

# **XLAN 1910**

Language for Work

## **Module 9: Career Planning/Employment Vocabulary Review**

Instructor Guide

Integrated Language and Workforce Training

Faculty of Foundational, Career, and Intercultural Studies  
Integrated Language and Workforce Training  
Module 9: Career Planning/Employment Vocabulary Review  
Instructor Guide

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# Module 9: Instructor Guide

## Module Overview

In this module students will reflect on their work attachment experience and create a career plan. At the end of this module, students will complete one speaking and one writing assessment task. The speaking will have students present their career plans to the class in the form of a presentation (CLB 5) or one-on-one interview with the instructor (CLB 3/4). The writing tasks will assess students' ability to describe their work placement experience (CLB 3) or future career plans (CLB 4/5) in writing. This module will also give students an opportunity to review all employment vocabulary presented throughout the course. Module 9 consists of 10 hours face-to-face and a minimum one hour of independent vocabulary review on Moodle.

## Module Objectives

- Reflect on pros and cons of workplace attachment experience – Tasks 1, 2, 4, 8; Assessment Task 1
- Learn how to describe likes and dislikes (CLB 3) – Task 9; Assessment Task 1
- Create a basic career plan (CLB 3-5) – Tasks 7, 10; Assessment Tasks 1 and 2
- Improve presentation/public speaking skills (CLB 5) – Task 11; Assessment Task 2
- Improve writing skills (CLB 3-5) – Tasks 3, 4, 5, 6A, 6B; Assessment Task 1
- Review course vocabulary on Moodle (CLB 3-5) – Activity 1

## Required Resources

1. Completed **Module 1: Introduction to the Alberta Workforce** section of *Easy Reading Career Planning Series: Work and You, Book 1- Make Some Job Choices*.
2. Completed **Module 6: Work Attachment Student Booklet**.
3. Instructor copy of *Easy Reading Work and You Book 2: Decide on a Job* (pp. 24-44, 50, 52-58)
4. Class set of Oxford Essential Dictionaries
5. Access to computer lab or class set of laptops with internet access
6. Tasks and activities included in this module booklet.
7. Quizlet: [https://quizlet.com/\\_3ms3zz](https://quizlet.com/_3ms3zz)

## Vocabulary Activity 1: Independent Work

1. Have students log in to Moodle.
2. Direct students towards **Module 9: Career Planning**.
3. Click on *Vocabulary Review- Integrated Language and Workforce Training Quizlet*. ([https://quizlet.com/\\_3ms3zz](https://quizlet.com/_3ms3zz))
4. Instruct students to review the vocabulary from the course on their own time. There is no official vocabulary quiz for this module. Students can quiz themselves on Quizlet.

## Task 1: Work Attachment Reflection

To begin this module, students will reflect on their work attachment experience. Each CLB level will be given a different reflection and asked to answer the questions on the handout. Instruct students to answer the questions thoroughly and honestly. Enforce that their reflections will not be shown to their placement employer. The purpose of this task is for students to think about what skills they offered to the employer, what skills they learned on the job, and what skills they need to focus on in the future to do this job (or another job) more efficiently. It is also to get students to start thinking about whether their job placement was a good fit for them or whether they want to pursue a different career goal.

## CLB 3: Workplace Attachment Reflection

**Instructions:** Look at your **Module 6: Work Attachment Student Booklet**.

Think about your work placement experience.

Answer the following questions.

1. Total hours worked: \_\_\_\_\_
2. My work experience was \_\_\_\_\_ and \_\_\_\_\_.

Choose two words to describe your work attachment experience or write your own words.

easy	short
difficult	interesting
long	boring

3. **New Vocabulary:** Write the four most important words you learned from your work experience. Use each new word in a **full** sentence.

- a. \_\_\_\_\_ - \_\_\_\_\_  
\_\_\_\_\_
- b. \_\_\_\_\_ - \_\_\_\_\_  
\_\_\_\_\_
- c. \_\_\_\_\_ - \_\_\_\_\_  
\_\_\_\_\_
- d. \_\_\_\_\_ - \_\_\_\_\_  
\_\_\_\_\_

4. Fill in the following table about your work attachment experience:

Write one easy thing.	Write one difficult thing.	Write your favourite thing.

**Instructions:** Answer the following questions.

- 1. Do you like this job? (Circle your answer) **Yes or No**  
 What do you like about this job? \_\_\_\_\_  
 \_\_\_\_\_  
 What do you not like about this job? \_\_\_\_\_  
 \_\_\_\_\_
- 2. Do you want to continue to work at this job? (Circle your answer) **Yes or No**
- 3. Do you want to search for a new job? (Circle your answer) **Yes or No**

## Table 1

**Instructions:** Think about your work skills.

Put a **checkmark** (✓) under how you feel about each sentence.

	No	Sometimes, but I need more practice	Yes	N/A
I can use math at work.				
I can use the computer at work.				
I can fill out forms at work.				
I work safely.				
I can follow instructions at work.				
I can work in groups.				
I can work alone, without help.				
I can ask questions at work.				
I understand my co-workers.				
I am polite to my co-workers.				

## Table 2

**Instructions:** Complete Table 2 with information from Table 1.

Copy your **No** sentences under question 1.

Copy the **Sometimes** sentences under question 2.

1. What skills do I need to learn?	2. What skills do I need to practise?
<i>Copy the "No" sentences below.</i>	<i>Copy the "Sometimes, but I need more practice" sentences below.</i>



## CLB 4: Workplace Attachment Reflection

**Instructions:** Look at your **Module 6: Work Attachment Student Booklet**. Think about your work placement experience. Answer the following questions.

1. Total hours worked: \_\_\_\_\_
2. My work experience was \_\_\_\_\_ and \_\_\_\_\_.

Choose two words to describe your work attachment experience or write your own words.

easy	short
difficult	interesting
long	boring

3. **New Vocabulary:** Write the four most important words you learned from your work experience. Use each new word in a **full** sentence.

- a. \_\_\_\_\_ - \_\_\_\_\_  
\_\_\_\_\_
- b. \_\_\_\_\_ - \_\_\_\_\_  
\_\_\_\_\_
- c. \_\_\_\_\_ - \_\_\_\_\_  
\_\_\_\_\_
- d. \_\_\_\_\_ - \_\_\_\_\_  
\_\_\_\_\_

4. Fill in the following table about your work attachment experience:

Write one easy thing.	Write one difficult thing.	Write your favourite thing.

**Instructions:** Answer the following questions.

1. Do you like this job? (Circle your answer) **Yes or No**

What do you like about this job? \_\_\_\_\_

\_\_\_\_\_

What do you not like about this job? \_\_\_\_\_

\_\_\_\_\_

2. Do you want to continue to work at this job? (Circle your answer) **Yes or No**

3. Do you want to search for a new job? (Circle your answer) **Yes or No**

## Table 1

**Instructions:** Think about your work skills.

Put a **checkmark** (✓) under how you feel about each sentence.

	No	Sometimes, but I need more practice	Yes	N/A
I can use math at work.				
I can use the computer at work.				
I can fill out forms at work.				
I work safely.				
I can follow instructions at work.				
I can work in groups.				
I can work alone, without help.				
I can ask questions at work.				
I understand my co-workers.				
I am polite to my co-workers.				
I arrive at work on time.				
I go to work prepared.				

## Table 2

**Instructions:** Complete Table 2 with information from Table 1.  
 Copy your **No** sentences under question 1.  
 Copy the **Sometimes** sentences under question 2.  
 Write other work skills you think you need to learn and/or skills that you need to practise.

1. What skills do I need to learn?	2. What skills do I need to practise?
<i>Copy the "No" sentences below.</i>	<i>Copy the "Sometimes, but I need more practice" sentences below.</i>

**Instructions:** Find a partner. Ask your partner the following questions. Your partner will then ask you the same questions.

1. Tell me about your workplace attachment experience.
2. What did you like about your work attachment?
3. What did you not like about your work attachment?
4. What skills did you need to do the job?
5. Did you have the skills to do the job or did you need to learn them?

## CLB 5: Workplace Attachment Reflection

**Instructions:** Look at your **Module 6: Work Attachment Student Booklet**. Think about your work placement experience. Answer the following questions.

- Total hours worked: \_\_\_\_\_
- My work experience was \_\_\_\_\_ and \_\_\_\_\_.

Choose two words to describe your work attachment experience or write your own words.

easy	short
difficult	interesting
long	boring

- New Vocabulary:** Write the four most important words you learned from your work experience. Use each new word in a **full** sentence.

a. \_\_\_\_\_ - \_\_\_\_\_

\_\_\_\_\_

b. \_\_\_\_\_ - \_\_\_\_\_

\_\_\_\_\_

c. \_\_\_\_\_ - \_\_\_\_\_

\_\_\_\_\_

d. \_\_\_\_\_ - \_\_\_\_\_

\_\_\_\_\_

- Fill in the following table about your work attachment experience:

Write one easy thing.	Write one difficult thing.	Write your favourite thing.

**Instructions:** Answer the following questions.

1. Do you like this job? (Circle your answer) **Yes or No**

What do you like about this job? \_\_\_\_\_

\_\_\_\_\_

What do you not like about this job? \_\_\_\_\_

\_\_\_\_\_

2. Do you want to continue to work at this job? (Circle your answer) **Yes or No**

3. Do you want to search for a new job? (Circle your answer) **Yes or No**

### Table 1

**Instructions:** Think about your work skills.

Put a **checkmark** (✓) under how you feel about each sentence.

	No	Sometimes, but I need more practice	Yes	N/A
I can use math at work.				
I can use the computer at work.				
I can fill out forms at work.				
I work safely.				
I can follow instructions at work.				
I can work in groups.				
I can work alone, without help.				
I can ask questions at work.				
I understand my co-workers.				
I am polite to my co-workers.				
I arrive at work on time.				
I go to work prepared.				

## Table 2

**Instructions:** Complete Table 2 with information from Table 1.  
 Copy your **No** sentences under question 1.  
 Copy the **Sometimes** sentences under question 2.  
 Write other work skills you think you need to learn and/or skills that you need to practise.

1. What skills do I need to learn?	2. What skills do I need to practise?
<i>Copy the "No" sentences below.</i>	<i>Copy the "Sometimes, but I need more practice" sentences below.</i>

**Instructions:** Find a partner. Ask your partner the following questions. Your partner will then ask you the same questions.

1. Tell me about your workplace attachment experience.
2. What did you like about your work attachment?
3. What did you not like about your work attachment?
4. What skills did you need to do the job?
5. Did you have the skills to do the job or did you need to learn them?

## Task 2: Review Employer Evaluation

In this task, the instructor will hand out the completed employer evaluations. Go over the evaluation format as a class. The vocabulary will be very difficult for all levels. Clarify vocabulary as necessary and give students time to look up new words in their dictionary. As a class, focus students on the grading scale and what it means:

<b>U</b> -Unable to Assess <b>1</b> -Poor <b>2</b> -Needs improvement <b>3</b> -Satisfactory <b>4</b> -Very Good <b>5</b> -Excellent
--

Hand out the evaluation questions to CLB 4 and 5 students. Allow them to work with a partner if they are comfortable with sharing their results. Assist students one-on-one as necessary.

**Note:** CLB 3 students may need to sit this task out. Have CLB 3 students begin the next task with the instructional assistant – Task 3 Simple Past Work Verbs.

## Evaluation of Student by Employer

### Integrated Language and Workforce Training Course

Please evaluate the student and return this form to the instructor. Thank you.

Fax: \_\_\_\_\_ Email: \_\_\_\_\_

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

Employer Supervisor: \_\_\_\_\_

Student: \_\_\_\_\_

Job Title: \_\_\_\_\_

Please comment on the student's performance of assigned tasks:

Main Tasks	How did he/she do?

Please use the following scale to rate the student's overall participation and soft skills:

U-Unable to Assess	1-Poor	2-Needs improvement	3-Satisfactory	4-Very Good	5-Excellent	
Attendance/punctuality	U	1	2	3	4	5
Dependability/reliability	U	1	2	3	4	5
Positive attitude/enthusiasm	U	1	2	3	4	5
Participation/ability to work as part of a team	U	1	2	3	4	5
Self-motivation and resourcefulness (ability to work independently)	U	1	2	3	4	5
Interpersonal and communication skills	U	1	2	3	4	5
Work ethic/flexibility	U	1	2	3	4	5
Willingness to learn and to receive feedback	U	1	2	3	4	5



## CLB 4: Student Evaluation Questions

1. What is your employer's name? \_\_\_\_\_
2. What was your job title? \_\_\_\_\_
3. Name two things you did at your job.
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
4. Did your employer think you did these tasks well? (Circle your answer)     **Yes** or **No**
5. Name two skills you did well.
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
6. Name two skills you need to practise.
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
7. How will you improve these skills?
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_

## CLB 5: Student Evaluation Questions

1. What is your employer's name? \_\_\_\_\_
2. What was your job title? \_\_\_\_\_
3. Name two things you did at your job.
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
4. Did your employer think you did these tasks well? (Circle your answer)     **Yes** or **No**
5. Name two skills you did well.
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
6. Name two skills you need to practise.
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
7. How will you improve these skills?
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
8. What does your employer recommend you do to improve your skills?  
\_\_\_\_\_  
\_\_\_\_\_

## Task 3: Grammar – Simple Past

For this task, students will need their completed **Module 6: Work Attachment Student Booklet**. Group students together based on the employer they completed their work attachment with. Give students instructions to go through their workbooks and make a list of the new verbs they learned while on placement. Once each group has completed the list, hand out the following table on large chart paper. Instruct students to organize the verbs into present or simple past. Then have them complete the table with the missing verbs.

**NOTE: Keep these tables as relevant vocabulary to create future employer-specific online Moodle modules.**

### My Work Attachment Action Words

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

Present Action Word	Simple Past Action Word
Work	Worked

Once the tables are complete, separate students into CLB levels. Instruct CLB 3 students to practise the pronunciation of the simple past verbs (-t/ -d/ -ed). They could, time permitting, organize the verbs into another table based on the pronunciation, followed by more practice.

-t	-d	-ed

CLB 4 students should practise using the simple past verbs in the table in correct sentences (e.g., I worked two shifts per week.). CLB 5 students can practise using the simple past verbs in sentences describing their work attachment experience (e.g., I worked with two people at my work placement. I used a machine every day. The machine punched holes in metal.).

## Task 4: Writing about Work Experience

In this task, students will use the verbs from **Task 3** to write about their work attachment experience. Instruct students to think about their experience and review their work placement reflections for ideas. Then hand out the following level-appropriate tasks. When completed, collect the writing tasks for marking. Hand them back at the next class for review.

**NOTE:** When marking, look for the following criteria:

### CLB 3–5

- Sentence order
- Capitals
- Punctuation (periods, commas)
- Use of simple past
- Correct use of employment vocabulary
- Spelling

### CLB 4–5

- Basic paragraph structure (indent, topic sentence, supporting sentences)
- Connected sentences (using and, but, or, etc.)

### CLB 5

- Organization (ordered events, relevant to topic)
- Use of more complex sentences (if... when... clauses, etc.)

## CLB 3: My Work Attachment Experience

**Instructions:** Write five sentences about what you did at your work attachment.

## CLB 4: My Work Attachment Experience

**Instructions:** Write a paragraph about your duties at your work attachment (8–10 sentences).

## CLB 5: My Work Attachment Experience

**Instructions:** Write a paragraph about a *memorable* shift you had during your work attachment (good or bad experience). Why was it so *memorable*? (10 sentences)

## Task 5: Grammar – Future Tense

In this task, students will work on the future tense. They will need this grammar point to express their future career plans. This may be challenging grammar for some students but not for others. Adjust the grammar lesson accordingly. Stick to teaching only **will** and **want to** (CLB 3-5) and **be going to** and **would like to** (CLB 4 and 5) as ways to describe plans for the future. Give students a variety of activities that focus on the form, the meaning, and the use – not just the form! Use the following resources to help you design level-appropriate grammar tasks:

**Textbooks:**

- *Azar* (red book)
- *Focus on Grammar 2 & 3*
- *Fun with Grammar: Communicative Activities for the Azar Grammar Series* (Suzanne W. Woodward)
- *Ventures 2 & 3*

**Online:**

- ESL library – <https://esllibrary.com>
- Agenda Web – <http://www.agendaweb.org/>

Upload the following link to Moodle for extra practice:

<http://www.agendaweb.org/verbs/future-be-going-to-exercises.html>

## Task 6A: Signal Phrases

In this task, CLB 3-5 students will be introduced to signal phrases used in describing a sequence of events. This concept was introduced earlier in the course when students were studying understanding and following instructions. Refer back to those previous activities if helpful. Use the following signal phrases in this module.

First	Next	Then	After that	Finally
-------	------	------	------------	---------

Students will use these phrases to help them describe the steps they will take to reach their future career goal.

To introduce these phrases in a tactile way, print each phrase on a large coloured cue card and write them on the board. Then, select about five volunteers. Have these volunteers come to the front of the class and line up, in any order. Direct the class to the phrases on the board and ask other students to come up and give out the cue cards where they think they make the most sense. Ask other students to use the phrases on the cue cards to describe the order of people in the line. For example, a student gives Mohamed the card with *First* on it. The class then makes up a sentence describing Mohamed – *First* is Mohamed OR Mohamed is *first*. If Fatima is given the card with *Next* on it, students will make up a sentence – *Next* is Fatima. Once one sentence has been made for each phrase, collect the cards, rearrange the students in line and repeat the activity. Write the sentences on the board and attach the cue card with a magnet, to reinforce sentence order, if helpful.

## Task 6B: Signal Phrases

The purpose of this task is to make students aware that signal phrases also show time order, **not only** the order of objects as shown by **Task 6A**. In this task, students work with a partner and write down the things they are going to do after class is over today. Emphasize that they should write in full sentences.

Examples: "Take the bus" or "Pick up my children."

Next, have students think about in what order they are going to do these things. Instruct students to rewrite their sentences in the future tense and in the correct order. Then, tell students to reread and edit their sentences for capitals, punctuation, and spelling. Finally, get students to add a signal phrase that is most appropriate to the beginning of each sentence. Have them share a sentence with the class, and make corrections as necessary.

## Task 7: Listening to the Order of Events and Future Plans

In this task, students will practise listening for order of events in the future. Below is the transcript. ***The transcript needs to be recorded.*** It can be modified to fit the majority CLB level of the class. This transcript and task will be difficult for CLB 3 students. In order to make it a bit easier, hand out the transcript to CLB 3 students and allow them to read it first and follow along while the recording is played for the first time. They can use the transcript to order the events if necessary. If time permits, create another similar task for extra practice.

### Listening Transcript

My name is Anisha. I'm 24 years old. I'm a newcomer to Canada from Ukraine. I'm a student in the Language for Work course right now. I finished my work attachment last week and now I'm making a career plan. First, I'm going to finish the Language for Work course. Then I'm going to search online for a job at PetSmart. I'm interested in working with animals. After I find a job posting, I will fill out the job application and then submit. Next, I will work at PetSmart and learn a lot about the job. In two years, I'm going to apply for a management position at PetSmart.

## CLB 3: Listening to Future Plans

**Instructions:** Put the following events in order.

- \_\_\_\_\_ Work at PetSmart and learn.
- \_\_\_\_\_ Find a job posting.
- \_\_\_\_\_ Apply for a job at PetSmart.
- \_\_\_\_\_ Finish the Language for Work course.
- \_\_\_\_\_ Apply for a management job.

**Total:** \_\_\_/5 marks

## CLB 4: Listening to Order of Events

**Instructions:** Put the following events in order.

- \_\_\_\_\_ Work at PetSmart and learn.
- \_\_\_\_\_ Finish work attachment.
- \_\_\_\_\_ Find a job posting.
- \_\_\_\_\_ Apply for a job at PetSmart.
- \_\_\_\_\_ Finish the Language for Work course.
- \_\_\_\_\_ Apply for a management job.

**Total:** \_\_\_/6 marks

## CLB 5: Listening to Order of Events

**Instructions:** Put the following events in order.

- \_\_\_\_\_ Came to Canada.
- \_\_\_\_\_ Work at PetSmart and learn.
- \_\_\_\_\_ Find a job posting.
- \_\_\_\_\_ Apply for a job at PetSmart.
- \_\_\_\_\_ Finish the Language for Work course.
- \_\_\_\_\_ Apply for a management job.
- \_\_\_\_\_ Finish work attachment.

**Total:** \_\_\_/7 marks

## Task 8: Module 1 Reflection

In this task, students will look back at their Module 1: Writing Assessment. In this assessment, students were asked to write about the job they wanted to do in the future.

**NOTE: This is also a good time in the course to make sure that students' binders are organized!**

Instruct students to read their assessment and discuss the following questions in CLB level groups.

### CLB 3–5

- What job did you choose in Module 1?
- What do you like about your job choice?
- What do you not like about your job choice?
- Do you still want to do this job in the future? Why or why not?
- Can you get your job choice right now? How long will it take you to get this job?
- What do you need to do to get your job choice?

### CLB 4–5

- Was this job the same or different from your work attachment job?
- Which job (your choice or your attachment) do you like better?
- Why? Which job are you more qualified for?
- Do you have the skills you need for your choice job? What skills do you need to learn?
- What skills did you learn at your work attachment that will help you in your job choice?

### CLB 5

- Do you think your work attachment will help you get your job choice? If so, how? If not, why not?
- Would continuing to work at your work attachment help you get this job choice in the future? If so, how? If not, why not?



## Task 9

This task will be **completed by CLB 3 students only** and will be led by the instructor’s assistant while the CLB 4 and 5 students are working on TASK10. This task will focus on describing likes and dislikes in the past. This will help prepare students for their writing assessment at the end of this module. Start with like and dislike in the present, then move to the simple past. Introduce students to the change in verb form if using two verbs in a row. Explain that it shows like or dislike of the action (verb), not the thing (noun).

E.g.: I like *soccer*. → I like *playing* soccer.  
 I don’t like *soccer*. → I don’t like *playing* soccer.

Use the questions: “What do you like to do?” or “What do you not like to do?” This will engage the students in the form before adding the more complicated employment vocabulary. Have students write two likes and two dislikes in their notebook. Edit as necessary.

Next, introduce the form of like and dislike in the simple past. Note that the second verb takes the same form as in the present. Have students write two “liked” sentences and two “disliked” sentences in their notebooks. Use the questions “What did you like to do in your country?” and “What didn’t you like to do in your country?” Edit as necessary.

Practise the pronunciation of *liked (-d)*, *did (-d)* and *didn’t (n’t)*. These can be tricky for students but essential for comprehension.

Like → **liked** *playing*  
 Don’t like → **didn’t** like *playing*

Then, if possible, break students into small groups based on their work attachment employer. Have students complete the following table about what they liked and didn’t like about their work attachment. Once the table is complete, instruct students to write complete sentences describing three likes and three dislikes. They will create sentences with the group. Next, they will exchange the sentences with a different group for editing. If there are not enough students, complete the table together and have each student write one sentence and edit as a group.

### CLB 3: Likes and Dislikes

**Instructions:** Complete the following table about what you liked and didn't like in your work placement.

Likes	Dislikes
<i><b>I liked...</b></i>	<i><b>I didn't like...</b></i>

Next, have students practise asking and answering the following questions. Monitor and give feedback as necessary.

1. What did you like about your first day in Canada?

I liked \_\_\_\_\_.

2. What didn't you like about your first day in Canada?

I didn't like \_\_\_\_\_.

3. What did you like about class yesterday? \_\_\_\_\_

\_\_\_\_\_

4. What didn't you like about class yesterday? \_\_\_\_\_

\_\_\_\_\_

5. What did you like about your job attachment? \_\_\_\_\_

\_\_\_\_\_

6. What didn't you like about your job attachment? \_\_\_\_\_

\_\_\_\_\_

## Task 10: CLB 4 and 5 – Research Future Career Plan

By the end of **TASK 8** students should have a good idea of the type of job they want to get in the future. For this task, keeping that job idea in mind. CLB 4 and 5 students will research and gather information about their job choice. Meanwhile, CLB 3 students will work on TASK 9. This task will require computer and internet access. They can use the following familiar websites:

- <https://alis.alberta.ca/inspire-and-motivate/easy-reading-job-profiles/>
- <https://www.jobbank.gc.ca/jobseekers.do>
- <https://www.jobbank.gc.ca/home-eng.do?lang=eng>, or <https://www.workopolis.com/shared>

Students will find and print off a job profile, a job posting, and a job application for a job in Alberta that is, or is close to, their job choice. Students will read over the information and practise filling out the application form. **NOTE: Help direct students to jobs that they are qualified or semi-qualified for. These should be entry-level jobs with minimal required skill, education, and experience.** Next, both CLB 4 and 5 will answer the following questions about the information they found online. Once the questions below are completed, instruct CLB 4 students to practise asking and answering these questions with a partner. Challenge them by seeing if they can come up with other questions to ask about their jobs. CLB 5 students will then move on to **Task 11**.

## My Job Choice

1. What is the name of the job you chose? \_\_\_\_\_
2. How many hours a week is this job? \_\_\_\_\_
3. How much is the pay? \_\_\_\_\_
4. What English level do you need for this job? \_\_\_\_\_
5. What skills do you need for this job? \_\_\_\_\_
6. Do you have all the required skills? **Yes or No**  
 If no, what skills do you need to learn?  
 \_\_\_\_\_
7. How much experience do you need? \_\_\_\_\_
8. Do you have enough experience for this job? **Yes or No**  
 If no, how can you get more experience?  
 \_\_\_\_\_
9. Why did you choose this job?  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
10. What steps will you take to get this job in the future?
  - a. First, \_\_\_\_\_
  - b. Then, \_\_\_\_\_
  - c. Next, \_\_\_\_\_
  - d. After, \_\_\_\_\_
  - e. Finally, \_\_\_\_\_

## Task 11

This task is only for CLB 5 students to help prepare them for their presentation assessment. In the meantime, CLB 4 students can continue to work on their online research (**Task 10**). For their CLB 5 assessment, students will turn their career plan research into a five-minute presentation. This task will outline the basic presentation structure, introduce transitional phrases, and discuss presentation body language.

### CLB 5: How to give a good presentation

#### Parts of an Organized Presentation

First, introduce students to the basic organization of a good presentation. Hand out the following key phrases to help transition from one section of the presentation to the other.

1. Greet audience (Good morning/afternoon....)
2. Introduce yourself and your topic (My name is ..... I'm going to talk about.....)
3. Outline the order of the presentation (My presentation has three parts: .....)
4. First section (First, I'm going to tell you about my job choice. ....)
5. Second section (Next, I will talk about how I'm going to get this job in the future)
6. Third section (optional)
7. Closing remarks (This brings me to the end of my presentation. Thank you for listening.)
8. Questions??? (Do you have any questions?)

Play the following video as a good example of presentation organization:

*Delivering a Good Presentation – Identify the Good Techniques* at <https://www.youtube.com/watch?v=5utoLhjUuAI>

Next, discuss the appropriate body language required during a presentation. Brainstorm what ideas they have about what makes a good presenter. Make a group list. Then, play the following videos comparing a good vs. a bad presenter. Discuss the differences and refer back to the brainstorming list to see how close they were, add anything extra that was brought up by the videos.

*Presentation Good/Bad Examples* at <https://www.youtube.com/watch?v=S5c1susCPAE>

*Presentations: The Good the Bad and the Ugly* at <https://www.youtube.com/watch?v=Zo0LFM5Jcsk>

*Delivering a Bad Presentation – Spot the mistakes* at <https://www.youtube.com/watch?v=ATfY8dvbuFg>

*How to Present a Good Presentation: Become a Good Presenter* at <https://www.youtube.com/watch?v=cZpsCyoD9pE>

To practise the organization and body language for a good presentation, hand out random classroom objects to each CLB 5 student. Give them three minutes to think about it and

then have them present about the object to their classmates. Repeat this activity with different objects as required. Give classmates the following checklist so that they can offer the presenter productive feedback.

## Presentation Checklist

**Instructions:** Listen to your classmate’s presentation. Fill out the following checklist. When you are finished, hand it to the presenter.

**Presenter’s Name:** \_\_\_\_\_

	Yes	No	Sometimes
Greeting?			
Introduced self? Topic?			
Outlined presentation?			
Gave good detail about object?			
Closing? Thank you?			
Questions?			
Eye contact?			
Stood still?			
Clear voice?			

Lastly, give students time to prepare their presentation about their career choice. Hand out the following assignment instructions sheet to make sure they include all the required information. Schedule time slots for each student to present before the class is over. They can present as they are ready. Depending on how the class feels, allow CLB 3 and 4 students to watch the presentations.

## CLB 5: Career Plan Presentation Criteria

**Instructions:** You will prepare a **five-minute presentation** about your future job plan. Use the information you found online to help you organize your presentation. You will need to answer all of the following questions in your presentation:

1. **Tell us about the job.**
  - a. What is the name of the job?
  - b. Who is the employer?
  - c. What are the duties of the job?
  - d. How many hours per week is the job?
  - e. Where do you work?
  - f. How much does it pay?
2. **Tell us about the skills, education, and experience you need.**
  - a. What skills do you need for this job?
  - b. How much experience is required?
  - c. What level of education do you need? What English level do you need?
3. **Why did you choose this job?** Explain your answer.
4. **What do you need to do in the future to get this job?** Tell us all the steps you will take.

Make sure your presentation is organized and that you use correct body language while presenting. Good luck! 😊

# Assessment Tasks

## Assessment Task 1: Writing

### CLB 3: Sharing Information

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

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

### My Work Attachment Experience

**Instructions:** Your career advisor wants to know what you liked and didn't like about your work attachment experience. Write five sentences to describe your experience.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

## CLB 3: Writing – My Work Attachment Experience (Sharing Information)

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

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

**Task:** Your career advisor wants to know what you liked and didn't like about your work attachment. Write five sentences describing your experience.

**Rating scale:** **1**=unable to achieve

**2**=needs help (below CLB 3)

**3**=satisfactory (at CLB 3 level)

**4**=very good

Holistic				
Writer described work attachment experience. 1. Message can be understood by the reader 2. Sentences is complete	1	2	3	4
Analytic				
Did you use correct punctuation?	1	2	3	4
Did you use correct capitals?	1	2	3	4
Did you use correct spelling?	1	2	3	4
Did you use correct sentence order? (S+V+O, and tenses appropriate for task)	1	2	3	4
Did you describe your likes and dislikes?	1	2	3	4
Did you use correct words for the task? (will be limited)	1	2	3	4
Comments:				

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

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

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



## CLB 4: Sharing Information

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

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

### My Career Plan

**Instructions:** Your career advisor wants to know about the job you want to do in the future. Write a paragraph describing your career goal.

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## CLB 4: Writing – My Career Plan (Sharing Information)

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

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

**Task:** Your career advisor wants to know about the job you want to do in the future. Write a paragraph describing your career goal.

**Rating scale:** **1**=unable to achieve

**2**=needs help (below CLB 4)

**3**=satisfactory (at CLB 4 level)

**4**=very good

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

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

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

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

# CLB 5: Sharing Information

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

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

## My Career Plan

**Instructions:** Your career advisor wants to know about your future career plan. Write a paragraph describing your career goal and the steps you must take to achieve your career goal.

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## CLB 5: Writing – My Career Plan (Sharing Information)

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

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

**Task:** Your career advisor wants to know about your future career plan. Write a paragraph describing your career goal and the steps you must take to achieve your career goal.

**Rating scale:** **1**=unable to achieve

**2**=needs help (below CLB 5)

**3**=satisfactory (at CLB 5 level)

**4**=very good

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

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

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

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

## Assessment Task 2: Speaking

### CLB 3: Sharing Information

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

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

#### My Career Plan

**Instructions:** Your career advisor wants to know about your work attachment experience. Describe what you liked and did not like about your work attachment. Tell your advisor about your future job plan.

## CLB 3: Speaking – My Work Attachment Experience (Sharing Information)

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

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

**Task:** Tell your teacher about your work attachment. Talk about what you liked and didn't like. Share your future job plan.

**Rating scale:** **1**=unable to achieve

**2**=needs help (below CLB 3)

**3**=satisfactory (at CLB 3 level)

**4**=very good

Holistic				
Speaker participates in a conversation about their work attachment experience and future job goal. 1. Message can be understood by the listener 2. Description is complete	1	2	3	4
Analytic				
Did you describe your experience in 4–5 sentences?	1	2	3	4
Was your delivery understandable (with some pauses/hesitations)?	1	2	3	4
Could we hear you?	1	2	3	4
Did you use English correctly? (S+V+O, and tenses appropriate for task)	1	2	3	4
Did you use correct words for the task? (will be limited)	1	2	3	4
Comments:				

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

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

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

## CLB 4: Sharing Information

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

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

### My Career Plan

**Instructions:** Your advisor wants to know about the job you want to do in the future. Participate in an interview with your advisor. Describe your career plan.

## CLB 4: Speaking – My Career Plan (Sharing Information)

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

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

**Task:** Talk about your future career plan with your teacher or a small group of your classmates.

**Rating scale:** **1**=unable to achieve

**2**=needs help (below CLB 4)

**3**=satisfactory (at CLB 4 level)

**4**=very good

Holistic				
Speaker participates in a conversation about their future career goal. 1. Message can be understood by the listener 2. Description is complete	1	2	3	4
Analytic				
Did you describe your job in 5–7 sentences?	1	2	3	4
Were your sentences connected?	1	2	3	4
Was your delivery understandable (with some pauses/hesitations)?	1	2	3	4
Did you use English correctly? (S+V+O, and tenses appropriate for task)	1	2	3	4
Did you use correct words for the task? (will be limited)	1	2	3	4
Did you use correct grammar for the task? (Future tense: will be/going to)	1	2	3	4
Did you use correct signal phrases? (first, then...etc.)	1	2	3	4
Comments:				

**Task is satisfactory if score is 3 or 4 in holistic and at least 21/28 in analytic.**

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

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



## CLB 5: Sharing Information

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

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

### My Career Plan

**Instructions:** Your class wants to know about the job you want to do in the future. Make a presentation about your career plan and present it to the class. Describe your career plan in as much detail as possible. Use the following questions to help you organize your presentation. Presentations are five minutes long.

**1. Tell us about the job.**

- a. What is the name of the job?
- b. Who is the employer?
- c. What are the duties of the job?
- d. How many hours per week is the job?
- e. Where do you work?
- f. How much does it pay?

**2. Tell us about the skills, education, and experience you need.**

- a. What skills do you need for this job?
- b. How much experience is required?
- c. What level of education do you need? What English level do you need?

**3. Why did you choose this job?** Explain your answer.

**4. What do you need to do in the future to get this job?** Tell us all the steps you will take.

## CLB 5: Speaking – My Career Plan (Sharing Information)

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

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

**Task:** Present your career plan to the class. Describe your career choice and talk about the steps you must take to achieve this career goal.

**Rating scale:** **1**=unable to achieve

**2**=needs help (below CLB 5)

**3**=satisfactory (at CLB 5 level)

**4**=very good




Holistic				
Speaker gives a presentation about their future career goal. 1. Message can be understood by the listener 2. Description is complete	1	2	3	4
Analytic				
Did you give all the required information about your job?	1	2	3	4
Was your presentation organized? (intro, body, conclusion)	1	2	3	4
Was your delivery understandable (with few pauses/hesitations)?	1	2	3	4
Did you use English correctly? (S+V+O, and tenses appropriate for task)	1	2	3	4
Did you use correct grammar for the task? (future tense: will be/going to)	1	2	3	4
Did you use correct employment words for the task?	1	2	3	4
Did you use signal phrases correctly? (first, then, next, etc.)				
Did you use correct presentation body language?	1	2	3	4
Comments:				




**Task is satisfactory if score is 3 or 4 in holistic and at least 23/32 in analytic.**

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

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

# 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.			
 <b>Thinking</b>			
I can make decisions about my career.			
I can set career goals for myself.			

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