

XLAN 1910

Language for Work

Module 3: Applying for a Job Instructor Guide

Integrated Language and Workforce Training

Faculty of Foundational, Career, and Intercultural Studies

Integrated Language and Workforce Training

Module 3: Applying for a Job

Instructor Guide

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Module 3: Instructor Guide

Module Overview

In this module students will study basic vocabulary surrounding job applications in Alberta. They will explore different job application formats. In the middle and end of this module, students will complete one reading/writing, and two writing assessment tasks. The reading/writing task will assess their ability to find key information in a short story and use that information to complete a job application. The writing tasks will assess their ability to fill out both a paper and online job application, and copy information correctly. This module consists of 10 hours face-to-face and a minimum of one hour independent work on Moodle.

Module Objectives

- Learn vocabulary associated with job applications in Alberta (Activities 1, 2; Vocabulary Quiz)
- Fill out key information in a paper job application. (Tasks 1, 2, 3A-E, 4, 4A-G, 5A-D, 6A-C, 7A-B, 8A-C; Assessment Task 1)
- Fill out key information in an online job application (Tasks 1, 2, 3A-E, 4, 4A-G, 5A-D, 6A-C, 7A-B, 8B; Assessment Task 2)
- Understand and fill out work availability table. (Tasks 4B-4G)
- Improve skimming and scanning skills. (Tasks 1, 2, 3A-E, 4, 4A-G, 5A-D, 6A-C, 7A-B, 8A-C)
- Improve basic computer skills. (Activity 2; Task 8B)
- Improve basic Moodle skills. (Activity 2)

Required Resources

1. Instructor copy of *Easy Reading Find a Job*: A workbook to help you find the job you want.



Easy Reading Find a Job.xps

*Copies can be downloaded at, or hard copies ordered from,

<https://alis.alberta.ca/tools-and-resources/content/products/easy-reading-find-a-job/>

2. Class set of Oxford Essential Dictionaries

3. Employer-relevant job applications – UPS, Alberta Bottle Depot, etc. (These will change depending on cohort. Class material should change accordingly.) If no access to these documents, sample application forms can be found on these websites: <https://www.jobbank.gc.ca/jobseekers.do>, <https://www.jobbank.gc.ca/home-eng.do?lang=eng>, <https://www.workopolis.com/shared>, or collected in person from willing employers in the community.
4. Access to computer lab or class set of laptops with internet access.
5. Tasks and activities included in this module booklet.
6. Tim Hortons job application at http://jobs.timhortons.ca/ca_en/in-restaurant-signup?job_role=1354&restaurant_id=523946&v=ca and Walmart job application at <http://cdn.corporate.walmart.com/ed/04/823dbec14b66820f296cc3a56e7e/walmart-canada-application.pdf>
7. Quizlet: https://quizlet.com/_3jfjxu

Extra Resources




1. <https://www.youtube.com/watch?v=IQUQnYdT8FI>
2. <https://www.governmentjobs.com/Content/Documents/apply.pdf>
3. <https://www.job-applications.ca/>

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 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 fill out 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.			
 Thinking			
I can make decisions about my career.			
I can set career goals for myself.			

Essential Skills for Employment	I can't do this.	I can do this with help.	I can do this well on my own.
 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.			

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 applying for a job in Alberta.

- _____
- _____
- _____

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

- _____
- _____
- _____

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

Vocabulary List

This is the vocabulary list for Module 3. There will be a quiz on these words at the end of four hours, before the first assessment task is given. https://quizlet.com/_3jfjxu

Word	Definition
Application	A person may fill one of these out when they apply for a job
To fill out	To write information on a form
Position	The job of someone in a company
Available/availability	Free to do something
Start date	Time an activity begins
Schedule	A time plan for doing activities
Present/current	Something that is happening now
Hobby/hobbies	An activity that a person does for fun when not working
Personal	Something that has to do with a person; private
Information	Facts about something or someone
Training	Teaching employees new skills and the basic skills of a job
Reference	Someone who comments on a job applicant's qualifications and experience for a job
Supervisor	Someone who organizes employees and tells them what to do – a boss
History	The story of the past
Signature	Your name written in your own handwriting...usually at the end of an application form

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 words with their corresponding definitions.
3. Have students match the vocabulary with the definitions. 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 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 3: Job Application*.
3. Click on *Module 3: Vocabulary Quizlet*. (https://quizlet.com/_3jfjxu)
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 five hours.

Module 3: Vocabulary Quiz (20 mins F2F)

Name: _____

Date: _____

Instructions: Match the vocabulary words with the correct definition.

- | | |
|--------------------|--|
| _____ History | 1. Something happening now |
| _____ Reference | 2. Someone who comments on a job applicant's qualifications and experience |
| _____ Personal | 3. Time an activity begins |
| _____ Application | 4. Someone who organizes employees and tells them what to do |
| _____ Information | 5. Free to do something |
| _____ Fill out | 6. Teaching employees new skills and the basic skills of a job |
| _____ Supervisor | 7. An activity that a person does for fun when not working |
| _____ Position | 8. Your name written in your own handwriting |
| _____ Hobby | 9. The job of someone in a company |
| _____ Training | 10. The story of the past |
| _____ Current | 11. To write information on a form |
| _____ Start date | 12. Facts about something or someone |
| _____ Signature | 13. Something that has to do with a person |
| _____ Schedule | 14. A time plan for doing activities |
| _____ Availability | 15. A person may fill out one of these when applying for a job |

Total: ____/15 marks

Task 1

Introducing the Job Application

The purpose of this task is to introduce the idea of a job application. On the smart board, put up a sample job application taken from an online **Canadian** job search engine. Keep the example simple and make sure it represents an entry-level position. See a good example on the next page.

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

Q: What do you see? What is its purpose? Why was it written? Where could you find this application?

A: To give information to an employer about an applicant, etc.

Next, hand out a copy of this job application to each student. Have them work with a partner and circle the Module 3: Vocabulary Words that they can find, and highlight the vocabulary words that they don't recognize. For example, students would circle the word signature and highlight the word previous or background. Give students a few minutes to complete this activity. After most of the groups have completed this activity, bring the class back to a group discussion.

Ask students to identify what words they circled and, together, review what the words mean. Or, have them look them up in their notes. Then ask students which words they highlighted. Make a list on the board. Have students copy the words down in their notebooks, filter out the non-essential words (e.g., legal terms or fine print). Depending on time, discuss the meanings as a class or have students look up the words in their dictionaries for homework. Discuss at the next lesson.

APPLICATION FOR EMPLOYMENT									
Date of Application: _____					Date Available to Start: _____				
How did you hear of this opportunity? _____									
If you were referred, please give the name of the employee that referred you: _____									
MY AVAILABILITY & JOB POSITION (PLEASE CHECK ALL THAT APPLY)									
POSITION	STATUS	HOURS OF AVAILABILITY							
<input type="checkbox"/> Storefront <input type="checkbox"/> Production <input type="checkbox"/> Shift Supervisor <input type="checkbox"/> Assistant Manager <input type="checkbox"/> Store Manager	<input type="checkbox"/> Full-time <input type="checkbox"/> Part-time <input type="checkbox"/> Seasonal		Mon	Tue	Wed	Thu	Fri	Sat	Sun
	Pay Expectations:	From							
	To								
MY PERSONAL INFORMATION									
First Name: _____ Last Name: _____									
Street Address: _____									
City: _____			Province: _____			Postal Code: _____			
Home Phone #: (____) _____			Cell Phone #: (____) _____			Email: _____			
Are you legally eligible to work in Canada? YES <input type="checkbox"/> NO <input type="checkbox"/>									
MY EMPLOYMENT HISTORY									
Current / Most Recent Employer					Can we contact this company? YES <input type="checkbox"/> NO <input type="checkbox"/>				
Company: _____					Start Date: _____ End Date: _____				
Supervisor: _____					Phone Number: (____) _____				
Position/Duties: _____									
Reason for Leaving: _____					Starting Pay: _____ Ending Pay: _____				
Previous Employer					Can we contact this company? YES <input type="checkbox"/> NO <input type="checkbox"/>				
Company: _____					Start Date: _____ End Date: _____				
Supervisor: _____					Phone Number: (____) _____				
Position/Duties: _____									
Reason for Leaving: _____					Starting Pay: _____ Ending Pay: _____				
Have you ever worked at a Tim Hortons before? YES <input type="checkbox"/> NO <input type="checkbox"/>									
If so, which location? _____ Store #: _____									
Why did you leave? _____									
EDUCATION & ACTIVITIES									
Please specify level of education completed: _____									
What hobbies and/or activities are you involved in? _____									
REFERENCES									
List any references not given above. Please do not list relatives.									
NAME	OCCUPATION	RELATIONSHIP	PHONE NUMBER						
<small>Please exclude any reference to any organization which could indicate race, religion, marital status, age, colour, gender, ancestry, political beliefs, sexual orientation, place of origin, physical disability, mental disability, or handicap.</small> <small>The undersigned acknowledges that the foregoing statements and information fully and truthfully set forth the true and accurate personal information of the applicant as of the date hereof. The undersigned further acknowledges that for the purposes of determining the suitability of the undersigned for the position applied for, an investigation may be made with respect to relevant information. The undersigned hereby consents to The TDL Group Corp. or its affiliates or agents collecting and retaining such information and conducting further investigations with respect to relevant information. The undersigned further consents to the updating of this information from time to time, as necessary.</small>									
SIGNATURE _____					DATE _____				

Task 2

At this point it is important to discuss how to read the application form, so as not to miss any boxes. Tell students to read left to right, starting at the top and proceeding down. Talk about how each space requires an answer. If the example application has sections, point out that each section requires the applicant to give different types of personal information.

Note: These sections are not always in the same order, so instruct students to pay close attention to the title or heading. Most job applications will consist of the following sections. (Write these on the board for students to copy.)

1. Personal Information
2. Position Information
3. Availability
4. Employment History
5. Education History
6. References
7. Signature

Instruct students to highlight the title for each section in the job application handout, so they notice the individual sections. Brainstorm what information the employer will ask for in each section.

Task 3A: How to Fill Out Application Forms

Print and hand out pages 46–47 from the document *Easy Reading Find a Job: A workbook to help you find the job you want*.



Easy Reading Find a Job.xps

These pages offer useful tips for applicants. Have students work in pairs, read through the handout, and answer the following corresponding multiple-choice and/or True/False questions. This lesson needs to be adapted based on level. Also, the instructor may need to explain how to answer multiple-choice questions. Reinforce that you only circle the **best** answer, not more than one.

Ways to adapt this task to fit lower-level students:

CLB 3	Eliminate textboxes on pp. 46-47 for more white space.	Have them answer the True/False only.
CLB 4	Eliminate textboxes on p. 47 for more white space. Leave the textbox on p. 46.	Have them answer both types of questions.
CLB 5	Give full handout and both types of questions.	

When students are finished, go through the answers as a class. Have students mark their own papers.

How to Fill Out Application Forms

Part 1

Instructions: Read page 46. Answer the questions below. Circle only **one** answer.

1. Who has application forms?
 - a. Employees
 - b. Candidates
 - c. Workers
 - d. Employers
2. Why do you use an application form?
 - a. To interview for a job
 - b. To learn about a job
 - c. To apply for a job
 - d. To practise reading English
3. What do employers want you to do on application forms?
 - a. Fill in the blank spaces
 - b. Answer the questions
 - c. Tell the truth
 - d. All of the above
4. What does **expected salary** mean?
 - a. How much you want to be paid
 - b. How much you are paid now
 - c. How much you were paid in your last job
 - d. How much the boss makes
5. Answers should be
 - a. long
 - b. short
 - c. big
 - d. small
6. How many references do you need?
 - a. Four
 - b. Two
 - c. Three
 - d. None

Total: ____/6 marks

Part 2

Instructions: Read pages 46 and 47. Are the sentences below true or false? Write **True** or **False** beside each sentence. Correct the false sentences to make them true.

Example: Your salary is how much you want to get paid. False

Corrected Sentence: Your expected salary is how much you want to get paid.

1. Read a job application quickly. _____
2. Follow the instructions on the application. _____
3. If you have no answer, write "not applicable" in the blank. _____
4. Write long answers. _____
5. Write your answers with a pen. _____
6. Ask the employer for one copy. _____
7. Ask your friend to fill out the form for you. _____
8. Fill out a practice application form first. _____

Total: ____/8 marks

Task 3B: Personal Information

In this task, students will begin to break down the job application into sections. This will help with understanding. The first section is personal information. It is important to review this with all levels. However, this may be as far as the CLB 3 students will be able to go, depending on their abilities. To start, brainstorm as a class what is personal information. Make a list on the board.

Next, print, cut up, and hand out the flashcards below. One set per group of three. Have the students match the personal information with the example.

First Name	Sana
Last Name or Surname	Smith
Middle Name	N/A
Date	June 14, 2017
Street Address	Unit 12, 12543 - 28 St. NE
City	Edmonton
Province	Alberta
Postal Code	T5P 1A4
Home Phone #	587-923-2134
Cell Phone #	780-887-2541
Email	sana.smith@mynorquest.ca

To review this activity, call on individual students for answers. Ask questions:

1. What is her first name? Last name? Middle name? (Note the use of N/A)
2. What is her address? Postal Code?
3. Other questions

Task 3C: Personal Information

Handout the following questions. Have students find a partner. Instruct them to ask their partner these questions. Their partner will answer in full sentences if possible. CLB 3/4 will record the answer only. CLB 5 must write the answers in full sentences, using the correct possessive pronoun (e.g., *Her* name is _____). When finished, get an example question and answer from each pair. Have students hand their papers to their partner to keep for practice. Instruct students to be careful with these papers as they contain personal information. Collect the CLB 5 papers for marking. Look for sentence order and personal pronoun use. Hand back at the next lesson.

Personal Information

Instructions: Ask your partner the following questions. Listen to their answer. Write their answer on the line beside the question.

1. What is your first name? _____
2. What is your last name? _____
3. What is your middle name? _____
4. What is today's date? _____
5. What is your address? _____
6. What city do you live in? _____
7. What province do you live in? _____
8. What is your postal code? _____
9. What is your phone number? _____
10. What is your email address? _____

Task 3D: Personal Information

Hand out **two copies** of the following task to all students. Have them fill in the personal information form, first in pencil and then copy the information over to the second paper in pen. Remind them to check over their first copy for mistakes before they copy it over. Reinforce that this is a good habit to have when filling out forms of any kind.

Personal Information

Form 1

Instructions: Fill out the form with your personal information, in pencil.

Name:	_____	_____	_____
	First	Middle	Last
Street Address:	_____		
City:	_____	Province:	_____
Postal Code:	_____	Home Phone:	_____
Cell Phone:	_____	Email:	_____

Form 2

Instructions: Copy your personal information from **Form 1**, in blue or black ink.

Name:	_____	_____	_____
	First	Middle	Last
Street Address:	_____		
City:	_____	Province:	_____
Postal Code:	_____	Home Phone:	_____
Cell Phone:	_____	Email:	_____

Task 3E: Personal Information

In this task, students will practise filling out the personal information section of two job applications, one from Tim Horton's and one from Walmart. Collect finished forms and mark for the following:

Criteria	No	Needs more practice	Yes
Writes neatly			
Fills out all blank spaces			
Uses capital letters			
Writes address correctly			
Writes phone number correctly			
Writes email correctly			

The results of this task should let the instructor know whether further lessons on personal information are required. Have assistant instructor work with lower-level students if they are having trouble with writing addresses, phone numbers, email addresses, etc. Have another example application form (Personal Information Section) ready for higher-level students.

Personal Information

Application Form 1


APPLICATION FOR EMPLOYMENT

Date of Application: _____ Date Available to Start: _____


How did you hear of this opportunity? _____

If you were referred, please give the name of the employee that referred you: _____

MY PERSONAL INFORMATION	
First Name: _____	Last Name: _____
Street Address: _____	
City: _____	Province: _____ Postal Code: _____
Home Phone #: (____) _____	Cell Phone #: (____) _____ Email: _____
Are you legally eligible to work in Canada? YES <input type="checkbox"/> NO <input type="checkbox"/>	

Adapted from <http://www.myjobapps.com/timhortons.pdf>

Application Form 2

		<h1>Application For Employment</h1>	
Personal Information		<i>Date of Application:</i>	
Last Name:		Middle Initial: First Name:	
Address:		City:	
Province:		Postal Code: Home Phone #:	
Alternate Telephone #:		E-mail:	
Have you worked at Wal-Mart before: <input type="checkbox"/> No <input type="checkbox"/> Yes		If yes, which store: If yes, note dates:	

Adapted from <http://targetcashier.net/6-walmart-com-job-applications/>

Task 4: Position Information and Availability

This task will give students the opportunity to practise filling out the position information and availability section of a job application.

Warm-Up

Add Sana Smith's *Position* and *Availability* to each pile of flashcards from **Task 3B**. Hand the flashcards to groups of three students, again. Have students match them.

Position	Cashier, PT Summer
Availability	Mon./Wed./Thurs. 3:00 p.m. – 10:00 p.m.

Task 4A: Position Information and Availability

Put the following application section on the smartboard. Ask students to describe what it is and what information the employer is looking for. Print and hand out the section to students. Give them a few minutes to fill out the section for Sana (her information is on the Warm-Up flashcards).

4A: Warm up

Position	Cashier, PT Summer
----------	-----------------------

Go over how to fill out the section for Sana and discuss how to answer the last question. Options are:

- From a friend
- Online job posting
- Company website
- Newspaper
- Current employee
- Radio
- In person
- Other

By this time in the course, students should have a work placement in mind. Have students fill out the second part of the Position Section Handout with their own job placement information. If they do not have a job placement yet, instruct students to fill it out based on the job they chose in **Module 1**.

Position Section Handout

Sana's Job Application

Instructions: Fill out the Position section of Sana's job application.

<p>Position</p> <p>Position apply for: _____ <input type="checkbox"/> Seasonal/Temporary _____</p> <p>Are you interested in: <input type="checkbox"/> Full time (Min. of 28 hrs/wk) <input type="checkbox"/> Peak time (Less than 28 hrs/wk)</p> <p>How did you learn about this opportunity: _____</p>
--

My Job Application

Instructions: Fill out the position section of your job application.

Position	
Position apply for: _____	<input type="checkbox"/> Seasonal/Temporary _____
Are you interested in: <input type="checkbox"/> Full time (Min. of 28 hrs/wk) <input type="checkbox"/> Peak time (Less than 28 hrs/wk)	
How did you learn about this opportunity: _____	

Task 4B: Position Section Handout

In this task, students are presented with another example. They need to fill it out for both Sana and themselves. Before students begin, talk about the word **expectation**. Have students refer back to their **How to Fill Out Application Forms** reading from Task 3A. What does “expected salary/wage” mean? What information should go in this blank space? What is a fair wage for Sana’s cashier position? What is fair for your work placement position? Give students time to complete the two sections. They should refer to their dictionaries to decide which position is closest to Sana’s. Students will then work in pairs and compare their answers.

Sana’s Job Application

Instructions: Fill out the Position section of Sana’s job application.

POSITION	STATUS
<input type="checkbox"/> Storefront	<input type="checkbox"/> Full-time
<input type="checkbox"/> Production	<input type="checkbox"/> Part-time
<input type="checkbox"/> Shift Supervisor	<input type="checkbox"/> Seasonal
<input type="checkbox"/> Assistant Manager	Pay Expectations:
<input type="checkbox"/> Store Manager	

My Job Application

Instructions: Fill out the position section of your job application.

MY AVAILABILITY & JOB POSITI	
POSITION	STATUS
<input type="checkbox"/> Storefront	<input type="checkbox"/> Full-time
<input type="checkbox"/> Production	<input type="checkbox"/> Part-time
<input type="checkbox"/> Shift Supervisor	<input type="checkbox"/> Seasonal
<input type="checkbox"/> Assistant Manager	Pay Expectations:
<input type="checkbox"/> Store Manager	

Task 4C: Grammar – Availability

If time permits, now would be a good time to talk about time phrases and their corresponding prepositions. This grammar point is not essential in comprehension but will help to improve writing and speaking fluency. Design an activity that fits the needs of your students. There are two suggested activities below that can easily be adapted to fit your students' needs. Include a link to <http://www.agendaweb.org/grammar/prepositions-time-exercises.html> on your Moodle page so students can practise this grammar point independently as well. The last document can be used as practice or a quiz.

Print out Flashcards:

December	8:00 a.m.	11:54 p.m.
at	Morning	Monday
in (the)	Afternoon	Tuesday
on	Evening	Wednesday
Saturday	2:30 a.m.	Thursday
Spring	6:15 p.m.	Friday
Winter	Fall	Summer
February	Sunday	March
April	January	September
Midnight (12:00 a.m.)	Noon (12:00 p.m.)	July

Prepositions of Time

Instructions: Fill in the blanks. Finish the sentences with prepositions of time.

1. We start work _____ eleven o'clock.
2. I work _____ nine _____ eleven.
3. Tom goes to class _____ the morning, and he works _____ the afternoon.
4. I work _____ the evening.
5. I come home from work _____ midnight.
6. Mary starts her job _____ October.
7. The office isn't open _____ Sundays.
8. The shop closes _____ 5:00 p.m.

Grammar Quiz

Instructions: Fill in the blanks with the correct time preposition.

in (the)	on	to
at	from	

1. He arrives at work _____ 8:30 a.m.
2. Fatima works _____ Monday and Friday, _____ the evening.
3. Every day, I go to school _____ 8:30 a.m. _____ 2:30 p.m.
4. I wake up _____ 10:00 a.m. _____ the weekends.
5. We start the new session _____ May.
6. We have a holiday _____ the spring.
7. The winter session goes _____ January _____ April.
8. The new session starts _____ May 1st, 2017.

Task 4D: Availability

In this task, students will look at days of the week abbreviations. For some students this will be review, for others it may be new. Either way it is essential that all students can identify them before moving on to reading and filling out availability tables. You may need to add more activities depending on class ability.

Days of the Week Abbreviations

Instructions: Draw a line between the day of the week and the short form of the word.

- | | |
|--------------|-------------|
| 1. Monday | Wed. |
| 2. Tuesday | Fri. |
| 3. Wednesday | Sun. |
| 4. Thursday | Mon. |
| 5. Friday | Thurs./Thu. |
| 6. Saturday | Tues. |
| 7. Sunday | Sat. |

Task 4E: Position Information and Availability

This task will look at typical availability tables found on job applications in Alberta.

Present the **Hours of Availability** table below to the class.

Here is Sana's Availability from the Warm-Up:

Availability	Mon./Wed./Thurs. 3:00 p.m. – 10:00 p.m.
--------------	--

Ask students to look at the table below and discuss what information it gives.

Answer: The table shows when Sana can work.

Draw attention to the importance of the title and subtitles. Explain how to read them. The answer is where the top subtitle and the left subtitle meet. This is where you can find or write the answer.

Hours of Availability							
	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	Sun.
From	3:00 p.m.		3:00 p.m.	3:00 p.m.			
To	10:00 p.m.		10:00 p.m.	10:00 p.m.			

Ask students the following questions about the table:

1. Which days can Sana work?
2. What time can Sana start work on Wednesdays?
3. When can she work on Thursdays?
4. What time can she finish work on Mondays?
5. What hours can Sana work?
6. Can Sana work on the weekend?
7. On which days is Sana not able to work?

Give students a blank copy of the table above. Ask students to copy the information in Sana's **Hours of Availability** table onto the blank table. Then students will work in pairs to answer the questions that follow. When finished, go over the answers as a class. Emphasize sentence structure, capitals, and periods/full stops.

Part 1

Instructions: Copy the information from the **Hours of Availability** table on the board. Check your answers.

Hours of Availability							
	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	Sun.
From							
To							

Part 2

Instructions: Next, answer questions 1 to 7 in **full** sentences.

1. Which days can Sana work?

2. What time can Sana start work on Wednesdays?

3. When can she work on Thursdays?

4. What time can she finish work on Monday?

5. What hours can Sana work?

6. Can Sana work on the weekend?

7. On which days is Sana not available to work?

Task 4F: Position Information and Availability

Hand out the following task to students to complete on their own. Have them compare answers with a partner.

Instructions: Fill out Mohamed and Anna's availability in the **Hours of Availability** tables below. Check your answers.

Part 1

Mohamed's Availability

Availability: Tues./Thurs./Sat.
2:30 – 6:30 p.m.

HOURS OF AVAILABILITY							
	Mon	Tue	Wed	Thu	Fri	Sat	Sun
From							
To							

Anna's Availability

Availability: Mon. – Thurs.
6:00 – 11:30 a.m.
Sat./Sun.
10:00 a.m. – 4:00 p.m.

HOURS OF AVAILABILITY							
	Mon	Tue	Wed	Thu	Fri	Sat	Sun
From							
To							

Part 2

Instructions: Fill out Mohamed and Anna's availability in the **Hours and Dates of Availability** tables below. Check your answers.

Mohamed's Availability

Start Date: 23/07/2018
July 23, 2018

Availability: Tues./Thurs./Sat.
2:30 – 6:30 p.m.

Availability							
Date available to start (dd/mm/yyyy):							
Indicate when you are available to be scheduled (specify a.m. or p.m.). Due to the nature of our business, the more available you are, the more opportunities we can consider you for.							
	Saturday	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday
From							
To							
Overnight yes/no							

Anna's Availability

Start Date: 10/07/2018
July 10, 2018

Availability: Mon. – Thurs.
6:00 – 11:30 a.m.
Sat./Sun.
10:00 a.m. – 4:00 p.m.

Availability							
Date available to start (dd/mm/yyyy):							
Indicate when you are available to be scheduled (specify a.m. or p.m.). Due to the nature of our business, the more available you are, the more opportunities we can consider you for.							
	Saturday	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday
From							
To							
Overnight yes/no							

Task 4G: Position Information and Availability

Hand out the following task to students to complete on their own. Collect these tasks for marking; hand back next class.

Part 1

Instructions: Write your start date and availability in the blanks below. Think about when you **can** work.

My Availability

Start Date	_____, 2018
Availability	Days: _____ / _____ / _____ Times: _____ - _____

Part 2

Instructions: Copy your start date and availability into the **two** Availability tables.

Table 1

HOURS OF AVAILABILITY							
	Mon	Tue	Wed	Thu	Fri	Sat	Sun
From							
To							

Table 2

Availability							
Date available to start (dd/mm/yyyy): _____							
Indicate when you are available to be scheduled (specify a.m. or p.m.). Due to the nature of our business, the more available you are, the more opportunities we can consider you for.							
	Saturday	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday
From							
To							
Overnight yes/no							

Task 5A: Employment History

Grammar – Simple Past

Before students can describe their past work experience, it is essential that they acquire a basic knowledge of the simple past (form, meaning, and use). What is included in this task will vary depending on student ability. For CLB 3 students, the simple past may be new. For CLB 5 students this may not be new but may still pose a challenge. The following link can be added to Moodle so students can practise the simple past form independently:

http://www.agendaweb.org/verbs/past_simple-exercises.html

Below is a list of common work verbs in their present and simple past form. These can be used to help students build a description of their past job experience.

The verbs below can be used as flashcards in matching activities or made into a matching worksheet. Students could be instructed to choose five verbs that relate to their experience and then practise using them in a sentence. Or, use simple past stories to promote noticing and understanding. Again, how the simple past is presented and practised depends on your class. However, *reinforce throughout these activities the meaning of the simple past – a finished action that happened in the past and that may or may not be relevant today.*

Move	Moved
Finish	Finished
Take	Took
Has/have	Had
See	Saw
Type	Typed
Need	Needed
Call	Called
Wash	Washed
Find	Found
Speak	Spoke
Read	Read
Cut	Cut
Sit	Sat
Cook	Cooked
Watch	Watched
Fix	Fixed
Answer	Answered
Say	Said
Fill out	Filled out
Touch	Touched
Sell	Sold
Deliver	Delivered
Assist	Assisted
Prepare	Prepared
Pick up	Picked up
Handle	Handled
Farm	Farmed
Sew	Sewed

Walk	Walked
Start	Started
Do/does	Did
Is/are	Was
Work	Worked
Drive	Drove
Can	Could
Clean	Cleaned
Talk	Talked
Get	Got
Listen	Listened
Write	Wrote
Stand	Stood
Stay	Stayed
Catch	Caught
Make	Made
Use	Used
Ask	Asked
Help	Helped
Meet	Met
Apply	Applied
Serve	Served
Pump	Pumped
Repair	Repaired
Take care of	Took care of
Operate	Operated
Serve	Served
Build	Built

Task 5B: Grammar – Wh- Questions in Simple Past

Put the following questions on the board:

1. Who works on Wednesday?
2. What is his job?
3. Where does he work?

Ask students what time frame this question is happening in (past, present or future). Ask them how they know it's happening now if there are no time phrases (tomorrow, yesterday, etc.) to give it away. Students should answer eventually that it is because of the verb. Have a volunteer come up and circle the verb in each of the three questions (works, is, does). Next, have students find the past form of the following verbs from their simple grammar activities:

- work(s) → worked
- is → was
- do/does → did

Note: You may need to discuss the use of do/does in wh- questions. Possible activity to add.

Hand out the following table. Have students complete the past questions using the previous grammar activity and their notes.

Simple Past Wh- Questions

Part 1

Instructions: Change the present questions to the past questions.

Present	Past
1. Who works on Wednesday?	1. Who _____ on Wednesday?
2. What is his job?	2. What _____ his job?
3. Where does he work ?	3. Where _____ he _____?
4. When do you work ?	4. When _____ you _____?
5. Which days does she work ?	5. Which days _____ she _____?
6. What time does Sara work on Friday?	6. What time _____ Sara _____ on Friday?
7. How many days does Sam work per week?	7. How many days _____ Sam _____ per week?

Simple Past Wh- Questions

Part 2

Instructions: Draw a line from the simple past wh- questions to the best answer.

- | | |
|---|-----------------------|
| 1. Who worked on Wednesday? | 6 |
| 2. What was his job? | Abdalla |
| 3. Where did he work? | Cashier |
| 4. When did you work? | 6:30 p.m. |
| 5. Which days did she work? | On Sunday |
| 6. What time did Sara work on Friday? | At Superstore |
| 7. How many days did Tom work per week? | On Monday and Tuesday |

The following task can be used as practice for CLB 3–5 students or as a reading assessment task for CLB 3 and 4.

Simple Past Wh- Questions

Part 3

- Instructions:** 1. Highlight all the simple past verbs in the story
2. Read Nasir's story and then answer the questions.

Nasir's Work History

From 2010 to 2012, Nasir Onet worked at Swiss Chalet. He was a cook. He prepared food and helped the chef. From 2012 to 2014, he worked at NorQuest College. He was a cleaner. He cleaned the floors and took out the garbage in every classroom. Nasir is now a server at Earls restaurant. He started in 2014. He has many duties at Earls. He takes orders, handles money, and serves customers. He also clears the tables and assists the manager with supply orders. Nasir works very hard and hopes to be a chef in the future.

1. Where does Nasir work now? _____
2. What are his duties at his job right now? _____
3. Where did he work from 2012 to 2014? _____
4. What did he do as a cook? _____
5. Where did Nasir work from 2010 to 2012? _____
6. What did he do in 2013? _____
7. Where did he handle money? _____
8. When did he assist with supply orders? _____

Criteria	1	2	3	4
Found important information and details in a description of job history.				

Task 5C: Employment History

In this task students will reflect on their past and/or current work experience. To begin, break students into small groups and write the instructions on the board.

Instructions: Tell your group about your past job. Try to use the simple past.

Each student will describe their job in as much detail as they can recall. Write the following questions on the board to guide students in their discussion.

- What was your past position (job)?
- Where did you work?
- Who was your employer? Who was your supervisor?
- What were your duties? What did you do?
- When did you work?
- Why did you stop working at this job?

To help prep the students for their writing task, hand out the following paper. Have students read Bonnie's story and then use the same format to write their own. Encourage them to mention the experience they discussed in the previous group activity.

Work History

Part 1

Instructions: Read about Bonnie's work history.

My name is Bonnie. I am a cashier. I work at Superstore. I started in 2016. I have many duties. I handle money and help customers. From 2012 to 2015, I worked at McDonald's. I was a cook. I cooked fries and cleaned the kitchen. From 2010 to 2014, I worked at a day care, in my country. I was a day care worker. I took care of children and played with them.

Part 2

Instructions: Complete the paragraph about **your** work history.

I am a _____. I work / study (*circle one*) at _____. I started in _____. I have many duties. I _____ and _____. From _____ to _____, I worked at _____. I was a _____. I _____ and _____. From _____ to _____, I worked at _____. I was a _____. I _____ and, _____.

Next, instruct each student to take out a blank piece of paper. Have them choose one job from the previous handout. Give them time to write a brief description of this past job.

CLB 3	5 sentences
CLB 4	Short paragraph (8 sentences)
CLB 5	Paragraph (10+ sentences)

Collect this writing task at the end of the class. Mark for sentence order, punctuation, capitals, and appropriate use of simple past verbs. **Note:** Students will need to use this piece of writing when they are doing Task 5D, so either don't collect it until they have completed 5D, or hand it back before they do 5D.

Task 5D

Employment History Section

Instructions: Use your past work experience paragraph to help you fill out the following forms. **Remember to read the titles carefully. Do not leave any blank spaces. Check your work for mistakes!**

Application 1

MY EMPLOYMENT HISTORY	
Current / Most Recent Employer	Can we contact this company? YES <input type="checkbox"/> NO <input type="checkbox"/>
Company: _____ Start Date: _____ End Date: _____	
Supervisor: _____ Phone Number: (____) _____	
Position/Duties: _____	
Reason for Leaving: _____ Starting Pay: _____ Ending Pay: _____	
Previous Employer	Can we contact this company? YES <input type="checkbox"/> NO <input type="checkbox"/>
Company: _____ Start Date: _____ End Date: _____	
Supervisor: _____ Phone Number: (____) _____	
Position/Duties: _____	
Reason for Leaving: _____ Starting Pay: _____ Ending Pay: _____	
Have you ever worked at a Tim Hortons before? YES <input type="checkbox"/> NO <input type="checkbox"/>	
If so, which location? _____ Store #: _____	
Why did you leave? _____	

Application 2

Employment History

1 Current/Last Position Title: Company Name:
 Company Address:
 Responsibilities:
 Date of Employment: Reason for leaving:
 Supervisors Name: Position Title:
 May we contact them? ☐ Yes ☐ No Supervisors Contact Number:

2 Current/Last Position Title: Company Name:
 Company Address:
 Responsibilities:
 Date of Employment: Reason for leaving:
 Supervisors Name: Position Title:
 May we contact them? ☐ Yes ☐ No Supervisors Contact Number:

Task 6A: Education History

In order to complete the education history section of a job application form, students will need to be aware of the different types of education in Alberta. The table below breaks these down. The students in this course typically won't have a lot of education from their home country, and even less from Canada. This may pose as a difficult section for students to complete. It is essential to emphasize the importance of honesty in this section and lay out the consequences of not being honest on your application. Review the use of N/A if answers are not available. Hand out the vocabulary as flashcards, matching exercise or dictionary activity.

Elementary school	A school in Canada for young children (grades 1-6)
Junior high school	A school including grades 7, 8, and sometimes 9
High school	A school in Canada for older children (grades 10-12)
Post-Secondary	A school you attend after you finish high school (e.g., university or college)
Certificate	A document that shows you finished school, a course, or training (usually less than one year)
Diploma	A document which shows you finished a course or graduated from a school (usually two years)
Degree	A document and title that you get when you complete enough classes at a college or university (usually four years)

Task 6B: Education History

Use this handout to test their vocabulary knowledge.

Education History

Instructions: Match the education vocabulary with the correct definition.

- | | |
|--------------------------|---|
| _____ Elementary school | 1. A school you attend after you finish high school (e.g., university or college.) |
| _____ Junior high school | 2. A school in Canada for older children (grades 10-12) |
| _____ High school | 3. A document that shows you finished school, a course, or training (usually less than one year) |
| _____ Post-Secondary | 4. A school including grades 7, 8, and sometimes 9 |
| _____ Certificate | 5. A document and title that you get when you complete enough classes at a college or university (usually four years) |
| _____ Diploma | 6. A school in Canada for young children (grades 1-6) |
| _____ Degree | 7. A document which shows you finished a course or graduated from a school (usually two years) |

Task 6C

Next, hand out the following two example education history sections and instruct students to fill out with their own education information. Review as a class.

Education History

Instructions: Fill out the **two** Education History sections.

EDUCATION & ACTIVITIES
Please specify level of education completed: _____
What hobbies and/or activities are you involved in? _____

Education		
<i>Tell us the highest or equivalent level completed</i>		
Institution Type	Completion	Type of Certification/Diploma/Degree Received
High School Year Completed	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	
Post Secondary	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	

Task 7: References and Signature

This is the last section of the job application that this module will cover. Task 7 will look at how to fill out a reference table and explain where and why to sign the job application.

Task 7A: References

First, have students look up the word reference in their dictionary or class notes. Discuss who would make a good reference/bad reference. Fill out the table below as a class.

Bad Reference	Good Reference
<i>Example:</i> <ul style="list-style-type: none"> Your mother 	<i>Example:</i> <ul style="list-style-type: none"> Your teacher

Next, use the teacher's information to fill out the following reference table together.

REFERENCES			
List any references not given above. Please do not list relatives.			
NAME	OCCUPATION	RELATIONSHIP	PHONE NUMBER

Then hand out the task below. Have students copy the teacher's information and then add two more of their own references. Students will review their completed tables with a partner.

References

Instructions:

1. Copy your teacher's information into the reference table below.
2. Write information for two more references.

REFERENCES			
List any references not given above. Please do not list relatives.			
NAME	OCCUPATION	RELATIONSHIP	PHONE NUMBER

3. Compare your table with a partner. Are these good or bad references? Why or why not?

Task 7B: Signature

In this task, discuss signatures with the class.

1. What is a signature? What is it for? What does it look like?
2. When do you use it?
3. Where can it be found on application forms?
4. Why is it important?

Hand out the activity below and direct students to where their signature should go and what date should go beside it. Note: If time permits, discuss the meaning of the fine print on applications.

Signature

Instructions: Sign and date the **two** application forms below.

Form 1

<p>Please exclude any reference to any organization which could indicate race, religion, marital status, age, colour, gender, ancestry, political beliefs, sexual orientation, place of origin, physical disability, mental disability, or handicap.</p> <p>The undersigned acknowledges that the foregoing statements and information fully and truthfully set forth the true and accurate personal information of the applicant as of the date hereof. The undersigned further acknowledges that for the purposes of determining the suitability of the undersigned for the position applied for, an investigation may be made with respect to relevant information. The undersigned hereby consents to The TDL Group Corp. or its affiliates or agents collecting and retaining such information and conducting further investigations with respect to relevant information. The undersigned further consents to the updating of this information from time to time, as necessary.</p>	
SIGNATURE	DATE

Form 2

<p>I certify that the information on this application is correct and I understand that any misrepresentation or omission of any information will result in my disqualification from consideration for employment or if employed my dismissal for just cause. Wal-Mart Canada Corp may verify the information set forth on this application and obtain additional background information relating to my background. I authorize all persons, schools, companies, corporations, credit bureaus and law enforcement agencies to supply all information concerning my background.</p> <p>On the first day of employment I agree to provide Wal-Mart Canada Corp. proof of my age (as required for company benefit plans and similar administration), Social Insurance Number and appropriate credentials as may be required.</p> <p>I understand that the first 3 months of active service will be probationary during which time my employment may be terminated without notice of termination of employment or pay in lieu thereof.</p>	
<p>Candidate's name (Please print):</p>	
<p>Candidate Signature: Date:</p>	
<p>Feel free to attach a resume to this application form</p>	

Task 8: The Job Application

It is now time for students to put all the sections together and complete a full job application, using their class notes and handouts.

Task 8A: Fill out the Job Application

In this task, hand out the Tim Hortons job application from **Task 1** of this module. Have students work in pairs to complete the application form. Encourage them to look back at their notes for help. Another blank application form can be found on pages 52–54 of *Easy Reading Find a Job* booklet for students to practise.

Next, hand out the job application for their work placement. This application will be provided by the employers who have agreed to host students. Have students complete the application independently. Assist only when necessary.

Task 8B: Fill Out the Online Application

If time permits, introduce the idea of online job applications. See pages 55–59 of *Easy Reading Find a Job* for reading and examples of online applications. Take students to the computer lab and attach the following link to Moodle, Module 3.

http://jobs.timhortons.ca/ca_en/in-restaurant-signup?job_role=1354&restaurant_id=523946&v=ca

Students should use their completed application forms from **Task 8A** to help them fill out the online form. Once they have practised with the Tim Hortons application, send links to students for the online application from the work placement employers. This would be a good time for students to fill them out and potentially send them into the employer. To avoid errors, encourage students to print them off and practise on paper before transferring the answers to the computer.

Task 8C: Correcting a Job Application

The last task of this module is for the instructor to manually fill out a job application, purposefully making errors (missing capitals, blank spaces, illegible writing, information in the wrong spot, etc.). Next, have students circle and correct the mistakes.

Another version could be to collect student applications from **Task 8A**, find examples of errors, anonymously project them to the class, and have students point out and suggest improvements.

Assessment Tasks

By this point, students should be prepared for the assessment tasks. It is estimated that students have completed 10 hours F2F and a minimum of one hour on Moodle, on Module 3. Module 3 has two assessments – reading/writing and writing. **If time permits**, add another writing task: *Fill Out an Online Job Application* assessment. The criteria will be the same as the paper application assessment.

The first task will assess students' ability to fill out a job application form correctly. For the second task, students will be asked to read a story about a newcomer to Canada and copy the information from the story into the application form correctly.

Assessment Task 1: Writing

Select an appropriate job application form. Each student should be given the same form; however, the expectations of ability changes depending on CLB level. For example, CLB 3 students should only be expected to fill out the first 15 items, including personal information and availability table. Break the application form into parts. CLB 5 should be able to complete the full application form, as long as it doesn't include more than 30 items.

CLB 3	12–15 items
CLB 4	15–20 items
CLB 5	20–30 items

Students should be given approximately 30-40 minutes to complete this 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.

CLB 3: Writing (Getting Things Done)

Task: You want to apply for a job. Fill out the job application.

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

Holistic				
Writer completed a simple job application form (12–15 items)	1	2	3	4
Analytic				
Filled all blanks correctly	1	2	3	4
Used capital letters correctly	1	2	3	4
Wrote address, phone number, email correctly	1	2	3	4
Wrote neatly	1	2	3	4
Spelled correctly	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: Writing (Getting Things Done)

Task: You want to apply for a job. Fill out the job application.

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

Holistic				
Writer completed a simple job application form (12–15 items)	1	2	3	4
Analytic				
Filled all blanks correctly	1	2	3	4
Used capital letters correctly	1	2	3	4
Wrote address, phone number, email correctly	1	2	3	4
Wrote neatly	1	2	3	4
Spelled correctly	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 4 level. **Yes** **No**

CLB 5: Writing (Getting Things Done)

Task: You want to apply for a job. Fill out the job application.

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

Holistic				
Writer completed a simple job application form (12–15 items)	1	2	3	4
Analytic				
Filled all blanks correctly	1	2	3	4
Used capital letters correctly	1	2	3	4
Wrote address, phone number, email correctly	1	2	3	4
Wrote neatly	1	2	3	4
Spelled correctly	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 5 level. **Yes** **No**

Assessment Task 2: Reading and Writing

In this task students will read a story about a newcomer to Canada who is searching for a job in Alberta. They will identify and copy the information from the story in the online job application.

Note: Make sure to whiteout the availability times so students can add information from the story. If this online application was used multiple times in class, find and use a different online job application. The criteria and story can remain the same.

Students should be given approximately 30-40 minutes to complete this 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.


CLB 3: Getting Things Done/Reproducing Information

Fill out Aziza's Online Job Application


Instructions: Aziza Ali is a newcomer to Canada from Ethiopia. Read her story. Help Aziza fill out her online job application form.

Aziza's Story

Aziza Ali is a newcomer to Canada. She is thirty-two years old. She came to Edmonton from Ethiopia on September 11, 2013. Now, she lives with her husband in Edmonton. Their address is 10922 12 Street, T6A 1B3. Her cell phone number is 780-967-2215. She doesn't have a home phone number. Her email address is azali@gmail.com. From May 2014 to June 2016, Aziza was a greeter at Superstore. She really liked it. She stopped work because she wanted to study English. Now, Aziza wants to find a different job in Edmonton. Aziza is interested in a part-time cashier position. Her friend told her about a cashier job at Tim Hortons. Aziza can only work 12 hours per week. She is available to work on Tuesdays, Wednesdays, and Saturdays, from 5 p.m. to 9 p.m.



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 SEARCH

TEAM MEMBER APPLICATION

#105756

1 - EDMONTON CITY CENTRE, EDMONTON, AB, T5J 2Y8

First Name*

Last Name*

Street Address*

City*

Province*

Postal Code*

Phone Number*

Email*

How did you hear about this opportunity?*

Availability:

MON	TUE	WED	THU	FRI	SAT	SUN
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
to	to	to	to	to	to	to
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Preferred number of hours per week*

Employment History (If none, please proceed to the next section)

Current / Most Recent Company

Start Date

End date

Position Duties

Reason for leaving

Previous Company

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CLEAR**APPLY**

Retrieved from http://jobs.timhortons.ca/ca_en/in-restaurant-signup?job_role=1354&restaurant_id=523946&v=ca

CLB 3: Assessment Task

Task: Aziza wants to apply for a job. Read her story. Help Aziza fill out her online job application form.

Reading (Comprehending Information/Getting Things Done)

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 story to fill out a job application (___/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 3 level. **Yes No**

Writing (Sharing Information)

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

Holistic				
Writer copied information correctly (12–15 items)	1	2	3	4
Analytic				
Few spelling mistakes	1	2	3	4
Used correct capitals and punctuation	1	2	3	4
Copied address, phone number, email correctly	1	2	3	4
Copied neatly	1	2	3	4
Comments:				

Task is satisfactory if score is 3 or 4 in holistic and at least 12/16 in analytic.

Your score: _____ This task was completed at CLB 3 level. **Yes No**


CLB 4: Getting Things Done/Reproducing Information

Fill out Aziza's Online Job Application


Instructions: Aziza Ali is a newcomer to Canada from Ethiopia. Read her story. Help Aziza fill out her online job application form.

Aziza's Story

Aziza Ali is a newcomer to Canada. She is thirty-two years old. She came to Edmonton from Ethiopia on September 11, 2013. Aziza completed a high school diploma in Ethiopia. She was a storekeeper. Now, she lives with her husband in Edmonton. Their address is 10922 12 Street, T6A 1B3. Her cell phone number is 780-967-2215. She doesn't have a home phone number. Her email address is azali@gmail.com. From May 2014 to June 2016, Aziza was a greeter at Superstore. She worked on Monday, Thursday, and Sunday evenings at Superstore. She really liked it. She stopped work because she wanted to study English. Now, Aziza wants to find a different job in Edmonton. Aziza is interested in a part-time cashier position. Her friend told her about a cashier job at Tim Hortons. Aziza can only work 12 hours per week. She is available to work on Tuesdays, Wednesdays, and Saturdays, from 5 p.m. to 9 p.m. She wants to work more but she goes to ESL classes all week in the mornings.



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 SEARCH

TEAM MEMBER APPLICATION

#105756

1 - EDMONTON CITY CENTRE, EDMONTON, AB, T5J 2Y8

First Name*

Last Name*

Street Address*

City*

Province*

Postal Code*

Phone Number*

Email*

How did you hear about this opportunity?*

Are you legally eligible to work in Canada?*

Have you worked at Tim Hortons before?*

Please specify the highest level of education completed*

What type of employment are you interested in?*

Availability:

MON	TUE	WED	THU	FRI	SAT	SUN
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
to	to	to	to	to	to	to
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Preferred number of hours per week*

Employment History (If none, please proceed to the next section)

Current / Most Recent Company

Start Date


End date

Position Duties

Reason for leaving

Previous Company

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CLEAR **APPLY** 

Retrieved from http://jobs.timhortons.ca/ca_en/in-restaurant-signup?job_role=1354&restaurant_id=523946&v=ca

CLB 4: Assessment Task

Task: Aziza wants to apply for a job. Read her story. Help Aziza fill out her online job application form.

Reading (Comprehending Information/Getting Things Done)

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 story to fill out a job application (___/23)	1	2	3	4
Comments:				

Task is satisfactory if score is 17/23 or more in analytic.

Your score: _____ This task was completed at CLB 4 level. **Yes No**

Writing (Sharing Information)

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

Holistic				
Writer copied information correctly (15–20 items)	1	2	3	4
Analytic				
Few spelling mistakes	1	2	3	4
Used correct capitals and punctuation	1	2	3	4
Copied address, phone number, email correctly	1	2	3	4
Copied neatly	1	2	3	4
Comments:				

Task is satisfactory if score is 3 or 4 in holistic and at least 12/16 in analytic.

Your score: _____ This task was completed at CLB 4 level. **Yes No**

CLB 5: Getting Things Done/Reproducing Information


Fill out Aziza's Online Job Application

Instructions: Aziza Ali is a newcomer to Canada from Ethiopia. Read her story. Help Aziza fill out her online job application form.


Aziza's Story

Aziza Ali is a newcomer to Canada. She is thirty-two years old. She came to Edmonton from Ethiopia on September 11, 2013. In Ethiopia, Aziza completed a university degree in education. She was a teacher at Ababa Elementary School from 2008 to 2013. Her school was in the city, Addis Ababa. She stopped this job because she wanted to come to Canada. Now, she lives with her husband in Edmonton. Their address is 10922 12 Street, T6A 1B3. Her cell phone number is 780-967-2215. She doesn't have a home phone number. Her email address is azali@gmail.com. Aziza would like to be a teacher again, but needs to get more Canadian job experience and to improve her English.

From May 2014 to June 2016, Aziza was a greeter at Superstore. She worked on Monday, Thursday, and Sunday evenings at Superstore. She really liked it. She stopped work because she wanted to study English. Now, Aziza wants to find a different job in Edmonton. Aziza is interested in a part-time cashier position. Her friend told her about a cashier job at Tim Hortons. Aziza can only work 12 hours per week. She is available to work on Tuesdays, Wednesdays, and Saturdays, from 5 p.m. to 9 p.m. She wants to work more but she goes to ESL classes all week in the mornings



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 SEARCH

TEAM MEMBER APPLICATION

#105756

1 - EDMONTON CITY CENTRE, EDMONTON, AB, T5J 2Y8

First Name*

Last Name*

Street Address*

City*

Province*

Postal Code*

Phone Number*

Email*

How did you hear about this opportunity?*

Are you legally eligible to work in Canada?*

Have you worked at Tim Hortons before?*

Please specify the highest level of education completed*

What type of employment are you interested in?*

Availability:

MON	TUE	WED	THU	FRI	SAT	SUN
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
to	to	to	to	to	to	to
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Preferred number of hours per week*

Employment History (If none, please proceed to the next section)

Current / Most Recent Company

Start Date

End date

Position Duties

Reason for leaving

Previous Company

Start Date

End Date

Position Duties

Reason for leaving

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CLEAR

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CLB 5: Assessment Task

Task: Aziza wants to apply for a job. Read her story. Help Aziza fill out her online job application form.

Reading (Comprehending Information/Getting Things Done)

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 story to fill out a job application (___/28)	1	2	3	4
Comments:				

Task is satisfactory if score is 20/28 or more in analytic.

Your score: _____ This task was completed at CLB 5 level. **Yes No**

Writing (Sharing Information)

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

Holistic				
Writer copied information correctly (15–20 items)	1	2	3	4
Analytic				
Few spelling mistakes	1	2	3	4
Used correct capitals and punctuation	1	2	3	4
Copied address, phone number, email correctly	1	2	3	4
Copied neatly	1	2	3	4
Comments:				

Task is satisfactory if score is 3 or 4 in holistic and at least 12/16 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 3. Once the students have completed the reflection, instruct them to look back at the Essential Skills Checklist. Instruct students to read through the checklist again and mark, with a different colour pen, 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.