

PBLA Pilot

Finding a Job

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CLB levels: 5 and 6

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Introducing the PBLA Multi-level Module Pilot¹

Thank you for joining the second round of this pilot project.

The module package is based on the template introduced in PBLA and includes:

- A module plan adjusted for two levels (developed and piloted by a classroom teacher)
- Assessment tasks and tools adjusted for two levels
- A list of classroom activities and suggested resources.²

As you plan for using this module in your classroom, please note any adjustments you make. Did you use the suggestions for classroom activities to help learners develop their skills and prepare for the assessment tasks? Did you use additional resources or skill-using activities? If so, please note them. Did you modify the assessment tasks in any way (e.g. use them as skill-using activities)? **After you have piloted the module, please complete the feedback form at**

<https://www.surveymonkey.com/r/multilevel2>

BEFORE YOU BEGIN!

Please take a few minutes to develop a **class profile** for each of the four skills. This is an important step to ensure that the level adjustments in the module are appropriate for your class. A quick and easy way to do this is with a class profile chart like the one below, showing a profile for a CLB 3 class of 20. Instructors who have started using these class profiles have found them very informative.

CLB 3 class of 20 learners: 2 levels assessed

INTAKE LEVELS:	LISTENING	SPEAKING	READING	WRITING
Completed CLB Level 1	1 learner	0 learners	2 learners	5 learners
Completed CLB Level 2	12	14	10	13
Completed CLB Level 3	5	6	7	2
Completed CLB Level 4	2	0	1	0
Completed CLB Level 5	0	0	0	0
CLB levels to assess.	3 & 4	3 & 4	3 & 4	3 & 2

To create a class profile:

1. Enter the range of CLB levels in the left hand column.
2. Enter the total number of learners at each level for each skill.
3. Identify assessment levels:
 - a. Identify the CLB level in each skill with the largest cluster of learners (the core level you will assess).
 - b. Identify the adjacent CLB level in each skill with the second largest cluster of learners (the additional level you will assess).
 - c. Record the level(s) to assess in the bottom row.

¹ To learn more about how multi-level modules can be developed and used in an ESL classroom, see the following two chapters from the newly revised *Integrating CLB Assessment*: Ch.5: Adapting Assessment for Multi-level Classrooms, and Classroom 2: Developing Speaking, Listening, Reading and Writing Skills in a Community-based LINC Program.

² Skill-building and skill-using activities are specific to the needs of learners in individual classrooms so have not been included in this package.

Module Plan:

Theme: Employment
Module Topic: Job Search

	Listening CLB Level: 5/6	Speaking CLB Level: 5/6	Reading CLB Level: 5/6	Writing CLB Level: 5/6
Real-World Task Goals	Listen to a presentation by an employment counsellor giving advice about applying for jobs.	Respond to job interview questions about education, experience and availability. Ask relevant questions.	Read job postings to match skills and experience.	Write a note to accompany a job application.
Context/ Background Information	Conventions in a job interview (e.g. greetings, small talk and answering questions). Socio-cultural expectations such as body language, handshakes, eye contact, repeating back questions to confirm understanding, asking questions, etc. The importance of giving examples to support skills. Different types of questions i.e. basic information and problem solving questions. Understanding and identifying hard and soft skills – workability skills. Initiating and following up on interviews. Prepping for a job interview.			
Competency Areas and Statements	<p><u>Comprehending Information</u> Understand descriptive or narrative...presentations related to everyday personally (CLB 5) generally (CLB 6) relevant topics or situations.</p>	<p><u>Sharing Information</u> CLB 5 Ask for and give information related to routine daily activities in one-on-one interactions. CLB 6 Ask for and give information in some detail; express ability and certainty one-on-one.</p>	<p><u>Getting Things Done</u> CLB 5 Get information from simple to moderately complex business/service texts. CLB 6 Get information from moderately complex business/service texts containing advice, requests or detailed specifications</p>	<p><u>Getting Things Done</u> CLB 5 and 6 Write short business correspondence for routine purposes. (about 1 paragraph).</p>

Language Focus:	<ul style="list-style-type: none"> • Vocabulary for jobs: titles, duties, education • Vocabulary/Expressions for describing skills, experience and ability • Past tense, Imperatives 			
	<ul style="list-style-type: none"> • Sequence words • Formal and informal register • Complex sentence structures with time clauses “Please tell us a time when”/ “When I worked in sales, ...” 	<ul style="list-style-type: none"> • Specific words for job ads (including abbreviations) • Format of website pages, job ads • Organization of text in website pages, job descriptions 	<ul style="list-style-type: none"> • Business email formatting and level of formality • Canadian conventions for dates, addresses, phone numbers • Capitalization, spelling, Punctuation 	
	<ul style="list-style-type: none"> • Unstated / implied meanings • Gist/main idea • Using visuals to help comprehension 	<ul style="list-style-type: none"> • Connective words 		
Language and Learning Strategies	<ul style="list-style-type: none"> • Techniques to demonstrate understanding • Ask for clarification • Paraphrase to confirm • Understand and use appropriate eye contact and body language 		<ul style="list-style-type: none"> • Skimming and scanning 	<ul style="list-style-type: none"> • Proofread for accuracy and completeness
Assessment Task	Listen to a presentation about the job market for key information.	Role play a short job interview for a position. Understand and answer basic interview questions re: education and skills. Ask questions when appropriate.	Read several job ads and determine which one best fits your needs and qualifications.	Write a cover note to accompany an online application.

Samples of Activities and Some Suggested Resources:

	Samples of Activities SB = skill building SU = skill using	Samples of Planned Assessment for Learning Strategies
Vocab	<p>SB/SU - Job titles: "Guess my job" A job title was written on sticky-notes. A sticky-note job was put on each one's back. Learners then asked others to describe their job for them to guess. When they guessed, they got a new sticky-note job. Small and large groups.</p> <p>SB – 1 Jeopardy – What's my work? Teacher posts descriptions and small groups answer. CBC Manitoba EAL lesson 2, "Job Search Advice," p3,7,9.</p> <p>SB 2 Learning English through the Workplace Communication Unit 1: Describing Jobs and Companies http://dentisty.org/learning-english-through-workplace-communication-unit-1-descri.html</p>	<p>SB/SU The learner with the most stickies at the end of the activity earned bragging rights.</p> <p>SB -1 Peer feedback and teacher observation.</p> <p>SB 2 - Peer and self assessment</p>
Speaking	<p>SB & SU CBC Manitoba EAL lesson 26 "Job Search Advice" p 10 -17. Learn how to identify your skill set and then practice talking about it.</p> <p>SU 2 – groups of 3 (roles= interviewer, interviewee, observer. Pull questions card(s) from the question card deck. Observer gives peer feedback. The self-assessment form for the Speaking task could be used as a peer assessment form. Find handout: 24 common interview questions at end of speaking task.</p>	<p>SB & SU Teacher observation checklist.</p> <p>SU 2 - Peer assessment.</p>
Listening	<p>SU 1 - CBC Manitoba EAL lesson 26 "Job Search Advice" p.4-6. Listen to a podcast about the challenges immigrants face finding employment. Listen for detail, main ideas and inference to a radio interview with Human Resources Consultant Barbara Bowes on job search advice for immigrant job candidates.</p> <p>SU 2 – Watch and analyze an interview (Support Kit Listening Exemplar Y).</p>	<p>Peer or self-marking with teacher review.</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Reading</p>	<p>SU -1 Read a newspaper article about "smart volunteering" and answer questions.</p> <p>SB 1 – Read job postings for vocabulary, layout, identifying key details.</p> <p>SU 2 – Read a provided job posting and decide if it could be a good job. Explain to a classmate.</p> <p>SB 2 – Reading online job site for organization and how to access information.</p> <p>SU 3 – Find an online job and decide if it is a good job for you.</p> <p>SB 3 – Compare application forms for common vocabulary, layout and organization of information.</p>	<p>General strategy – marked by self or peer and discussed in small groups. Teacher reviews the work and makes anecdotal comments</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Writing</p>	<p>SB 1 – Write description of the duties of your current or past job.</p> <p>SB 2 – Review application exemplars and the review “poor” applications.</p> <p>SU 1– Complete application and review with a peer.</p> <p>SU 2 – Complete one of four applications to hand in. (included at end of module package)</p> <p>SB 3 – Review cover note exemplars; review some poor examples. Small groups decide how to make them better.</p> <p>SU 3 – write a cover note for an application filled in during SU 1. Use the guidelines established in SB 3</p>	<p>Small group work. Share results as a class. Teacher observation.</p> <p>Peer assessment.</p> <p>SU 2 Peer assessment. Teacher review. (Use as a portfolio entry).</p> <p>.</p> <p>SU 3 – review with a peer. Teacher circulates and gives advice. Determine follow up work.</p>

A Few Resources:

[Lesson 56: Job Search Advice](#) March 15, 2010 9:30 AM

<http://www.cbc.ca/manitoba/eal/2010/03/lesson-56-job-search-advice.html>

Newcomers to Manitoba face numerous challenges finding employment that matches their skills and experience. Listen to an interview with Human Resources Consultant Barbara Bowes and learn tips to help you with your job search. Consultant Barbara Bowes talks about ways to develop and talk about your skill set.

LINC 5 – 7: Classroom Activities Volume 1, Chapter 4 Looking for a Job/ Job Search Strategies p. 393- 433.

Online job posting sites such as Indeed.com; monster.com; Workopolis.com

Alberta Government, Alberta Learning Information Service (ALIS): Career Planning, Job Profiles/Occupations (online resource)

Learning English through the Workplace Communication Unit 1: Describing Jobs and Companies
<http://dentisty.org/learning-english-through-workplace-communication-unit-1-descri.html>

Listening and Speaking Tasks

Item	Additional Comments
*Listening Task	The task is divided into 1 parts. Part 1 is for CLB 5 and 6. Part 2 is for CLB 6. You need to decide the best way of managing this in your class. The students can listen 2 times.
Listening Task answer key	These are suggested answers.
Listening Transcript	The transcript is shows the stopping point for CLB 5 and gives times. The video link is with the module package.
*Speaking Tool	
Job Interview Text for Interviewer	There are many options for conducting the job interview. <ol style="list-style-type: none"> 1. Use one of the 3 job applications used in the reading assessment task. This would be done after the reading assessment has been returned and discussed so reading comprehension errors wouldn't interfere with the interview. 2. As a guided teaching activity learners work on in small groups to identify the hard and soft skills required for each of the job posting. They would decide what job they thought would be best for them and explain why. Again they choose which of the jobs they want to apply for. Controlled choice. 3. Learners find a job they want to apply for and give the teacher the job posting the day before the interview.
Self-Assessment form	This form could also be used as a Peer Assessment or feedback form.
Twenty common interview questions	A reference handout. Can be used in a variety of ways – some are suggested in the activities section. Or as a resource if you wish to change the speaking assessment questions.

*Before marking learner's work, determine which CLB level you are assessing. All criteria are assessed at that level.

Listening Assessment Task CLB 5 & 6: Presentation

Competency Area: Comprehending Information

Assessment Criteria: main idea (#1); details (#2,8); key words phrases (#4,5,7); implied meaning/inferences (#3,9,10); interpret an explanation (#6)

Name _____ Date _____

DIRECTIONS: Listen to the Presentation and answer the following questions. You will hear the presentation two times. CLB 5 will answer questions about the first half of the presentation CLB 6 will answer questions about the entire presentation. The teacher will indicate the stopping points.

PART ONE: COVERS THE FIRST HALF OF THE PRESENTATION. CLB 5 AND 6 ANSWER THE QUESTIONS

A. Circle the correct answer. (3 points)

1. What is the main idea of this presentation?
 - a) You should consider why an interviewer is asking a question.
 - b) A formula can help you answer questions in a job interview.
 - c) Common questions are asked in job interviews.
 - d) You can prepare for common job interview questions.
2. It's OK to speak slowly and pause when answering a question. True False
3. The presenter says: "It gives the interviewer a chance to test your verbal communication skills right at the beginning." What does this suggest?
 - a) The interviewer is judging your English.
 - b) The interviewer is checking if you can pass a test.
 - c) The interviewer is deciding whether to continue the interview.
 - d) The interviewer is giving you a chance to answer well.

B. Complete the following statements with key words from the presentation. (5 points)

4. You should not share _____ in an interview unless it relates to the position.
5. What does the formula E2S2 stand for?

C. Short Answer. (2 points)

6. Why do you think you should talk about your experience first, when you answer “*Can you tell me about yourself?*”

PART TWO: CLB 6 - COVERS THE SECOND HALF OF THE PRESENTATION.

D. Complete the questions with key words from the presentation. (2 points)

7. The interviewer wants to see if you have _____ about the company when you answer “Why do you want to work here?”
8. Name one tip to prepare for the question “Why do you want to work here?”

E. Circle the correct answer. (1 point)

9. In the example answer, the job candidate says, “From what I have read, ABC Bank has an excellent reputation in Vancouver.” The candidate wants to imply:
- a) She reads a lot about banks.
 - b) She has done research about ABC bank.
 - c) ABC Bank has a bad reputation outside Vancouver.
 - d) ABC Bank has a good reputation in Vancouver.

F. Short Answer. (2 points)

10. What is one mistake you think someone might make when answering the question “*Why do you want to work here?*”

TASK SUCCESS:

CLB 5 Part 1: 7/10 (must include #1)	Your score: ____/10	Yes no
CLB 6 Part 1: 7/10 (must include #1) Part 2: 4/5	Your score: ____/10 ____/5	Yes no

Listening Assessment Task CLB 5 & 6: Presentation Possible Answers

Competency Area: Comprehending Information

Assessment Criteria: main idea (#1); details (#2,8); key words phrases (#4,5,7); implied meaning/inferences (#3,9,10); interpret an explanation (#6)

Name _____ Date _____

DIRECTIONS: Listen to the Presentation and answer the following questions. You will hear the presentation two times. CLB 5 will answer questions about the first half of the presentation CLB 6 will answer questions about the entire presentation. The teacher will indicate the stopping points.

PART ONE: COVERS THE FIRST HALF OF THE PRESENTATION. CLB 5 AND 6 ANSWER THE QUESTIONS

G. Circle the correct answer. (3 points)

11. What is the main idea of this presentation?

- e) You should consider why an interviewer is asking a question.
- f) A formula can help you answer questions in a job interview.
- g) Common questions are asked in job interviews.
- h) You can prepare for common job interview questions.**

12. It's OK to speak slowly and pause when answering a question. **True** False

13. The presenter says: "It gives the interviewer a chance to test your verbal communication skills right at the beginning." What does this suggest?

- e) The interviewer is judging your English.**
- f) The interviewer is checking if you can pass a test.
- g) The interviewer is deciding whether to continue the interview.
- h) The interviewer is giving you a chance to answer well.

H. Complete the following statements with key words from the presentation. (5 points)

14. You should not share ___**personal information**___ in an interview unless it relates to the position.

15. What does the formula E2S2 stand for? **Experience, education, skills and specialties**

I. Short Answer. (2 points) **remember don't count grammar**

16. Why do you think you should talk about your experience first, when you answer "Can you tell me about yourself?"

Make a direct connection to the job, most important when applying to the job

PART TWO: CLB 6 - COVERS THE SECOND HALF OF THE PRESENTATION.

J. Complete the questions with key words from the presentation. (2 points)

17. The interviewer wants to see if you have **done your research** about the company when you answer "Why do you want to work here?"

18. Name one tip to prepare for the question "Why do you want to work here?"

Only talk about the positives, Show how your values are similar, Mention your skills that match the job.

K. Circle the correct answer. (1 point)

19. In the example answer, the job candidate says, "From what I have read, ABC Bank has an excellent reputation in Vancouver." The candidate wants to imply:

e) She reads a lot about banks.

f) She has done research about ABC bank.

g) ABC Bank has a bad reputation outside Vancouver.

h) ABC Bank has a good reputation in Vancouver.

L. Short Answer. (2 points) **remember don't count grammar**

20. What is one mistake you think someone might make when answering the question "Why do you want to work here?"

negative things about the company, don't show skills match, etc

TASK SUCCESS:

CLB 5 Part 1: 7/10 (must include #1)	Your score: ____/10	Yes no
CLB 6 Part 1: 7/10 (must include #1) Part 2: 4/5	Your score: ____/10 ____/5	Yes no

Part 1: CLB 5 and 6 will answer questions about this section

Welcome. In this presentation, we'll discuss the topic of preparing for job interviews. We'll discuss two common questions that anyone can be asked in a Canadian interview regardless of their occupation.

The first question you can be asked is "Can you tell me about yourself?" This is a very common question to be asked in Canadian interviews and it typically comes at the beginning of the interview. So you need to consider why is the interviewer asking this? Because it normally comes near the beginning, it gives the interviewer a chance to test your verbal communication skills right at the beginning. It also gives them a chance to evaluate your attitude, your energy and your confidence while you're speaking. It can be a stressful question to answer, and so this is how they can test or assess your stress management. The real information that they want to get out of your response is to hear more about your qualifications and your skills that are relevant to the position you're applying for. This can also help to support or challenge their first impression of you that they had when they first read your resume.

So here's some tips about answering this question. Always prepare for this question in advance. You're almost guaranteed to be asked this question at some point in the interview so it's very helpful to have planned and prepared ahead of time. It's OK to take your time, speak slowly in order to be clear and get your information out, and pause when appropriate. Make sure though that you stay on topic, and don't make this personal. So don't share personal information like where you're from, who is in your family or what your favourite hobby is unless it directly relates to the position you're applying for.

Here is a formula that might be helpful to help you prepare the answer to this question. This is called the E2S2 formula. In this formula, we recommend that you speak a little bit about your experience first, that's related to the position you're applying for. Then briefly mention your relevant education. Next, speak about your hard and your soft skills that would help you to be an asset to their team. And then quickly mention your speciality or strength, or what you were known for in your previous company, that could help you to be an asset at the new company. This is called the E2S2 formula because we use experience and education which both start with E, and then skills and specialities which both start with S.

Here's an example of someone who used the E2S2 formula in their answer to the question Can you tell me a bit about yourself? They say: "I have more than five years of experience working at a bank, and have taken several accounting courses. I am able to prepare various financial documents on Excel, and advise customers on their banking decisions. I also speak French. Former supervisors and colleagues have commented on my ability to multitask, especially before a tight deadline." This person has used the E2S2 formula by first mentioning their related experience and then a little bit about their education and accounting courses. They also talked about their skills on Excel, on advising customers, and then on their language skills. And lastly

they mentioned a specialty or something that they were known for on their previous team. **4:17**
– End of text for CLB 5

Part 2: CLB 6 will answer questions about this section

The other question that is very commonly asked in Canadian interviews is “Why do you want to work here?” You need to consider of course why the interviewer is asking this. They want to see how much you know about the company, if you’ve done your research about that, if are really genuinely interested in working for them. And they want to assess if you would be happy there because they don’t want to have to train a new person if you leave in a few months. They also want to find out if your values are the same as your values. And they want to discover your motivation for applying for this job.

Here’s some tips about how to prepare for this question. Only talk about the positives. Regardless of the reputation that this company may have, only mention positive things that you know about them. Show how your values are similar. If you see on their website that they really value time management and customer service, provide examples of how you also value the same thing as long as that’s true. Mention your skills that match the job. When you show what you can offer the company, instead of what you think the company can offer you, it shows the interviewer that you are interested in helping them to solve a problem, or increase productivity or make life better for the manager.

Here’s an example of a response to this question. “From what I have read, ABC Bank has an excellent reputation in Vancouver. I admire your ability to deliver services that respect the time and schedule of your customers, and from my experience in the industry, I can appreciate how important that is. I am very skilled in providing services that are flexible to meet the needs of my customers, which I believe would make me an excellent addition to your team.” This person has mentioned something they know about the company, something about their values and how those values match theirs and they’ve also mentioned their skills that are relevant to the position and that would help the team to be successful.

I hope this presentation has helped you to feel more prepared for your next interview. **7:16** –
End of text for CLB 6

Speaking Assessment Task CLB 5 & 6: Role Play - Job Interview
 Competency Area: Sharing Information

CLB Level 5 or 6

Name _____ Date _____

DIRECTIONS: You have completed and submitted a job application. You will participate in a one on one job interview. You will be asked questions based on the application you have submitted.

	Meet Expectations	Not yet
*Provides necessary information. Answers questions with CLB 5: adequate description or explanation CLB 6: adequate detailed description or explanation		
*Answers questions with connected sentences. CLB 5 good simple sentences and attempts complex sentences CLB 6: good simple sentences and some complex sentences		
Uses appropriate language to indicate formality and respect in greeting and closing.		
Asks relevant questions		
Use of non-verbal communication e.g. handshake, eye contact, posture CLB 5: beginning CLB 6: developing		
Pronunciation: Comments Only		

Continue:	Next time:
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TASK SUCCESS:

CLB 5 = 4/5, including * items YES NOT YET

CLB 6 = 4/5, including * items YES NOT YET

Speaking Assessment Task CLB 5 & 6: Role Play - Job Interview Text for Interviewer

Competency Area: Sharing Information

A suggested introduction:

Hello XXX. My name is XXX. (handshake) Please have a seat. I have read your application and I would like to ask you some questions in regards to your application. As you know the job is for XXXXXXXX.

CLB 5	CLB 6
Please tell us about one past job (or experience) that is relevant for this position.	Please tell us about one past job (or experience) that is relevant for this position.
In this job, you must be x and x. How would you show these qualities?	In this job, you must be x and x. How would you show these qualities?
Please tell us about a time you were going to be late to work. What did you do?	Please tell us about a time you were going to be late to work. What did you do?
What is your greatest strength?	What is your greatest strength?
That concludes my questions. Do you have any questions for us?	What did you like best about your last job?
	How do you feel about working overtime?
	That concludes my questions. Do you have any questions for us?

Possible closing comments:

Do you have any other questions? Okay. Thank you for coming in today. We will make our decision at the end of the week. We will call you by XXX if you are the successful applicant.

Speaking Assessment Task CLB 5 & 6: Role Play – Job Interview.
 Competency Area: Sharing Information

Name _____ Date _____

SELF ASSESSMENT FORM

To be used after reviewing the video.

	Yes	Sort of	Not really
I greeted the interviewer and shook their hand.			
I took my time to think and answer each of the questions.			
If I didn't understand the question I asked for clarification			
I asked a good question at the end.			
I didn't fidget – I looked calm.			
I looked at the interviewer			
I thanked the interviewer for his/her time.			

Listen to each of your answers again.

Did you provide enough information?	Yes	Sort of	Not really
Question 1			
Question 2			
Question 3			
Question 4			
Question 5			
Question 6			

Twenty-four Common Interview Questions

1. Tell me about yourself.	2. Describe your last job.
3. What is your greatest strength?	4. What do you think are the areas in which you need improvement?
5. Why do you want to work here?	6. Why do you think I should hire you?
7. Where do you see yourself five years from now?	8. Describe a conflict situation you have been in at work and how you dealt with it. What did you do?
9. Are you good at decision-making? Can you prove it?	10. What did you like most about your last job?

<p>11. What are your salary expectations?</p>	<p>12. Do you prefer working with others or by yourself? Why?</p>
<p>13. Give examples of times when you have shown initiative.</p>	<p>14. Describe a work situation in which you worked well in a team.</p>
<p>15. How good are you working under pressure? Meeting deadlines?</p>	<p>16. How do you feel about working overtime?</p>
<p>17. Are you a leader? Can you give examples?</p>	<p>18. What do you know about our company?</p>
<p>19. What would like to do in the next few years to develop yourself professionally?</p>	<p>20. Please describe a time when you were ill and had to decide whether to call in sick. What happened?</p>

<p>21. This job is a cashier. Please tell us about one past job that is relevant to this position.</p>	<p>22. In this job you will dealing with the public. Please tell us about your customer service experience.</p>
<p>23. In this job you must be _____ and _____. How would you show these qualities?</p>	<p>24. We offer opportunities for advancement. Would you be interested in training for other jobs in administration or management?</p>

Reading and Writing Tasks

Item	Additional Comments
*Reading Task	
Reading Task – Answer key	These are suggested answers.
Reading Text	The reading task is based on two job postings. A third job description is included as an alternative.
*Writing Tool	<p>One way to set up the task is to have the learner choose one of the job postings studied in class. They will not have actually filled out an application but that information is not essential to completing the note. In the note they need to state why they should be considered for the job. They should be able to do this after studying the job posting.</p> <p>Self-assessment strategy – handout the tool and ask students to evaluate their work using the tool. They initial yes or not yet for each of the criteria. Teacher marks with the same tool. Provide time in class to look at and address feedback. Students can work in small groups and teacher circulate.</p>
Applications	Four applications – proprietary information has been removed. Can be used for practice and/or the skill using activity mentioned in the Classroom Activities section. Use is optional.

*Before marking learner’s work, determine which CLB level you are assessing. All criteria are assessed at that level.

Reading Assessment Task CLB 5 & 6: Job Postings

Competency Area: Getting Things Done

Assessment Criteria: text organization (1); finding key information (2) guess meaning of words (3); Compare information (4); Contrast information (5); making choices (6)

Name _____ Date _____

DIRECTIONS: Read the two Job Postings and answer the following questions.

PART ONE: CLB 5 and 6 answer questions 1-4.

1. Job postings often follow a standard order. Review the two job postings. Identify the sequence in which you find the following components. Write the number in front of each component (e.g. 1,23...) [/5 pts]

_____ How to apply
_____ Job Description
_____ Employer
_____ Job Title
_____ Special Requirements

2. Complete the chart with required information. The chart is on the next page. [/18pts]
3. Guess the meaning of unknown terms. [/2pts]
Look at:
 - a. Kitchen Hand job under WORKING CONDITIONS. What does “conduct” mean?
 - b. Shuttle Driver job under CORE COMPETENCIES. What does “Adhere to” mean?
4. Compare the Kitchen Hand and Shuttle Driver jobs. Which one is better to support yourself and/or your family? Explain why. [/3pts]

PART TWO: CLB 6 complete the two additional questions. Each question is worth 3 pts.

5. Consider the duties and requirements of the jobs. Which one is more difficult? Why?

6. Which job would you apply for? Use your own qualifications and experience to say why.

Task Success:

	Your score	
CLB 5: Part 1 - 20/28 + must have at least one correct answer in each question	_____ /28	Yes No
CLB 6 Part 1 – 22/28 + must have at least one correct answer in each question Part 2 – 4-6	Part 1 - _____ /28 Part 2 - _____ /6	Yes No

JOB POSTINGS CHART

#2. Complete the chart with the information from the job postings.

	Kitchen Hand	Shuttle Driver
Hours: PT/FT		
Length of employment: Permanent/Temporary		
Work schedule and availability (2 pts)		
2 key job duties (2 pts)		
2 soft skills (2 pts)		
Special requirements		
# correct out of 9	/9	/9

Reading Assessment Task CLB 5 & 6: Job Postings Possible Answers

Competency Area: Getting Things Done

Assessment Criteria: text organization (1); finding key information (2) guess meaning of words (3); Compare information (4); Contrast information (5); making choices (6)

Name _____ Date _____

DIRECTIONS: Read the two Job Postings and answer the following questions.

PART ONE: CLB 5 and 6 answer questions 1-4.

6. Job postings often follow a standard order. Review the two job postings. Identify the sequence in which you find the following components. Write the number in front of each component (e.g. 1,23...) [/5 pts]

___5___ How to apply
___3___ Job Description
___2___ Employer
___1___ Job Title
___4___ Special Requirements

7. Complete the chart with required information. The chart is on the next page.
[/18pts]

8. Guess the meaning of unknown terms. [/2pts]

Look at:

a. Kitchen Hand job under WORKING CONDITIONS. What does “conduct” mean?
Behaviour, way of acting, manner.... Or some variation there of

b. Shuttle Driver job under CORE COMPETENCIES. What does “Adhere to” mean?
Follow, or some variation there of

9. Compare the Kitchen Hand and Shuttle Driver jobs. Which one is better to support yourself and/or your family? Explain why. [/3pts] Remember: do not correct grammar

Identify which one is better and give at least 1 good reason why

PART TWO: CLB 6 complete the two additional questions. Each question is worth 3 pts.

Remember: do not correct grammar

10. Consider the duties and requirements of the jobs. Which one is more difficult? Why?

Identify which one is harder and give at least 1 reason why based on the job description

7. Which job would you apply for? Use your own qualifications and experience to say why.

Identify the job. Chose at least 1 skill/job requirement item and gave an example of a relevant personal ability

Task Success:

	Your score	
CLB 5: Part 1 - 20/28 + must have at least one correct answer in each question	_____ /28	Yes No
CLB 6 Part 1 – 22/28 + must have at least one correct answer in each question Part 2 – 4-6	Part 1 - _____ /28 Part 2 - _____ /6	Yes No

JOB POSTINGS CHART

#2. Complete the chart with the information from the job postings. **These are sample answers...**

	Kitchen Hand	Shuttle Driver
Hours: PT/FT	FT	PT
Length of employment: Permanent/Temporary	Seasonal or summer/fall	permanent
Work schedule and availability (2 pts)	Shift work Need to be available am, eve and weekends Overtime as required	2-3 days per week
2 key job duties (2 pts)	Cleaning Receiving and storing food items (and chemicals) Knowledge of chemicals and safety regulations	Driving customers Creating a schedule so knowledge of the city Other customer services duties
2 soft skills (2 pts)	Communication skills Organizational Interpersonal skills – e.g. friendly, helpful.... Being calm (loud environment)	Being on time Courteous friendly organizational
Special requirements	None, might make WHMIS but not necessary	Class 5 drivers license and 5 yrs driving experience
# correct out of 9	/9	/9

Shuttle Driver Rent A Car Service Part Time Shuttle Driver

Summary:

Rent A Car Service is the largest car rental business in Canada. We currently have an opening for a part time shuttle driver. The schedule will be 2-3 days per week.

Responsibilities will include:

- Safely transporting customers to and from the Rent A Car Service.
- Organize pick up and drop off to ensure all customers are picked up in a timely manner
- Various customer service activities as assigned.

Core Competencies:

- Holder of valid Driver's License with clean driving record. Driver's abstract will be required.
- Be a courteous, safe and responsible driver
- Adhere to company dress code
- Positive and friendly attitude
- Good knowledge of the city and its roadways.

Qualifications:

Required experience:

- Driving: 2 years

Required license or certification:

- Class 5 Drivers License

What we offer

- Starting at minimum wage with an increase for every 2 years of additional driving experience. Contribution to a dental plan included.
- Opportunities for career and management advancement

Email resume and cover letter to manager@rentacar.ca. **All resumes will be kept confidential!**

Kitchen Hand

Endless Sky Country Club

Endless Sky Country Club is seeking a Kitchen Hand to join the team for the summer and early fall season. This is a full time, seasonal position starting immediately and running to the end of October. Pay is minimum wage. Overtime and holiday pay is 1.5 minimum wage.

Reporting to the Executive Chef and Sous Chef, the responsibilities of the position include but are not limited to the following:

Job Duties:

- Clean kitchen, storage areas, and equipment
 - Maintain a sanitary and efficient dish area
 - Maintain a sanitary and organized walk-in and dry storage area
- Receive and store food items for the kitchen
- Report chemical and equipment shortage or failure to the supervisor on duty
- Ensure effective communication with front of house staff and Sous Chef

Working Conditions:

- Shift work is required. Minimum of 4 hours per shift.
- Flexible work schedule including availability to work mornings, evenings and weekends
- Overtime as required
- Professional and considerate conduct with all staff and members
- Able to handle kitchen tools, knives and other equipment
- Lifting or moving up to 50 lbs may be required
- Standing or walking for an extended period of time will be required
- Handling of chemicals in a safe manner as outlined by WHMIS
- Ability to work in a loud environment

Requirements:

WHMIS certificate is helpful. However, successful applicant will receive on the job WHMIS training.

Apply Now

We thank all applicants for their interest in Endless Sky Country Club; however only those selected for an interview will be contacted.

Please review all application instructions before applying to Endless Sky Country Club. Send your application to officemanager@endlesskycountryclub.ca

Part-time Sales Associate

YUMS Bakery

YUMS Bakery is growing, and we're looking for a Part-Time Sales Assistant to join our team. We provide a fun work environment, comprehensive training, and excellent opportunities for career advancement. Starting at minimum wage with good advancement opportunities. No experience needed, as long as you have the right attitude and you're interested in learning new skills!

What's in it for you?

- Complimentary products on us every shift
- Flexible hours
- Potential for growth and development opportunities, including certified YUMS Bakery Sales Training and E-Learning

As a Sales Associate at YUMS Bakery , you will:

- Work as part of a small team, providing exceptional customer service, and getting to know your regular customers
- Be responsible for merchandising product and executing marketing campaigns
- Work alongside the team to keep the bakery clean, and assist with production as needed.

What we're looking for:

- You are available and willing evenings until 9pm
- You are available and willing to work weekends (Friday, Saturday and Sunday)
- You have a positive attitude, you're reliable and self-motivated, and you enjoy learning new skills
- You are a team player who enjoys working with people

Physical Requirements:

- Continuous standing/ walking for all tasks
- Frequent lifting and carrying up to 7.5 kg., reaching below shoulder level, bending and turning
- Occasional lifting and carrying up to 22 kg, pushing, pulling, crouching, bending and reaching above shoulder level
- Constant use of both hands, and frequent forceful gripping
- Constant computer/POS system usage

While we thank you for your interest, only those selected for interviews will be contacted. Applicants must be legally entitled to work in Canada to be considered for employment. Send your completed application to genlmanager@yumsbakery.ca

Writing Assessment Task CLB 5 & 6: Writing a Message to Accompany an Application.

Competency Area: Getting Things Done

Name _____ Date _____

DIRECTIONS: You selected and completed a job application. You are going to submit it online. Write a short note/email, about 1 paragraph, to send in with the application form. Remember to explain why they should consider you, provide your contact details and tell the company your resume is attached.

	Meet Expectations	Not yet
*Conveys the message: Paragraph clearly states purpose and includes supporting detail (e.g. contact information and application attached)		
Uses appropriate formal language for the audience CLB 5: greeting and closing CLB 6: greeting, closing and attempts throughout the letter.		
Format: follows the conventions of a business email CLB 5 – beginning CLB 6 - developing		
Vocabulary CLB 5 – adequate control CLB 6 – good control		
Sentence Structure: CLB 5: Good control of simple sentences and attempts complex structures CLB 6: variety of sentence structures and some control of complex sentences....		

Continue:	Next time:

TASK SUCCESS:

CLB 5: 4/5, must include * item. Your score: ____/5

CLB 6: 4/5, must include * item. Your score: ____/5