

# **XLAN 1910**

Language for Work

## **Module 2: Job Search**

Instructor Guide

Integrated Language and Workforce Training

Faculty of Foundational, Career, and Intercultural Studies

Integrated Language and Workforce Training

Module 2: Job Search

Instructor Guide

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# Module 2: Instructor Guide

## Module Overview

In this module students will study vocabulary surrounding job searches in Alberta. They will explore different job postings formats and online job search engines. Students will be introduced to basic computer vocabulary, navigating websites, and following basic written instructions. At the end of the module, students will complete two reading assessment tasks that will assess their ability to find key information in a job posting and follow basic instructions to find job postings online. This module consists of 10 hours face-to-face and one hour independent work on Moodle. Half of the face-to-face time will be guided instruction in the computer lab.

## Module Objectives

- Learn vocabulary associated with job search in Alberta. (Part One: Activities 1 and 2, and Vocabulary Quiz, Task 3; Part Two: Task 1)
- Read and identify key information from a job posting. (Part One: Tasks 1, 2, 3, 4 ; Assessment Task 1)
- Improve skimming and scanning skills. (Part One: Tasks 1, 2, 4; Assessment Task 1)
- Learn basic internet search vocabulary. (Part Two: Tasks 1, 2)
- Learn how to navigate at <https://www.jobbank.gc.ca/jobseekers.do> **or** <https://www.jobbank.gc.ca/home-eng.do?lang=eng> **or** <https://www.workopolis.com/shared> (Part Two: Tasks 4, 5; Assessment Task 2)
- Learn how to follow written instructions. (Part Two: Tasks 3, 4, 5; Assessment Task 2)
- Improve basic Moodle skills. (Part One: Activity 2; Part Two: Task 1)



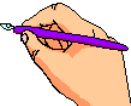

## Required Resources





1. Class set of Oxford Essential Dictionaries.
2. Employer-relevant job postings – UPS, Alberta Bottle Depot, etc. (These will change depending on cohort. Class material should change accordingly.) Or, search the following websites: <https://www.jobbank.gc.ca/jobseekers.do>, <https://www.jobbank.gc.ca/home-eng.do?lang=eng>, or <https://www.workopolis.com/shared>.
3. Access to computer lab or class set of laptops with internet access
4. Tasks and activities included in this module guide
5. Quizlet: [https://quizlet.com/\\_3ic9dc](https://quizlet.com/_3ic9dc) and [https://quizlet.com/\\_3ig3av](https://quizlet.com/_3ig3av)

## Identify Student Skills

Before you begin each module, it is important that 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.
 <b>Reading</b>			
I can find information in a written text.			
I can judge the information I have read.			
I can follow written instructions.			
 <b>Document Use</b>			
I can read documents such as signs, labels, lists, and forms.			
I can complete forms.			
 <b>Writing</b>			
I can write a short paragraph.			
I can write an email.			
 <b>Oral Communication</b>			
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.
 <b>Thinking</b>			
I can make decisions about my career.			
I can set career goals for myself.			
 <b>Computer Use</b>			
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.			
 <b>Continuous Learning</b>			
I can identify my skills and abilities.			
I can take feedback from others.			
 <b>Numeracy</b>			
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.			

## 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 takes place.

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

1. Write three things you **know** about finding a job in Alberta.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

2. Write three things you **want to know** about finding a job in Alberta.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

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



# Module 2: Part One – Job Posting

## Vocabulary List

This is the vocabulary list for Module 2. There will be a quiz on these words at the end of four hours, before the first assessment task is given.

Word	Definition
<b>Posting</b>	A public advertisement or announcement for something
<b>To search</b>	To look for someone or something
<b>Temporary (Temp)</b>	Continuing for a short amount of time – not permanent
<b>Permanent (Perm)</b>	Lasting or continuing for a very long time – not temporary
<b>Seasonal</b>	Happening or needed during a specific time of the year
<b>Teamwork</b>	The work done by people who work together as a team to do something
<b>Communication</b>	Using words, sounds, signs or behaviours to exchange information or to express your ideas, thoughts, and feelings to someone else
<b>Independent</b>	Not requiring or relying on other people for help or support
<b>Entry-level</b>	The lowest-level job for someone who is just starting a job or career
<b>Part time (PT)</b>	Working fewer than 32 hours per week
<b>Full time (FT)</b>	Working 40 hours or more per week
<b>To find</b>	To get or discover something or someone that you are looking for
<b>Service</b>	Helping or serving customers at a restaurant, hotel, store, etc.
<b>Hours</b>	The time when people work or when an office (business) is open
<b>To apply</b>	To ask formally for something, usually in writing (such as a job, admission to a school, a loan, etc.)

## Vocabulary Activity 1: 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 the 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. (May be a good time to present/review parts of speech and sentence order.)
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: Independent Work

1. Have students log in to Moodle.
2. Direct students towards *Module 2: Job Search*.
3. Click on *Module 2: Vocabulary Quizlet* ([https://quizlet.com/\\_3ic9dc](https://quizlet.com/_3ic9dc)).
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 3.

## Module 2: Vocabulary Quiz (20 mins F2F)

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Instructions:** Match the vocabulary words with the correct definition.

- |                     |  |
|---------------------|--|
| _____ Posting       | 1. Working 40 hours or more per week   |
| _____ Hours         | 2. Happening or needed during a specific time of the year  |
| _____ Search        | 3. The work done by people who work together as a team to do something                                     |
| _____ Full time     | 4. To get or discover something or someone that you are looking for  |
| _____ Teamwork      | 5. Continuing for a short amount of time   |
| _____ Communication | 6. The lowest-level job for someone who is just starting a job or career                                   |
| _____ Entry-level   | 7. The time when people work or when an office (business) is open  |
| _____ Independent   | 8. Lasting or continuing for a very long time  |
| _____ Apply         | 9. Not requiring or relying on other people for help or support  |
| _____ Find          | 10. To look for someone or something   |
| _____ Permanent     | 11. Helping or serving customers at a restaurant, hotel, store, etc.                                       |
| _____ Seasonal      | 12. To express your ideas, thoughts, and feelings to someone else  |
| _____ Service       | 13. Working fewer than 32 hours per week   |
| _____ Temporary     | 14. A public advertisement or announcement for something   |
| _____ Part time     | 15. To ask formally for something, usually in writing (such as a job, admission to a school, a loan, etc.) |

**Total:** \_\_\_\_/15 marks

## Task 1: Introducing the Job Posting

The purpose of this task is to introduce the idea of a job posting. On the smartboard, put up a sample job posting taken from an online **Canadian** job search engine. Keep the example simple and make sure it represents an entry-level position. Below is a good example:

**Night cook**

Original Joe's Restaurant & Bar Kensington - Edmonton, AB

\$13.50 – \$15.00 an hour

Looking for an experienced Night time cook. Who is self-motivated, capable of multitasking, working independently and with a team.

**Job Type:** Full-time

**Salary:** \$13.50 to \$15.00 /hour

**Required experience:**

- line cook: 2 years

» **Apply Now**

Please review all application instructions before applying to Original Joe's Restaurant & Bar Kensington.

Retrieved from

<https://ca.indeed.com/cmp/Original-Joe's-Restaurant-Kensington/jobs/Night-Cook-5243e09ef67b820d>

As a class, have students brainstorm the purpose of this posting.

**Q:** What is its purpose? Why was it written? Where could you find this posting?

**A:** To advertise for a job. To give information to people about a job opening, etc.

Next, hand out a copy of this job posting to each student. Have them work with a partner and circle what information they think is important in the job posting (what information they would need to know about the job in order to apply). Give students a few minutes to complete this activity. After most of the groups have circled the important information, bring the class back to a group discussion. Ask students to identify what information they circled and state why they think this information is important. Keep track of the information they give you in a list on the whiteboard. Reinforce that the important information is given after a title (e.g., Salary). Notice that titles are bold, italicized, or have a noticeable space before and after. This activity should help students practise their scanning skills.

Lastly, break students into small groups. Hand out a big sheet of paper with just three of the following questions on it (feel free to add more questions to better fit the class or sample posting):

- What is the name of the job?
- Where is the job located?
- Who can apply for this job?
- How can you apply for this job?
- How much does it pay?

- Is it full time or part time?
- How much experience do you need?
- Do you work in the morning, afternoon, evening or at night?
- What skills are necessary for this job?

Have students find the answers and write them down. Groups will then present their findings to the rest of the class. As the groups are presenting the information, point to, and have students point to, where they found the answer in the job posting.

## Task 2

In this task, students will work in groups of three or four. Print off and hand each group a different job posting. If you have access to employer job postings specific to this course, use those and try to break students into groups based on their job placement. For example, if three students will have their work placement at NorQuest, then group them together and hand them a job posting for an entry-level position at NorQuest.

If these employer-specific postings are not available, go to <https://www.jobbank.gc.ca/jobseekers.do> and print off other example entry-level job postings in Alberta. These examples should be a bit longer than the first example in Task 1, should offer a bit more detailed information, and should come in various layouts. However, try to keep the job posting examples to one page. Below is an appropriate example job posting, followed by two versions of corresponding activities. All students will receive the same job posting but *CLB 5* students will receive a slightly more difficult set of questions. Again, questions should be modified to better fit job posting examples.

Once completed, have students staple the job posting to their question sheet and hand them in for marking. This activity should give the instructor an idea of who is ready for the reading assessment task. *Repeat this activity as many times as necessary, using different job posting examples.*

## Example Job Posting: Food Counter Attendant

### TIM HORTONS

Calgary, AB, CANADA

[Hospitality and Food Service](#)

Posted 4 Days Ago.

*Our vision is to be a Tim Hortons leader in hospitality, team work, happiness, standards execution, coffee excellence, and fun by creating exceptional experiences for our Guests, Team Members and community.*

### Food counter attendant

**Employer:** 879778 Alberta Ltd o/a Tim Hortons

**Terms of Employment:** Permanent, Full Time, Part Time, Shift, Weekend, Day, Night, Evening

**Salary:** \$12.00 Hourly, for 44.00 Hours per week, Other Benefits, Medical Benefits, Dental Benefits, Life Insurance Benefits, Vision Care Benefits

**Start Date:** As soon as possible

**Location:** 5A Heritage Gate SE or #500, 8338-18St SE, Calgary, (7 vacancies)

**Education:** Some high school, Not required

**Experience:** No experience

**Languages:** English

### Counter Attendant and Food Preparer Skills:

Take customers' orders, Prepare, heat and finish simple food items, Serve customers at counters or buffet tables.

### Kitchen Helping Skills:

Wash, peel and cut vegetables and fruit. Clean and sanitize kitchen including work surfaces, cupboards, storage areas, appliances and equipment.

### Bussing Skills:

Clear and clean tables, trays and chairs. Assist food and beverage servers.

### How to Apply:

In Person between 9:00 and 14:00

By Phone:(403) 681-0594

By E-mail: [TimHortonsJob@outlook.com](mailto:TimHortonsJob@outlook.com)

**Apply Now**

Retrieved from <https://www.jobbank.gc.ca/jobsearch/jobposting>

# Job Posting Question Handouts

## CLB 3 and 4 Task

**Instructions:** Work with your group. Together, read the job posting and answer the following questions.

1. What is the name of this job? \_\_\_\_\_
2. Who is the employer? \_\_\_\_\_
3. Where is this job? \_\_\_\_\_
4. When does this job start? \_\_\_\_\_
5. What education do you need? \_\_\_\_\_
6. Name three duties of this job:
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
7. Do you need a car to work at this job? (Circle) **Yes or No or Don't Know**
8. How can you apply for this job? \_\_\_\_\_
9. What language do you need for this job? \_\_\_\_\_
10. How much does this job pay? \_\_\_\_\_
11. Do you need experience to get this job? (Circle) **Yes or No**
12. Are you interested in this job? (Circle) **Yes or No**
  - Why or why not? \_\_\_\_\_
  - \_\_\_\_\_

**Total:** \_\_\_\_/15 marks

## CLB 5 Task

**Instructions:** Work with your group. Together, read the job posting and answer the following questions.

1. What is the name of this job? \_\_\_\_\_
2. Who is the employer? \_\_\_\_\_
3. Where is this job located? \_\_\_\_\_
4. When does this job start? \_\_\_\_\_
5. What level of education is required? \_\_\_\_\_
6. Name three duties of this job:
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
7. Do you need a car to work at this job? (Circle)     **Yes or No**
8. How should you apply for this job? \_\_\_\_\_
9. What language is needed for this job? \_\_\_\_\_
10. How much does this job pay? \_\_\_\_\_
11. What are six skills you need to work in this job?
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
12. Do you need experience to get this job? (Circle)     **Yes or No**
13. Are you interested in this job? (Circle)     **Yes or No**

Answer in **full** sentences. Why are you or why are you not interested in this job? \_\_\_\_/2

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**Total:** \_\_\_\_/22 marks



## Task 3

Based on the results of Task 2's answers, use this time to go over any issues that may have come up. For example, offer clarity on difficult vocabulary, appropriate answers for Wh-questions, and/or job posting layout. Display up to three of the job postings used in Task 2 and have students come up and identify different parts of it. This will ensure that students are exposed to various job posting layouts and reinforce how to scan postings to find important information.

## Task 4

Break the class into two equal groups. Distribute *Student A: Handout* to half the class (Student A) and a *Student B: Job Posting* to the other half (Student B). Have students find a partner, pairing Student A with Student B. Student A needs to ask Student B questions about the job posting. Student B needs to find the information and give it to Student A, orally. Student A will record the answer on their handout. This task involves all four language skills. Make sure students are **speaking and listening**, not simply giving the posting to their partner to copy. The instructor will walk around and monitor the task and offer feedback. When a group is finished, hand Student B a *Student A: Handout* and have them switch roles. For higher-level students, give them a new job posting.

## Student A: Handout

**Instructions:** Work with Partner B. Ask your partner the following questions about their job posting. Write your partner's answers on the lines below.

1. What is the name of this job? \_\_\_\_\_
2. Who is the employer? \_\_\_\_\_
3. Where is this job? \_\_\_\_\_
4. When does this job start? \_\_\_\_\_
5. How many hours per week do you work? \_\_\_\_\_
6. What education do you need? \_\_\_\_\_
7. Name three duties of this job:
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
8. Do you need a car to work at this job? (Circle)     **Yes** or **No** or **Don't Know**
9. How can you apply for this job? \_\_\_\_\_
10. What language do you need for this job? \_\_\_\_\_
11. How much does this job pay? \_\_\_\_\_
12. Do you need experience to get this job? (Circle)     **Yes** or **No**
13. Are you interested in this job? (Circle)     **Yes** or **No**  
Why or why not? \_\_\_\_\_  
\_\_\_\_\_

## Student B: Job Posting

### Job Advertisement

**Job Number:** 7331689

**Position:** ESL Instructor

**Job Description:** NorQuest is seeking a highly skilled ESL instructor to teach in the Youth in Transitions ESL program. This instructor plans, organizes, and delivers classes. He/she prepares class schedules, designs tasks, gathers resources, works with students, and grades assessments as required. He/she must be cooperative, punctual, and hard working. Experience working with diverse groups of people is important.

**Terms of Employment:** FT, Weekdays and some evenings

**Salary or wage:** Between \$55 000–60 000/yr., 35 hrs/wk.

**Anticipated Start Date:** As soon as possible

**Location:** Calgary downtown, Alberta

#### Skill Requirements:

**Education:** Completion of high school, completion of a diploma in TESL (Teaching English as a Second Language)

**Experience:** Minimum 3 years

**Languages:** Speak English, Read English, and Write English fluently. Any other languages are an asset.

**Essential Skills:** Problem-solving, job task planning and organizing, working with others, critical thinking, decision-making, computer use, numeracy, oral communication.

**Employer:** NorQuest College Downtown

**How to apply:** Please apply to this job through our website, [www.norquest.com](http://www.norquest.com), or by emailing your resumé to [eslyou@norquest.com](mailto:eslyou@norquest.com). Job postings are updated daily.

# Module 2: Part One – Assessment Tasks

## Assessment Task 1: Reading

By this point, **most** students should be prepared for a job posting reading assessment. It is estimated that students have completed five hours F2F and a minimum of half an hour on Moodle, on this module so far. For this assessment task, each CLB level will be given the same job posting but different questions to answer. Students should be given approximately 30 minutes to complete this reading task (depending on level). Have extra practice activities prepared for faster students. Students will complete this task independently and cannot use dictionaries or mobile phones for assistance.

In this task, students will be asked to scan a job posting to find important information regarding a job in Alberta. See the job posting and accompanying tasks and feedback forms below.

## CLB 3–5: Understand a Job Posting (Getting Things Done/Comprehending Information)

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Job Advertisement

**Job Number:** 7214596**Title:** Janitor (Housekeeper – Windsor Park Plaza)**Terms of Employment:** Permanent, Full Time**Salary:** \$14.00 to \$15.00 Hourly for 40 hours per week, Bonus, Medical Benefits, Dental Benefits, Disability Benefits, Life Insurance Benefits, Group Insurance Benefits**Anticipated Start Date:** As soon as possible**Location:** Edmonton, Alberta**Skill Requirements:****Education:** High school diploma**Experience:** No experience required.**Languages:** Speak English, Read English, Write English**Work Setting:** Apartment**Specific Maintenance Activities:** Sweep, mop, scrub and wax floors, Remove scraps, dirt, heavy debris and other refuse, Empty waste containers, Wash windows, interior walls and ceilings, Clean and disinfect washrooms and fixtures, Move heavy furniture, equipment and supplies, Work with minimal supervision**Work Conditions and Physical Capabilities:** Work under pressure, Repetitive tasks, Handling heavy loads, physically demanding, Combination of sitting, standing, walking, bending, crouching, kneeling**Essential Skills:** Reading text, Numeracy, Writing, Oral communication, Working with others, Problem-solving, Decision-making, Critical thinking, Job task planning and organizing, Significant use of memory, Finding information, Continuous learning**Employer:** Westcorp**How to Apply:**

**Please apply for this job only in the manner specified by the employer. Failure to do so may result in your application not being properly considered for the position.**

**By Fax:** (780) 431-3331**By Email:** [jberglund@westcorp.net](mailto:jberglund@westcorp.net)**Online:** <http://www.westcorp.net>**Web Site:** <http://www.westcorp.net>**Advertised until:** 2013/12/05

## CLB 3: Getting Things Done/Comprehending Information

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Understand a Job Posting

**Instructions:** You want to apply for a job but you need more information. Read the job posting. Then, answer questions 1 to 9.

1. What is the name of this job? \_\_\_\_\_

2. Who is the employer? \_\_\_\_\_

3. Where is this job? \_\_\_\_\_

4. What education do you need? \_\_\_\_\_

5. Name two duties of this job: \_\_\_\_\_/2

• \_\_\_\_\_

• \_\_\_\_\_

6. How can you apply for this job? \_\_\_\_\_

7. What language do you need for this job? \_\_\_\_\_

8. How much does this job pay? \_\_\_\_\_

9. Do you need experience to get this job? (Circle) **Yes** or **No**

**Total:** \_\_\_\_/10 marks



## CLB 4: Getting Things Done/Comprehending Information

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Understand a Job Posting

**Instructions:** You want to apply for a job but you need more information. Read the job posting. Then, answer questions 1 to 11.

1. What is the name of this job? \_\_\_\_\_

2. Who is the employer? \_\_\_\_\_

3. Where is this job? \_\_\_\_\_

4. When does the job start? \_\_\_\_\_

5. What education do you need? \_\_\_\_\_

6. Name three duties of this job: \_\_\_\_\_/3

• \_\_\_\_\_

• \_\_\_\_\_

• \_\_\_\_\_

7. How many hours a week is this job? \_\_\_\_\_

8. How can you apply for this job? \_\_\_\_\_

9. What language do you need for this job? \_\_\_\_\_

10. How much does this job pay? \_\_\_\_\_

11. Do you need experience to get this job? (Circle) **Yes or No**

**Total:** \_\_\_\_/13 marks





## CLB 5: Getting Things Done/Comprehending Information

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Understand a Job Posting

**Instructions:** You want to apply for a job but you need more information. Read the job posting. Then, answer questions 1 to 13.

1. What is the name of this job? \_\_\_\_\_

2. Who is the employer? \_\_\_\_\_

3. Where is this job? \_\_\_\_\_

4. When does the job start? \_\_\_\_\_

5. What education do you need? \_\_\_\_\_

6. Name three duties of this job: \_\_\_\_\_/3

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

7. How many hours a week is this job? \_\_\_\_\_

8. How can you apply for this job? \_\_\_\_\_

9. What language do you need for this job? \_\_\_\_\_

10. How much does this job pay? \_\_\_\_\_

11. Do you need experience to get this job? (Circle) **Yes** or **No**

12. Name four skills you need for this job. \_\_\_\_/2 (half mark each)

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

13. Where can you find more information about the employer?

\_\_\_\_\_

**Total:** \_\_\_\_/16 marks

## CLB 5: Reading (Comprehending Information)

**Task:** You want to apply for a job but you need more information. Read the job posting and answer the questions that follow.

**Rating scale:** **1**=unable to achieve                      **3**=satisfactory (at CLB 5 level)  
**2**=needs help (below CLB 5)                      **4**=very good

Analytic				
Find important information in a job profile ( ___/16)	1	2	3	4
Comments:				

**Task is satisfactory if score is 12/16 or more in analytic.**

Your score: \_\_\_\_\_

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

## Module 2: Part Two – Online Job Search

Part two of Module 2 will cover online searching for jobs in Canada and Alberta. Students will need access to computers with internet for all but two tasks, Task 2 and Task 3.

### Task 1

#### Computer Vocabulary List

This is the computer vocabulary list for Module 2: Part Two. Students can use this Quizlet to practise this vocabulary: [https://quizlet.com/\\_3ig3av](https://quizlet.com/_3ig3av)

This vocabulary should be presented in the computer lab, where students can compare the words, the definitions, and the pictures on Quizlet. At the end of the computer time, run through the Quizlet with the class, clarify any issues that arise, and demonstrate the actions where necessary. Time permitting, have students complete a Quizlet Quiz on these words, independently.

Word	Definition
Click on	To press a button on a mouse to make something happen on a computer
Scroll	To move text or images on a Web page or document, up, down, or to the side on a computer screen so that you can see all of it
Search engine	A computer program that is used to look for information on the internet
Select	To choose (a particular action, section of text, etc.), especially by using a mouse
Mouse	A small device that is connected to a computer and that you move with your hand to control the movement of a pointer on the computer screen
Enter	To type in (words, data, etc.) on a computer
Space bar	The wide key at the bottom of a computer keyboard or typewriter that is used to make a space
Type	To write with a computer keyboard
Keyboard	The set of keys that are used for a computer
Log on/log in	To start the connection of a computer to a network or system
Website	A place on the World Wide Web that contains information about a person, organization, etc., and that usually consists of many Web pages joined by hyperlinks
Hyperlink	A blue highlighted word or picture in a document or Web page that you can click on with a computer mouse to go to another place in the same or a different document or Web page

Word	Definition
Open	To begin to use (a file, document, or program) on a computer
Double-click	To choose something on a computer screen by quickly pressing a button on a computer mouse or other device two times

Retrieved from <http://www.learnersdictionary.com/>

## Task 2 Imperatives

Put the Computer Vocabulary List on the smartboard. Discuss what **verbs** are and what their job is in the sentence (verbs show action/movement, etc.). Decide, as a class, which computer vocabulary words are verbs or action words. Write these words in a list on the board. Break students into small groups of 3–4. Give each group a few minutes to write three sentences using these verbs. Students will produce something like this:

***We log on computer ... I type on keyboard.***

Double-click	Click on
Open	Log on/in
Type	Select
Scroll	Search
<b><i>Possible words to add:</i></b> Press, close, minimize, maximize, save, insert, attach, save, print, etc.	

Write one example from each group on the board. Correct sentence order as the lesson goes. Next, ask students how you would change the sentences if you wanted to tell someone what to do. You will get answers like: ***You log on computer ... You type on keyboard.*** Replace all the subjects in the example sentences with “you”. Then, explain that in English you don’t need to say the “you”. This is implied because the instructions are directed at you. Instead, instruction sentences begin with the verb or action word. At this time, cross out all the “you” subjects added, in a different colour pen. Ask students what happens to the verb – answer needs capitals, now that they are at the beginning of the sentence. Explain that this is proper instructions structure in English.

**Note:** To make instructions more polite, students can include ‘please’ at the beginning or the end of the instructions.

Instruct small groups to write instruction sentences for each computer verb in the list. Students should be given chart paper and markers to make changes more obvious and better include all members of the group. Monitor the students as they work. Go over the instructions as a class to make sure they understand structure and meaning.

## Task 3

Write the following terms on the whiteboard, or display them on the smartboard.

Top	Down
Bottom	Left
Middle	Right
Up	Centre
Beside	Under
Above	Below

Ask students what these words mean and when they can be used. Explain that they are location prepositions and instruction adjectives, used to tell a person where to put or look for something. These words can also be used in giving instructions to help a person find something on a **computer**.

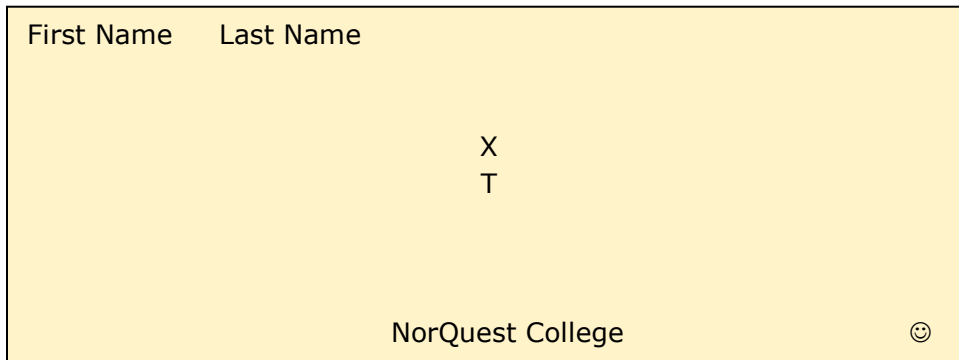
On the whiteboard, have student volunteers come up one at a time and put these words in the correct spot. For example, the word 'middle' will be written in the middle of the blank whiteboard. As the students to help each other. Once completed, have students copy these words onto the correct spot on a blank page in their notebook. This will work as reference for later.

Next, hand out the following written instructions to practise where to look for/put information. Ask students to circle the instruction verbs they see; go over meaning if there are issues. Encourage students to notice the structure, which tells them that numbers 1–6 are instructions, not giving information. Then, they need to read the instructions and follow them independently. Review as a class.

## Following Instructions

1. Put an X in the middle of your paper.
2. Write your name on the top left corner.
3. Draw a ☺ on the bottom right corner of your paper.
4. Put a T under the X.
5. Write your last name beside your name.
6. Put your school name on the bottom centre of your paper.

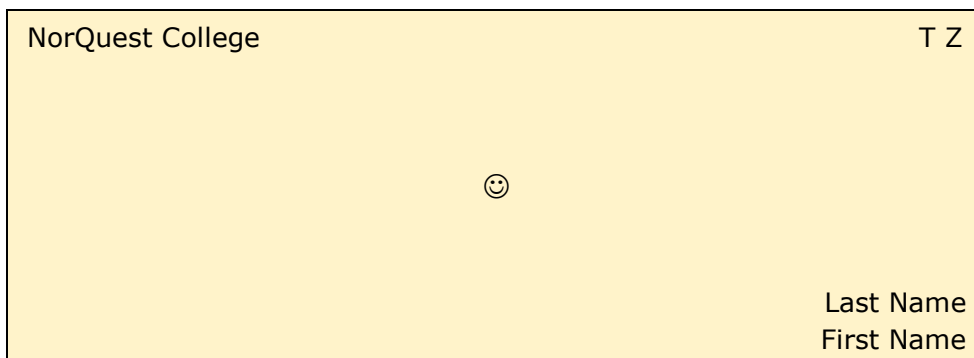
In the end, it should look like this:



To reinforce this skill, have students take out a blank piece of paper. Give them basic instructions, orally. Add more instructions if needed.

1. Write your first name on the bottom right corner.
2. Put a Z in the top right corner of your paper.
3. Draw a happy face in the middle of your paper.
4. Put a T beside the Z.
5. Write your last name above your first name.
6. Put your school name on the top left corner of your paper.

In the end, it should look like this:






## Task 4

This task needs to be completed in a computer lab. Before going to the lab, assign pairs based on *digital literacy skills*. Pair a higher-level student with a lower-level student. Once in the computer lab, pass out **Job Search Handout 1** to each pair, one per person. This task should take students a long time. Instructor and assistant will monitor and assist students when necessary. If students are not finished by the end of class, they can take it home to complete. **Caution: This website may change form. Check each step before attempting this task in class. Modify where necessary.**

Depending on students' abilities, you may need to show an example to the class. Go through each step and then select a different city. At Step 9, choose a job posting, then show students how to use the information in that job posting to fill out the table.

Double-click on the internet icon  or  at the bottom left corner of your computer screen.

7. Click on the search bar at the top left corner.
8. Type the hyperlink <https://www.jobbank.gc.ca>. Press **enter** on your keyboard.
9. Click on the  **Advanced** button, below the **SEARCH** button.
10. Click on the **Display filters** button at the bottom of the screen.
11. Scroll down and click on **Newcomers to Canada**.
12. Click on **Display filters** again. Select **Alberta**.
13. Click on **Display filters** one more time. Select your city name.
14. Open and read the job posting. Use the information in the job posting to answer the questions on the next page.

# Job Search Handout 1

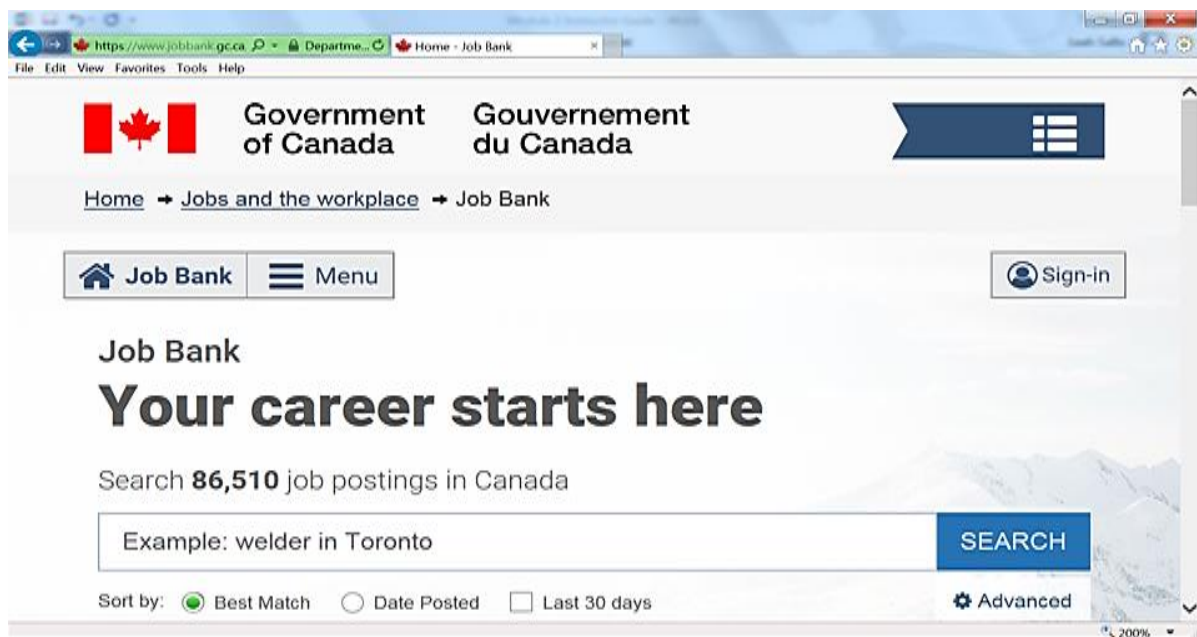
## Online Job Search


**Instructions:** With a partner, follow the step-by-step instructions below. Use the information you find online to complete the table on the next page.

Double-click on the internet icon  or  at the bottom left corner of your computer screen.

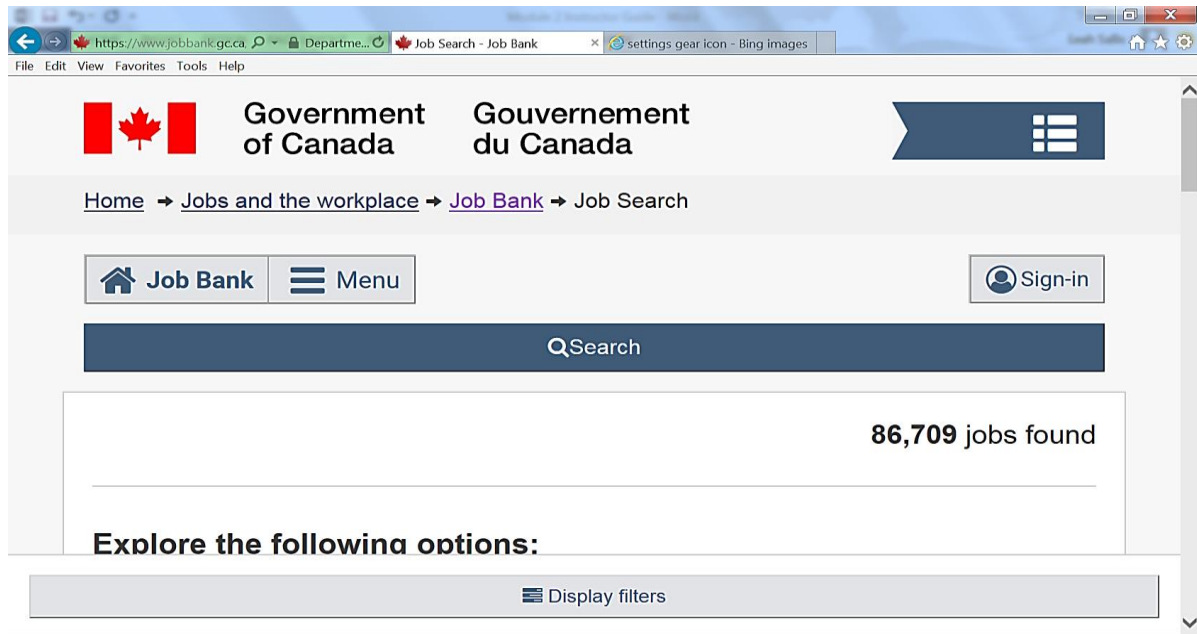
15. Click on the search bar at the top left corner.

16. Type the hyperlink <https://www.jobbank.gc.ca>. Press **enter** on your keyboard.



17. Click on the  **Advanced** button, below the **SEARCH** button.

18. Click on the **Display filters** button at the bottom of the screen.



19. Scroll down and click on **Newcomers to Canada**.

20. Click on **Display filters** again. Select **Alberta**.

21. Click on **Display filters** one more time. Select your city name. Example: **Edmonton**

22. Open and read the job postings for your city. Use the information to fill out the following table.

Type of Job	Name of Job	How much experience is required?	Wage/Salary
1. A permanent job			
2. A seasonal job			
3. A full-time job			
4. A part-time job			
5. A job where you need a high school education			

Retrieved from *Byte into English –LINC 2, Using the Internet, Lesson 5: Review*, p. 125.

## Task 5


This task must also be completed in the computer lab. Students will work independently but will have access to the instructor for assistance. Pass out the **Job Search Handout 2**. Have students read and follow the instructions and answer the questions about the job posting that follows. **Note:** Check each step before giving this task to your students as the website may change and the steps will need to be modified.

### Job Search Handout 2

#### Online Job Search

**Instructions:** With a partner, follow the step by step instructions below. Use the information you find online to complete the table on the next page.

Double-click on the internet icon  or  at the bottom left corner of your computer screen.

23. Click on the search bar at the top left corner.
24. Type the hyperlink <https://www.jobbank.gc.ca>. Press **enter** on your keyboard.
25. Click on the  **Advanced** button, below the **SEARCH** button.
26. Click on the **Display filters** button at the bottom of the screen.
27. Scroll down and click on **Newcomers to Canada**.
28. Click on **Display filters** again. Select **Alberta**.
29. Click on **Display filters** one more time. Select your city name. Example: **Edmonton**
30. Find one job posting that you are interested in.
31. Open and read the job posting. Use the information in the job posting to answer the questions on the next page.
32. Print the job posting you chose. Staple it to this handout.
33. Hand it in to your teacher for marking.

## Job Posting Questions

1. What is the name of the job? \_\_\_\_\_

2. How much does the job pay? \_\_\_\_\_

3. How much experience is required? \_\_\_\_\_

4. What skills do you need for the job? \_\_\_\_\_

\_\_\_\_\_

5. Who is the employer? \_\_\_\_\_

6. How do you apply for the job? \_\_\_\_\_

\_\_\_\_\_

7. What are the educational requirements for this job?

\_\_\_\_\_

\_\_\_\_\_

8. Why are you interested in this job? **Full** sentence answer. \_\_\_\_\_ /2

\_\_\_\_\_

\_\_\_\_\_

# Module 2: Part Two – Assessment Tasks

## Assessment Task 2: Reading

By this point, **most** students should be prepared for an online job search reading assessment. It is estimated that students will have completed five hours F2F and a minimum of half an hour on Moodle in this half of Module 2.

For this assessment task, each CLB level will be given level-appropriate instructions (see table below) but the same job posting to find. After they have found the selected job posting, students will answer questions about the information in that job posting. Each CLB level will receive different questions. Students should be given approximately 40-50 minutes to complete these computer tasks (depending on level). Have extra practice activities prepared for faster students. Students will complete these tasks independently and cannot use dictionaries or mobile phones for assistance. To complete the comprehending instructions task, students need to have successfully found the job posting with no help (CLB 4/5) or with minimal help (CLB 3).

In this task, students will be asked to follow written instructions to find a job posting on the computer. The number of instructions given depends on the CLB level; modify accordingly. See table below:


CLB 3	5 step instructions
CLB 4	6 step instructions
CLB 5	7-10 step instructions

## Online Job Search Instructions

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Double-click on the internet icon  or  at the bottom left corner of your computer screen.

9. Click on the search bar at the top left corner.
10. Type the hyperlink <https://www.jobbank.gc.ca>. Press **enter** on your keyboard.
11. Click on the  **Advanced** button, below the **SEARCH** button.
12. Click on the **Display filters** button at the bottom of the screen.
13. Scroll down and click on **Newcomers to Canada**.
14. Click on **Display filters** again. Select **Alberta**.
15. Click on **Display filters** one more time. Select your city name. Example: **Edmonton**
16. Scroll down to find the job posting \_\_\_\_\_.  
**(Instructor-selected job posting from <https://www.jobbank.gc.ca>)**
17. Open and read the job posting. Use the information in the job posting to answer the questions on the next page.

## CLB 3: Comprehending Instructions/ Comprehending Information

### Online Job Posting

**Instructions:** You want to apply for a job but you need more information. Find the job posting on the search engine. Then, answer questions 1 to 9.

1. What is the name of this job? \_\_\_\_\_
2. Who is the employer? \_\_\_\_\_
3. Where is this job? \_\_\_\_\_
4. What education do you need? \_\_\_\_\_
5. Name two duties of this job: \_\_\_\_\_/2
  - \_\_\_\_\_
  - \_\_\_\_\_
6. How can you apply for this job? \_\_\_\_\_
7. What language do you need for this job? \_\_\_\_\_
8. How much does this job pay? \_\_\_\_\_
9. Do you need experience to get this job? (Circle)     **Yes or No**

**Total:** \_\_\_\_/10 marks





## CLB 4: Comprehending Instructions/ Comprehending Information

### Online Job Posting

**Instructions:** You want to apply for a job but you need more information. Find the job posting on the online search engine. Then, answer questions 1 to 11.

1. What is the name of this job? \_\_\_\_\_
2. Who is the employer? \_\_\_\_\_
3. Where is this job? \_\_\_\_\_
4. When does this job start? \_\_\_\_\_
5. What education do you need? \_\_\_\_\_
6. Name three duties of this job: \_\_\_\_\_/3
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
7. How many hours a week is this job? \_\_\_\_\_
8. How can you apply for this job? \_\_\_\_\_
9. What language do you need for this job? \_\_\_\_\_
10. How much does this job pay? \_\_\_\_\_
11. Do you need experience to get this job? (Circle)      **Yes or No**

**Total:** \_\_\_/13 marks



## CLB 5: Comprehending Instructions/ Comprehending Information

### Online Job Posting

**Instructions:** You want to apply for a job but you need more information. Find the job posting on the online search engine. Then, answer questions 1 to 13.

1. What is the name of this job? \_\_\_\_\_
2. Who is the employer? \_\_\_\_\_
3. Where is this job? \_\_\_\_\_
4. When does this job start? \_\_\_\_\_
5. What education do you need? \_\_\_\_\_
6. Name three duties of this job: \_\_\_\_\_/3
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
7. How many hours a week is this job? \_\_\_\_\_
8. How can you apply for this job? \_\_\_\_\_
9. What language do you need for this job? \_\_\_\_\_
10. How much does this job pay? \_\_\_\_\_
11. Do you need experience to get this job? (Circle)      **Yes or No**
12. Name four skills you need for this job. \_\_\_\_\_/2 (half mark each)
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
13. Where can you find more information about the employer?  
\_\_\_\_\_

**Total:** \_\_\_\_/16 marks



# Final Reflection

**Instructions:** Write three things you **learned** about finding a job 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.