents as attachments.			
I can use the internet to help me find information on jobs and tips on employment.			
 Continuous Learning			
I can identify my skills and abilities.			
I can take feedback from others.			
 Numeracy			
I can identify wage/salary of a job from a job profile.			
I can read a work schedule.			
I can fill out a time sheet.			

Note: If your class consists of mostly CLB 3 and CLB 4 students, use the following images, definitions, and descriptions of the essential skills to assist in understanding.

Essential Skills Checklist

Essential Skill Icon	Definition
	<p>Reading: Understanding materials written in sentences or paragraphs</p>
	<p>Document use: Using and understanding forms, labels, graphs, charts, signs, etc.</p>
	<p>Numeracy: Using and understanding numbers</p>
	<p>Writing: Writing on paper or typing on a computer</p>
	<p>Oral communication: Speaking and listening to share thoughts and information</p>
	<p>Working with others: Interacting with others to get the job done</p>
	<p>Thinking: Finding information, problem-solving, decision-making, using your memory, planning job tasks and being organized, critical thinking</p>
	<p>Computer use/digital technology: Using computers and other tools such as calculators and phones</p>
	<p>Continuous learning: Gaining more skills and knowledge</p>

Needs Assessment

Give the following reflection to students and have them fill it out before you begin the module. This is a reflective piece. It will help students and the instructor identify content that should be covered in the course before a work placement begins.

Instructions: Before you begin this module, answer the following questions:

1. Write three things you **know** about jobs in Alberta.

- _____
- _____
- _____

2. Write three things you **want to know** about jobs in Alberta.

- _____
- _____
- _____

Adapted from KWL Chart (TRAN 1003, Employment Prep – Module 1)

Vocabulary List

This is the vocabulary list for Module 1. There will be a quiz on these words at the end of five hours.

Word	Definition
Employee	The person who is hired by someone to do a job
Employer	The person or business that pays someone to do work
Experience	The length of time that you have spent doing something (such as a particular job)
Education	The knowledge and skill that you get from going to school, college or university
Occupation/Job	A person's job
Skill	The ability to do something because of training, experience or practice
Career	A job that someone does for a long time
Qualifications or requirements	Skills or abilities needed for a job
Qualified	A person who has the skills and abilities needed to do the job
Interest	Something (such as a hobby) that a person enjoys learning about or doing
To choose	To decide what you want
Duty	Something that is done as part of a job
Shift work	A scheduled period of time when a person works
Wage/Salary	An amount of money that a worker makes based on the number of hours and/or days they worked

Vocabulary Activity 1 (1 hour F2F)

1. Print off the vocabulary list for this module. Cut up the words and definitions.
2. Break students into small groups. Hand each group a dictionary and copies of the vocabulary with their corresponding definitions.
3. Have students match the vocabulary with the definition. They should be encouraged to use the dictionary provided if they don't know the word.
4. Discuss the new vocabulary as a class.
5. Hand out chart paper and markers to each small group.
6. Assign 4–5 words to each group to write sentences using each word correctly.
7. Have students present their sentences and edit the sentences as a group. Encourage peer editing of sentence order, grammar, and word use.

Vocabulary Activity 2 (1 hour on Moodle)

1. Have students log in to Moodle.
2. Direct students towards *Module 1: Introduction to Alberta Workforce*.
3. Click on *Module 1: Introduction to Alberta Workforce Quizlet* link.
https://quizlet.com/_3h6wu4
4. Instruct students to practise the vocabulary for this module on their own time, over the next week. They will complete a vocabulary quiz at the end of Week 1.

Module 1: Vocabulary Quiz (20 mins F2F)

Name: _____

Date: _____

Instructions: Match the vocabulary words with the correct definition.

- | | |
|----------------------|---|
| _____ Employee | 1. The person or business that pays someone to do work |
| _____ Employer | 2. To decide what you want |
| _____ Experience | 3. The ability to do something as a result of training, experience or practice |
| _____ Education | 4. The knowledge and skill that you get from going to school, college or university |
| _____ Job | 5. The person who is hired by someone to do a job |
| _____ Skill | 6. Skills or abilities needed for a job |
| _____ Career | 7. Something (such as a hobby) that a person enjoys learning about or doing |
| _____ Qualifications | 8. A person who has the skills and abilities needed to do the job |
| _____ Qualified | 9. A scheduled period of time when a person works |
| _____ Interest | 10. A person's job |
| _____ To choose | 11. An amount of money that a worker makes based on the number of hours and/or days they worked |
| _____ Duty | 12. A job that someone does for a long time |
| _____ Shift work | 13. Something that is done as part of a job |
| _____ Wage/salary | 14. The length of time that you have spent doing something (such as a particular job) |

Total: ____/14 marks

Task 1

Instructions: Break the class into pairs. Hand each student the story ***What is Work?*** Students will read it together and write down their ideas about why people work. Discuss answers as a class. Next, break into small groups and read ***Why People Work.*** Then have students look at the two readings and complete the reading quiz that follows.

Activity 1: What is Work?

Work is an *effort* to do or get something. Work can be done by the brain – for example, writing a story. Or it can be done by the body – for example, building a garden. Having work is the same as having a job.

Some jobs pay money. Some jobs do not. The jobs that you do at home do not pay money. Also, you do not get paid when you volunteer. When you get money for a job then you are **employed**.

Job + Money = Employment



When you search for a job that pays money, you are looking for employment. In this course, when the words *job* or *work* are used, they mean *employment*.

Who can work?

Employable people can work. Look at the word **employable**. It has two parts: **employ** and **able**.

Someone who is employable is **able** to do work and get paid for it. Employable people can be employed. Essential skills make a person employable.

Why do people work?

With your classmate, use the space below to write three reasons why people work.

Why People Work


1. _____
2. _____
3. _____

Activity 2: Why Do People Work?

Working for Money

Most people work to make money. They want the money because of what money can buy.

Money buys:

<p>Food</p> 	<p>Clothing</p> 	<p>A place to live</p> 
---	---	--

Everyone needs food, clothing, and a place to live. If you have a job, you will be able to buy these things for yourself and your family. You might even have some money left over for extras. Extras include entertainment and hobbies.

Working to Keep Busy

Most people like to have something to do each day. When you have too much free time you will get bored. Working keeps people from getting bored.

Working to Feel Good

Working can make you feel good. It can make you feel **proud** and **important**. You feel proud of yourself because you know you can get and keep a job.



You feel important when you have a job because all jobs are important. You would not get a job if someone did not need you to do the job.

Working to Feel Safe

Knowing that you have job to go to every day means that you may have less money stress. The less stress you have, the safer you feel.

Working to Be More Independent

You feel more independent when you have a job. Independent means you don't need another person to help you. With a full-time job you will be able to look after your own needs, so you are independent.



Working to Be Useful

You will be useful when you have a job because you are getting work done that has to be done. You are not wasting your time.

Working to Feel Enjoyment

Many people enjoy their jobs. You will meet new and interesting people at work. You will probably make new friends.

What kind of work can you do? To answer this question you need to know more about yourself. You need to know what your interests are, and what skills and abilities you have. A skill is the ability to do something because of training, experience or practice. Cooking is an example of a skill. In addition to knowing more about yourself, you need to explore or look into the jobs available in Alberta.

Task 1: Reading Comprehension

Instructions: Circle the correct answer for each of the following statements:

1. Work is
 - a. sleeping in front of the TV
 - b. sitting at the dinner table
 - c. cooking dinner

2. You get money for work if
 - a. someone hires you
 - b. you take out your own garbage
 - c. you wash your own dishes

3. Some people work for
 - a. no reason
 - b. enjoyment
 - c. sickness

4. A shelf-stocker in Walmart
 - a. is not getting paid for his/her job
 - b. has an employer
 - c. is an employer

5. You cannot be employed if
 - a. you are in a wheelchair
 - b. you are blind
 - c. you are too sick to work

6. People usually work because
 - a. they love being around other people
 - b. they want money
 - c. they do not know what else to do

Adapted from TRAN 1003 pp. 9-12

Easier reading option



Jobs

(c) 2015 Lanternfish ESL
www.bogglesworldesl.com

People need money to live. They need money for food. They need money for clothes. They need money for their homes. People work to get the money they need.

Some people grow the food we eat. A farmer is a person who grows crops. Farmers work on farms.

Some people help us learn. A teacher is a person who teaches children. Teachers work in schools.

Some people help us stay healthy. A doctor is a person who helps sick people. Doctors work in hospitals.

Some people protect us. A firefighter is a person who puts out fires. Firefighters go wherever fires are.

How about you? What job do you want to do?

Task 2

As a class, brainstorm types of jobs on the board. Next, discuss which are considered occupations (short-term jobs) and which are careers (long-term jobs). Discuss what the difference is and why each type goes into each category. Have students copy the two lists into their notebooks.

Task 3

Have students open their **Easy Reading Workbook 1** and turn to pages 3–4.

With a partner, have students read Maxine, Leo and Kim’s stories, then fill out the table below. After the table is complete, as a class, review which jobs Maxine, Leo, and Kim did in the past, their interests, skills, and work experience. Redefine the terms experience, skill, and interest if necessary. Talk about what occupation they could do based on these interests, experiences, and skills in the stories.

Newcomer	Maxine	Leo	Kim
Past Job			
Skill			
Interest			
Experience			

Task 4

Read Maxine's story on page 5 as a class. Then read the checklist that Maxine completed about her interests. Have students read Leo and Kim's stories and interest checklists on page 8, with a partner. Next, quiz the students orally for comprehension. Direct students' attention to the chunk: 'interested in' or 'interested in V+ing'.

1. Who is interested in building things?
2. Who is interested in animals?
3. Who is interested in working with people?
4. Who is interested in cleaning?

Have students turn to page 7 and complete the checklist about what they are interested in. Make sure they only check the boxes that relate to what they like. This will help them choose a suitable job later in the module.

Task 5

What jobs might interest you? *Easy Reading Workbook 1*, pp. 9–11.

Read pages 9 and 10 as a class. Have students take turns reading for practice. Next look at page 11. Follow the instructions provided. Students will copy their checkmarks from the *Things You Like to Do* list on page 7. This will help students decide which job group best suits their interests. Of the groups they choose, have students think about and choose their favourite job group.

The second part of this task is for students to divide themselves into groups based on which job group is their favourite. For example, all students who chose the job group Clean Things, will sit together. There will be a different number in each group. If the group is too big, break it into smaller, more manageable, groups. **Caution:** *Instructor will need to go around and make sure students are choosing a group based on their interests and not their classmates'.*

In their groups, students will turn to the page in their *Easy Reading Workbook 1* that corresponds with the job group they chose. They will read and complete the activities for that job group. Have students refer to their dictionary if they do not understand a word. Emphasize that students should read through every part carefully and not skip ahead. Although they are working in groups, their answers will be different. Make sure students complete the activities at the end and write their questions for the career advisor. By the end of this task, students should have an idea of a few jobs and a work location that best fits them.

Task 6

What are your job choices? *Easy Reading Workbook 1*, pp. 71-73.

On their own, have students read pages 71–71, about Maxine, Leo, and Kim. Next, students will make a list of their top three job choices on page 73.

Task 7

In their notebooks, have students choose their top job choice from page 73 and write about it. This paragraph should include the name, brief description, the location of the job, and why this job is a good fit. This paragraph will be *informally* assessed by the instructor for the following:

- Sentence order
- Capitals/punctuation
- Use of employment vocabulary
- Spelling
- Paragraph structure

This task should be adapted based on CLB levels, as follows:

CLB 3	Up to 5 sentences
CLB 4	About one paragraph
CLB 5	One paragraph

Task 8

Create and complete a lesson on Wh- questions (who, what, where, when, why, and how), based on class need. Use employment words to develop your Wh- practice questions. This task needs to be modified depending on student level. The table below gives you appropriate Wh- questions for each level. Following the table is an example worksheet that could help in designing your grammar activities for Wh- questions.

CLB 3	Who, what, where, and when (present only)
CLB 4	Who, what, where, when, why, how and how long/much (present and some simple past)
CLB 5	Who, what, where, when, why, which, how and how long/ much (present, simple past, and some perfect)

Example: Where is the job? Why did you choose this job? When do you work?

Wh- Questions Activity

Instructions: Read each sentence. Decide which Wh- question word to use to get the underlined answer.

Example: Leah is eating pizza.

What is Leah eating?

1. Mohamed works in a cellphone store. _____ ?
2. Yasmina is 22 years old. _____ ?
3. Mehdi drove 110 kilometres per hour. _____ ?
4. Sara talks to Sam. _____ ?
5. Maria must do her homework now. _____ ?
6. Olga's daughter makes \$20 an hour. _____ ?
7. They will leave for Thailand next Sunday. _____ ?
8. Sami has 10 children. _____ ?
9. Olivia was born in 1980. _____ ?
10. Mario likes to cook. _____ ?

Task 9

Hand back student sentences or paragraphs from Task 7. Based on how students did, create a lesson around the errors. For example, if most students need support on sentence order, create a lesson supporting students with this. You can also use your instructional assistant to work with different students on different errors. Have students correct and rewrite their sentences/paragraphs for homework.

Task 10

Introduce the job profile: In this lesson, students will be introduced to job profiles. To begin, put an Easy Reading Job Profile on the smartboard. Preferably, the profile you display to the class should be that of a job that isn't selected by students in earlier tasks. For example, if a student chose Day Care Worker, don't use that one as an example. Easy Reading profiles can be found and printed at this website: <https://alis.alberta.ca/inspire-and-motivate/easy-reading-job-profiles/>

Brainstorm what the profile is and what information it presents. Talk about how these profiles could help students find basic information about an occupation in Alberta. Draw students' attention to where to find important information (skimming and scanning, bold, large text, etc.). Have students highlight the information they think is important.

Next, break students into small groups and hand each group a different job profile and questions. The profiles you choose will vary, as will the difficulty of the questions you ask. Below is an example profile with questions that can be used or modified to fit your students' abilities.

<https://alis.alberta.ca/media/2913/daycare.pdf>

Reading a Job Profile

Instructions: Read the job profile at <https://alis.alberta.ca/media/2913/daycare.pdf>
Answer the following questions.

1. What is another name for a daycare worker? _____
2. What are four duties of a daycare worker?
 - _____
 - _____
 - _____
 - _____
3. Who does a daycare worker work with? _____
4. When does a daycare worker work? _____
5. What education is required? _____
6. How much does this job pay? _____
7. What can you do in the future with this job? _____
8. What English level do you need? _____

When groups have finished answering the questions, have each group present the job profile to the rest of the class. Encourage other groups to ask questions about the job. Students will have difficulty answering question 8. Ask students what English they think is required for each job. Then, take this time to look up the English requirements with the class to begin to put things into perspective for the students. Use this website to find *some* job-specific English proficiency requirements.

<https://tradesecrets.alberta.ca/trades-occupations/trades-occupations-list/>

Also, refer to the NorQuest, or other post-secondary institutions', viewbooks for more details on language requirements for programs/careers in Alberta.

NorQuest College: <https://norquest.ca/NorquestCollege/media/pdf/publications/NorQuest-Viewbook-2017.pdf>

MacEwan University: <http://www.macewan.ca/wcm/Publications/index.htm>

NAIT: <http://www.nait.ca/97555.htm>

Task 11

This is the final task for this module. Print and hand out job profiles to each student related (or as close as possible) to their job choice. At minimum, try to match the job group they chose earlier in this module. **Do not** use the Easy Reading Profile: *Cook* as this will be used as the assessment task. **If time permits**, have students create six questions about each job profile and then have a classmate answer them. **If no time**, use these nine general questions that can relate to any job profile and ask the students to read them and answer the questions.

1. What is the name of the job?
2. Where is this job?
3. What are the duties of this job?
4. How much does this job pay?
5. What hours is this job?
6. Who does a person with this job work with?
7. What are the requirements for this job?
8. What education is required for this job?
9. What level of English do you think you need to do this job?

Assessment Tasks

Now, students should be prepared for their assessment tasks. An assessment task can be given when the instructor feels the majority of the students are completing the target skill. Due to the compact nature of the course, it is recommended the tasks be given after students complete roughly 10 hours of F2F and one hour (minimum) on Moodle.

This module has two assessments – one reading and one writing. Students should be given 30-40 minutes to complete each task. They will complete these tasks independently and cannot use dictionaries or mobile phones for assistance. Each task will be the same format regardless of CLB level, but students will be given separate feedback forms that better reflect their abilities at each benchmark.

Assessment Task 1: Reading

Easy Reading Profile: *Cook* (link below).

<https://alis.alberta.ca/pdf/easyreading/cook.pdf>

The following pages contain individual tasks and marking guides for CLB 3, 4, and 5. Hand out the appropriate pages to the students based on their CLB level. Have students read the profile independently and complete the task by answering the comprehension questions.

CLB 3: Comprehending Information

Name: _____

Date: _____

Understand a Job Profile

Instructions: You want to learn more about jobs in Alberta. Read the job profile. Then, answer questions 1 to 6.

1. What is the name of the job in this profile? _____

2. Where does Sam work? _____

3. Name three things Sam does at work.

- _____
- _____
- _____

4. Who does Sam cook for? _____

5. When does Sam work? _____

6. Name two skills you need to do this job.

- _____
- _____

Total: ____/9 marks

CLB 3: Reading (Comprehending Information)

Name: _____

Date: _____

Task: You want to know more about occupations in Alberta. Read the job profile and answer the questions that follow.

Rating scale: **1**=unable to achieve **3**=satisfactory (at CLB 3 level)
 2=needs help (below CLB 3) **4**=very good

Analytic				
Find important information in a job profile (___/9)	1	2	3	4
Comments:				

Task is satisfactory if score is 7/9 or more in analytic.

Your score: _____

This task was completed at CLB 3 level. **Yes** **No**

CLB 4: Comprehending Information

Name: _____

Date: _____

Understand a Job Profile

Instructions: You want to learn more about jobs in Alberta. Read the job profile. Then, answer questions 1 to 9.

1. What is the name of the job in this profile? _____

2. Where does Sam work? _____

3. Name three things Sam does at work. _____/3

- _____
- _____
- _____

4. Who does Sam cook for? _____

5. When does Sam work? _____

6. Name two skills you need to do this job. _____/2

- _____
- _____

7. What education is needed for this job? _____/2

8. How much money does this job pay? _____

9. What interests are needed for this job? _____/2

Total: ____/14 marks

CLB 4: Reading (Comprehending Information)

Name: _____

Date: _____

Task: You want to know more about occupations in Alberta. Read the job profile and answer the questions that follow.

Rating scale: **1**=unable to achieve **3**=satisfactory (at CLB 4 level)
 2=needs help (below CLB 4) **4**=very good

Analytic				
Find important information in a job profile (___/14)	1	2	3	4
Comments:				

Task is satisfactory if score is 10/14 or more in analytic.

Your score: _____

This task was completed at CLB 4 level. **Yes** **No**

CLB 5: Comprehending Information

Name: _____

Date: _____

Understand a Job Profile

Instructions: You want to learn more about jobs in Alberta. Read the job profile. Then, answer questions 1 to 12.

1. What is the name of the job in this profile? _____
2. Where does Sam work? _____
3. Name three things Sam does at work. _____/3
 - _____
 - _____
 - _____
4. Who does Sam cook for? _____
5. When does Sam work? _____
6. Name two skills you need to do this job. _____/2
 - _____
 - _____
7. What education is needed for this job? _____/2

8. How much money does this job pay? _____
9. What interests are needed for this job? _____/2

10. Where can you find more information about this job?

11. What does a chef do? _____

12. Name two other jobs that are similar to a cook. _____/2

- _____
- _____

Total: ____/18 marks

CLB 5: Reading (Comprehending Information)

Name: _____

Date: _____

Task: You want to know more about occupations in Alberta. Read the job profile and answer the questions that follow.

Rating scale: **1**=unable to achieve
2=needs help (below CLB 5)

3=satisfactory (at CLB 5 level)
4=very good

Analytic				
Find important information in a job profile (___/18)	1	2	3	4
Comments:				

Task is satisfactory if score is 13/18 or more in analytic.

Your score: _____

This task was completed at CLB 5 level. **Yes** **No**

Assessment Task 2: Writing

Have students prepare for this task by reviewing their work in the *Easy Reading Workbook 1* and their job choice from this module, before class. Each CLB level will complete a different writing task and feedback form on the same topic: **Write about your job choice.**

CLB 3: Sharing Information

Name: _____

Date: _____

My Job Choice

Instructions: Your career advisor wants to know about the job you want to do. Write five sentences about your job choice.

1. _____

2. _____

3. _____

4. _____

5. _____

CLB 3: Writing (Sharing Information)

Name: _____

Date: _____

Task: Your career advisor wants to know about the job you want to do in the future. Write five sentences about your job choice.

Rating scale: 1=unable to achieve
2=needs help (below CLB 3)

3=satisfactory (at CLB 3 level)
4=very good

Holistic				
Writer described job choice in 5 or more sentences:				
1. Message can be understood by the reader	1	2	3	4
2. Sentences are complete				
Analytic				
Did you use correct punctuation?	1	2	3	4
Did you use correct capitals?	1	2	3	4
Did you use correct spelling?	1	2	3	4
Did you use correct sentence order? (S+V+O, and tenses appropriate for task)	1	2	3	4
Did you use correct words for the task? (will be limited)	1	2	3	4
Comments:				

Task is satisfactory if score is 3 or 4 in holistic and at least 15/20 in analytic.

Your score: _____

This task was completed at CLB 3 level. **Yes** **No**

CLB 4: Sharing Information

Name: _____

Date: _____

My Job Choice

Instructions: Your career advisor wants to know about the job you want to do. Write five sentences about your job choice.

CLB 4: Writing (Sharing Information)

Name: _____

Date: _____

Task: Your career advisor wants to know about the job you want to do in the future. Write five sentences about your job choice.

Rating scale: 1=unable to achieve
2=needs help (below CLB 4)

3=satisfactory (at CLB 4 level)
4=very good

Holistic				
Writer described job choice in a short paragraph: 1. Message can be understood by the reader 2. Sentences are complete	1	2	3	4
Analytic				
Did you use correct paragraph structure?	1	2	3	4
Was the description clear and detailed?	1	2	3	4
Did you use correct punctuation? Capitals?	1	2	3	4
Did you use correct sentence order? (S+V+O, and tenses appropriate for task)	1	2	3	4
Did you spell words correctly?	1	2	3	4
Did you use correct words for the task? (will be limited)	1	2	3	4
Comments:				

Task is satisfactory if score is 3 or 4 in holistic and at least 18/24 in analytic.

Your score: _____

This task was completed at CLB 4 level. **Yes** **No**

CLB 5: Sharing Information

Name: _____

Date: _____

My Job Choice

Instructions: Your career advisor wants to know about the job you want to do. Write five sentences about your job choice.

CLB 5: Writing (Sharing Information)

Name: _____

Date: _____

Task: Your career advisor wants to know about the job you want to do in the future. Write five sentences about your job choice.

Rating scale: **1**=unable to achieve
2=needs help (below CLB 5)

3=satisfactory (at CLB 5 level)
4=very good

Holistic				
Writer described job choice in a paragraph: 1. Message can be understood by the reader 2. Sentences are complete	1	2	3	4
Analytic				
Did you use correct paragraph format? (Introduction/development/conclusion)	1	2	3	4
Was your delivery understandable (with some pauses/hesitations)?	1	2	3	4
Did you use connective words correctly?	1	2	3	4
Did you use correct sentence order? (S+V+O, and tenses appropriate for task)	1	2	3	4
Did you use correct words for the task?	1	2	3	4
Did you explain your choice when necessary?	1	2	3	4
Comments:				

Task is satisfactory if score is 3 or 4 in holistic and at least 18/24 in analytic.

Your score: _____

This task was completed at CLB 5 level. **Yes** **No**

Final Reflection

Have students complete the reflection below at the end of Module 1. Once the students have completed the reflection, have them look back at the **Essential Skills Checklist** (adapted from *TRAN 1003, Employment Prep – Module 1*). With a different colour pen, instruct students to read through the checklist again and mark which essential skill(s) they feel they improved on in this module.

Instructions: Write three things you **learned** about jobs in Alberta.

1. _____
2. _____
3. _____

Next, turn to the **Essential Skills Checklist** that you completed at the beginning of the module. Read the checklist. What did you learn? Put a checkmark (✓) beside the skill(s) that you can do now. Use a different colour pen.

