

Interacting in  
**communities: Unit 2**  
**EMPLOYMENT &  
WORKPLACE**



**ELSA 6**  
**CLB 7**

## Introduction

In this unit, learners build their job search tools and skills, including resume and cover letter writing, finding job postings, phone skills and interview skills. If they do not intend to look for paid employment, all of the skills they build in this unit are transferable to finding volunteer work.

In the **Core Curriculum**, learners focus on cover letters and résumés, search online for jobs, and practice interview skills. The different values placed on soft skills and hard skills are explored, and emphasized.

In the **Project** section, learners research local employment and volunteer organizations. Learners then organize and participate in a field trip to visit one of these agencies where they can put their language skills to active use.







## Teaching Suggestions

- If most learners in your class are *not* planning to look for work in Canada, adapt the following tasks to focus on searching for a volunteer position. The skills and strategies are transferable.
- Invite former learners who have obtained employment to share their success stories and offer advice.
- Ask learners to make cold calls to companies of their choice.
- Encourage learners to get involved in the community and seek volunteer opportunities or participate in workshops, presentations, or job fairs.
- Use authentic résumés and cover letters as models or classroom materials for critical reading and analysis.
- Discuss the cultural aspects of the résumé as a representation of workers' actual experience and abilities.

# Target OUTCOMES

## CLB Outcomes

The following are the mandatory outcomes to be covered in this unit:

Listening	
 <b>CLB 7-I:</b>	Understand moderately complex social exchanges (such as expressions of and responses to gratitude, hopes, appreciation, complaints, disappointment, satisfaction, dissatisfaction, approval and disapproval).
Speaking	
 <b>CLB 7-I:</b>	Participate in less routine social conversations for many everyday purposes (such as expressing and responding to appreciation, complaints, satisfaction, dissatisfaction and hope). <b>(FATK)</b>
 <b>CLB 7-I:</b>	Participate in routine phone calls.
Reading	
 <b>CLB 7-I:</b>	Understand moderately complex personal and public social messages (such as those conveying appreciation, complaints, hopes, satisfaction and dissatisfaction).
 <b>CLB 7-III:</b>	Get information from moderately complex business/service texts containing assessments, evaluations and advice. <b>(FATK)</b>
Writing	
 <b>CLB 7-II:</b>	Reduce a text of up to about 2 pages to an outline or summary.

## Content and other Outcomes

Learners will

- identify their personal goals, skills, experience, and interests
- improve their résumé and letter writing skills and produce ready-to-use tools for the job search
- gain job hunting and interviewing skills
- research and visit local employment/volunteer programs
- differentiate between soft and hard skills
- develop their awareness of body language, dress, etiquette, and grooming appropriate for the Canadian workplace

# POSSIBLE TOPICS

## Topic

There are few endeavours that are more challenging to newcomers than negotiating the complex and rewarding paths to gaining meaningful employment in the workforce in Canada. The following outlines possible topics instructors could focus on in delivering this unit:

- job search skills (resume writing, locating jobs, initial contact, interview skills)
- networking skills (electronic and face-to-face)
- skills in starting and succeeding in the Canadian workplace
- participating in workplace meetings and team work
- participating in innovations and communicating new ideas
- common written genres associated with the workplace (business letters, emails, memos)
- telephone and interpersonal communicative etiquette at the workplace
- workplace relationships, challenges, bullying, and discrimination
- unpaid labour at home, in raising children, or through volunteer work

## Cross-cultural Perspectives

Laws, practices, and other cultural norms surrounding the workplace and employment vary from country to country. It is therefore worthwhile for instructors to explore some of these notions with learners. Any of the following topics may be explored with an emphasis on practices across cultures:

- compare dominant careers and occupations in learners' home countries and Canada
- compare employment and workplace practices and etiquette across cultures
- compare gender differences in employment and work across different cultures
- compare differing management styles and workplace hierarchies across cultures

## Systems and Practices in BC and Canada

The following are topics instructors could explore with learners:

- unions, professional associations, and employee rights in BC and Canada
- BC and Canadian labour laws (e.g., minimum wage, paid vacation, leaves, breaks)
- Canadian Human Rights guidelines with respect to discrimination at work
- Workers' Compensation (WorkSafeBC) and Employment Insurance
- workplace safety
- new and emerging trends in employment and workplace practices (e.g., flex hours, out-of-home, part-time or work share, older employees with the removal of mandatory retirement)

# PLANNING GUIDELINES

## Linguistic Competencies

### Vocabulary

- terms related to occupations, professional designations, job characteristics and job descriptions
- terms related to job search process and abbreviations and jargon used in job advertisements
- wider scope of action verbs used to describe work experience, skills and abilities
- wider scope of adjectives and nouns to describe personal qualities and qualifications

*duties, responsibilities, qualifications, credentials*

*attention to detail, ability to work on a team, dynamic environment, thrive under pressure  
analyze, review, evaluate, plan, allocate*

*go-getter, forward-looking, solution-oriented*

### Grammar

- past and present tenses to describe education and work experience
- identifying and non-identifying adjective clauses
- time clauses

*I've worked on a variety of long-term projects.*

*By the end of the week, from time to time, at the end of the day*

### Pronunciation

- sentence stress on adjectives or adverbs describing key work experience
- syllable stress in all work-related terms
- intonation patterns to indicate friendliness and engagement

# RESOURCES

## Job Skills

### [Career Handbook – Human Resources and Skills Development Canada](#)

This page has an overview of the Career Handbook and a menu that links to the classification structure, job titles, the National Occupational Classification (NOC), a search for the Career Handbook, and more.

**Uses:** Learners navigate to find information on skills and qualifications for specific job categories.

### [Employment Standards Branch – Ministry of Jobs, Tourism, and Skills Training](#)

This website offers updates on the latest news and changes to the minimum wage and other employment standards in BC. In addition, there are links to pages with specific standards documents, information on standards for particular occupations, and video guides to the website, navigating the website, and more.

**Uses:** Learners watch a navigation video and use the website to find information about standards for particular occupations.

### [How Do Your Skills Measure Up? – Tows Skill Plan](#)

This site is sponsored by Human Resources and Skills Development Canada and gives learners an opportunity to test their own Essential Skills levels and to practice using the skills.

**Uses:** Learners practice three Essential Skills: Reading Text, Document Use, and Numeracy.

## Job Search Skills

### [BCJobs.ca](#)

This website links employers and job seekers in British Columbia and offers useful job search strategies and hints.

**Uses:** Learners research job search skills and access job ads online.

### [Country Profiles – Kwintessential](#)

This website has links to free international culture, customs, and etiquette guides for many countries around the world.

**Uses:** Learners read and compare a profile of their country's culture with Canada's and note the differences, with a specific focus on work.

### [The Learning Edge](#)

This website is an online, interactive newspaper for adult language learners that focuses on employment in Canada with audio and visual supports.

**Uses:** Learners research job skills through reading and listening.

### [National Occupational Classification – Human Resources and Skills Development Canada](#)

This government website is the authoritative resource on occupational information in Canada. The homepage offers many sections including the following: About the NOC, Occupational Structure, Tutorial (recommended), Quick Search, and more.

**Uses:** Learners use online navigation skills to learn how to use the NOC and then to access occupational information with it.

### [Cover Letter Samples – Monster.ca](#)

This page has cover letter samples for a variety of applicant scenarios such as unemployment, experienced professional, new graduate, career change, and many more.

**Uses:** Learners use cover letter samples as a template for writing their own. This resource can also be printed and cut into pieces for ordering activities, or many samples can be used to assess the purpose of each paragraph and review the common themes in formatting, details, register, and tone.

# RESOURCES

## Job Search Skills (cont.)

### [Eluta.ca](#)

This website is a job-search site offering job ads with many links to external company website job postings.

**Uses:** Learners use navigation skills and access job ads online.

### [Indeed – One Search. All jobs. Canada](#)

This website is a job-search site offering job ads with many links to external company website job postings, forums, and industry employment trends that have excellent tables, and charts.

**Uses:** Learners research employment trends by industry and present their findings with statistics and visuals. Learners can also use navigation skills and access job ads online.

### [Informational Interviews Create Powerful Results – BCJobs.ca](#)

This article gives an overview of informational interviews and has a concise list of the benefits. It also has links to related articles and a menu of categories for other advice.

**Uses:** Learners summarize the overview and work together to explain the rationale behind the list of benefits. Learners could also be encouraged or supported to contact someone in their network who works in one of these job categories for an informational interview.

### [Informational Interviews Part 2 – BCJobs.ca](#)

This follow-up article outlines a five-step process for a successful informational interview.

**Uses:** Learners summarize the steps and carry out a real informational interview or a role-play.

### [Jobs and Careers Videos – About.com](#)

This page has over 200 videos about job and career related topics.

**Uses:** Learners take notes and research job interviews and workplace skills.

### [Mock Job Interview – YouTube](#)

This link takes you to a mock job interview search results page on YouTube. Many videos are excellent for listening but be aware that some may include parody or satire, the understanding of which is rated at CLB 9 or higher.

**Uses:** Learners navigate online to access videos on YouTube and determine the purpose, audience, and quality of the clips. Learners can then take notes on the videos that are actually useful for serious job seekers.

### [Monster Canada](#)

This website is a career management portal for Canada.

**Uses:** Learners research job search skills and access job ads online.

### [Networking Advice – BCJobs.ca](#)

This page has links to many articles that give networking advice. Articles include: Facebook Friend or Foe, Business Card Design Tips, Elevator Pitches, and many more.

**Uses:** Learners take notes about one of the articles and share their findings with the others.

### [Nice Jobs](#)

This is a job-search site offering job ads with many links to external company website job postings and a good user guide that explains internet search techniques.

**Uses:** Learners use navigation skills to access job ads online.

### [WorkBC Centres – Government of BC](#)

This page has an interactive map to find WorkBC Centres throughout the province, eligibility requirements, job search resources and services, and employment planning and training information.

**Uses:** Learners navigate the interactive map to find the WorkBC Centre in their area and access information on the site about job skills.

### [Workopolis](#)

This website is a job-search site offering job ads, employer spotlights, career resources, and employment news headlines daily.

**Uses:** Learners research job search skills and access job ads online.

### [Wow Jobs](#)

This website is a job-search site offering job ads with many links to external company website job postings.

**Uses:** Learners use navigation skills and access job ads online.

# RESOURCES

## CLB Aligned Resources

### [ELSA Assessment – ELSA Net](#)

This page has essential materials for every instructor including the [Formative Assessment Toolkit \(CLB 7\)](#) and the [Learner’s Self-Assessment Toolkit \(CLB 7\)](#).

There are links to Instructor/Student Guidelines, Progress and Exit Testing Guidelines, and ready-to-use templates to complement the exercises and techniques.

**Uses:** This page is rich with excellent resources for CLB aligned formative assessment, student reflection, and portfolio work.

### [LINC 5-7 Classroom Activities, Volumes 1 & 2 – Toronto Catholic District School Board](#)

This is one of the best resources for an ELSA instructor and is highly recommended for this curriculum. All of the activities are CLB aligned, although ELSA instructors should be aware of the differences between LINC levels and ELSA levels when using this resource. The website offers pdf copies of Volumes 1 & 2 with audio files and online activities associated with various chapters.

**Uses:** A number of chapters are particularly useful for this unit including the following:

*Chapter 4, Volume 1: Looking for a Job*

*Chapter 6, Volume 2: Meetings*

*Chapter 7, Volume 2: Telephone Calls*

### [LINC 5-7 Classroom Activities \(Vol. 1 and 2\) e-Resources – Toronto Catholic District School Board](#)

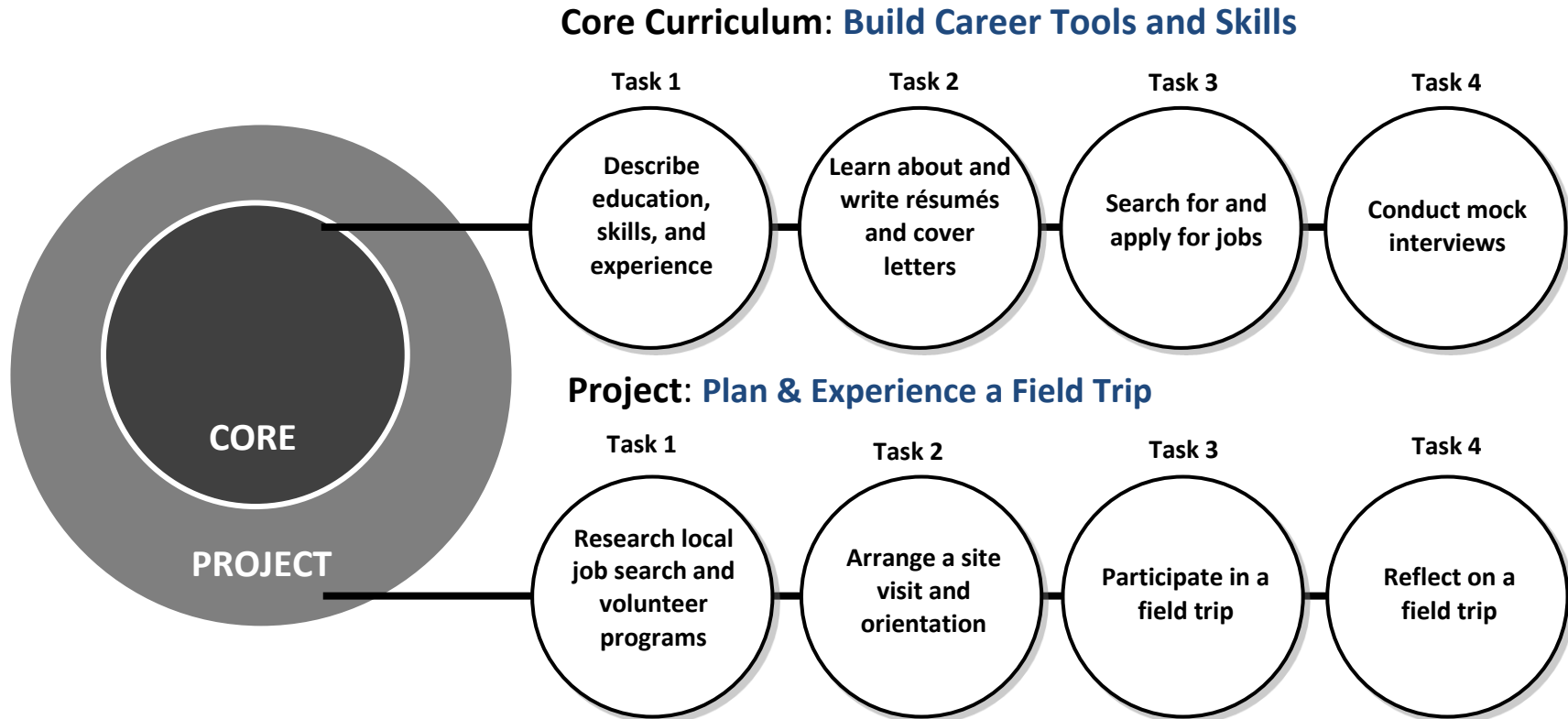
This website has quick links to pdf files for chapters 1, 2, 4, 5, and 7 in the LINC 5-7 document and online activities that align with the curriculum.

**Uses:** The following chapters are well-suited to this unit:

[Chapter 4, Volume 1: Looking for a Job](#)

[Chapter 7, Volume 2: Telephone Calls](#)

# At a glance: EMPLOYMENT & WORKPLACE

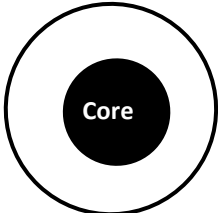
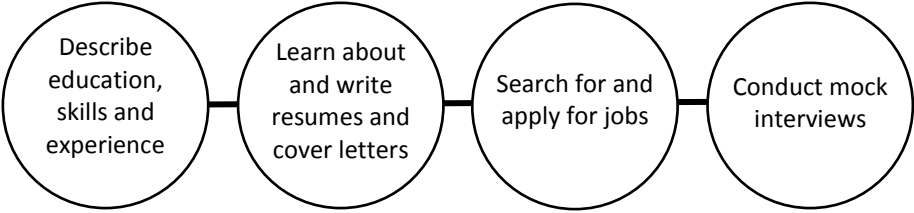

















# SCOPE & SEQUENCE

# ELSA 6

## of Sample Tasks


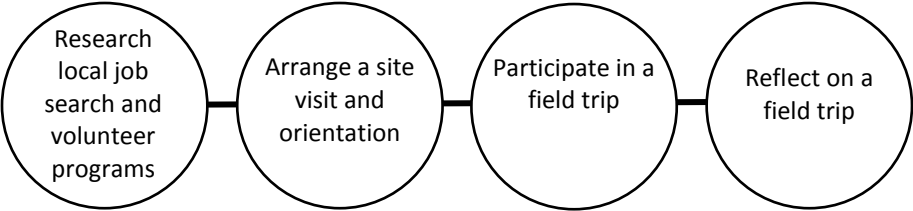



UNIT 2: Employment & Workplace	CORE CURRICULUM: Build Career Tools and Skills PROJECT: Plan and Experience a Field Trip	
		
CLB OUTCOME    	SAMPLE TASK	RESOURCES
<p> <b>CLB 7-I:</b> Participate in less routine social conversations for many everyday purposes (such as expressing and responding to appreciation, complaints, satisfaction, dissatisfaction and hope). <b>(FATK)</b></p>	<p><b>Task 1: Describe education, skills and experience</b></p> <ul style="list-style-type: none"> <li>perform a class survey to discover work and education history, career goals and needs</li> </ul> <p><b>Note:</b> If most learners are <i>not</i> planning to look for work in Canada, adapt the following tasks to focus on searching for a volunteer position</p> <ul style="list-style-type: none"> <li>build vocabulary needed to describe education, skills, and experience</li> <li>share workplace anecdotes to practice describing skills and experience; use conversation management strategies such as active listening, interrupting and holding the floor</li> <li>identify hard &amp; soft skills</li> </ul>	<p><b>Formative Assessment Toolkit (CLB 7)</b></p> <p><b>LINC 5-7 Classroom Activities</b></p> <p><b>How Do Your Skills Measure Up? – Tows Skill Plan</b></p>
<p> <b>CLB 7-I:</b> Understand moderately complex personal and public social messages (such as those conveying appreciation, complaints, hopes, satisfaction and dissatisfaction).</p>	<p><b>Task 2: Learn about and write resumes and cover letters</b></p> <ul style="list-style-type: none"> <li>compare different types of résumés, identifying common and different elements, and evaluating the effectiveness of each</li> <li>read and analyze various resume samples</li> <li>write a résumé based on a personal point-form inventory of skills, attributes, credentials, and work experience (OPTIONAL)</li> </ul> <p><b>Note:</b> Writing resumes is a CLB 8 task; it is optional for this level; learners will need a lot of support if you attempt it.</p> <ul style="list-style-type: none"> <li>Read various cover letters and compare them to the specific job posting, take notes of the positive and negative features of the cover letter and discuss improving it</li> <li>write a cover letter as part of a job application</li> </ul>	<p><b>LINC 5-7 Classroom Activities</b></p> <p><b>LINC 5-7 Classroom Activities (e-Resources)</b></p> <p><b>Cover Letter Samples – Monster.ca</b></p>









UNIT 2: Employment & Workplace		CORE CURRICULUM: Build Career Tools and Skills PROJECT: Plan and Experience a Field Trip	
CLB OUTCOME   	SAMPLE TASK	RESOURCES	
<p> <b>CLB 7-III:</b> Get information from moderately complex business/service texts containing assessments, evaluations and advice. <b>(FATK)</b></p> <p> <b>CLB 7-I:</b> Participate in routine phone calls</p>	<p><b>Task 3: Search for and apply for jobs</b></p> <ul style="list-style-type: none"> <li>find three job ads that are of interest, using job search websites</li> </ul> <p><b>Note:</b> These can be used with the cover letters above and the mock interviews below</p> <ul style="list-style-type: none"> <li>summarize the three jobs to a group</li> <li>practice telephone skills doing the following: <ul style="list-style-type: none"> <li>asking for someone; leaving a message</li> <li>introducing yourself; stating the purpose of your call</li> <li>requesting information; following up after submitting a résumé</li> <li>making and changing appointments</li> </ul> </li> <li>role play calling about the job ads, following up on a resume submission, and making an appointment for an interview</li> </ul>	<p><b>Formative Assessment Toolkit (CLB 7)</b></p> <p><b>LINC 5-7 Classroom Activities, Chapter 4, Volume 1: Looking for a Job</b></p> <p><b>LINC 5-7 Classroom Activities, Chapter 7, Volume 2: Telephone Calls</b></p>	
<p> <b>CLB 7-II:</b> Reduce a text of up to about 2 pages to an outline or summary.</p> <p> <b>CLB 7-I:</b> Understand moderately complex social exchanges (such as expressions of and responses to gratitude, hopes, appreciation, complaints, disappointment, satisfaction, dissatisfaction, approval and disapproval).</p>	<p><b>Task 4: Conduct mock interviews</b></p> <ul style="list-style-type: none"> <li>research the most commonly asked job interview questions</li> <li>select three challenging questions and write point-form notes on how to answer them</li> <li>read an online article on job interviews and make a list of job interview do's and don'ts</li> <li>view sample job interviews; make notes of questions asked and etiquette</li> <li>practice asking and answering interview questions in multiple one-on-one interviews relating to a variety of different job descriptions</li> <li>learners may be required to do the following: <ul style="list-style-type: none"> <li>provide necessary information</li> <li>ask relevant questions</li> <li>summarize information and ideas to confirm understanding</li> <li>agree and disagree appropriately</li> <li>thank others for their contributions and information</li> </ul> </li> <li>practice a panel interview, wherein one candidate is interviewed by three interviewers at a time</li> </ul>	<p><b>LINC 5-7 Classroom Activities, Chapter 4, Volume 1: Looking for a Job</b></p> <p><b>Mock Job Interview – YouTube</b></p> <p><b>Jobs and Careers Videos – About.com</b></p>	

# SCOPE & SEQUENCE

# ELSA 6

## of Sample Tasks

<b>UNIT 2:</b> Employment and Workplace	<b>CORE CURRICULUM:</b> Build Career Tools and Skills <b>PROJECT:</b> Plan & Experience a Field Trip	
		
<b>CLB OUTCOME</b> 	<b>SAMPLE TASK</b>	<b>RESOURCES</b>
<p> <b>CLB 7-III:</b> Get information from moderately complex business/service texts containing assessments, evaluations and advice.</p> <p> <b>CLB 7-II:</b> Reduce a text of up to about 2 pages to an outline or summary.</p>	<p><b>Task 1: Research local job search and volunteer programs</b></p> <ul style="list-style-type: none"> <li>• identify and research the following kinds of local employment or volunteer-related agencies and programs:           <ul style="list-style-type: none"> <li>○ government employment centres</li> <li>○ public job or volunteer fair in the community</li> <li>○ volunteer matching program</li> <li>○ public library which has job and volunteering searching resources</li> </ul> </li> <li>• read the website information to find out the address, phone number, program descriptions, and eligibility requirements</li> <li>• take notes from websites and create a chart of employment or volunteer organizations and all relevant information as follows:           <ul style="list-style-type: none"> <li>○ reduce information to important points with accurate details and no major omissions</li> <li>○ record details such as names, addresses, dates, and directions with correct spellings</li> </ul> </li> </ul>	<p><b>WorkBC Centres – Government of BC</b></p>

UNIT 2: Employment and Workplace		CORE CURRICULUM: Build Career Tools and Skills PROJECT: Plan & Experience a Field Trip	
CLB OUTCOME    	SAMPLE TASK	RESOURCES	
<p> <b>CLB 7-I:</b> Participate in routine phone calls.</p>	<p><b>Task 2: Arrange a site visit and orientation</b></p> <ul style="list-style-type: none"> <li>• practice phone skills as follows: <ul style="list-style-type: none"> <li>○ requesting information about the program</li> <li>○ phoning to ask to visit the site of the employment program as a class</li> <li>○ requesting a group orientation to services</li> <li>○ scheduling a site visit</li> </ul> </li> </ul> <p><b>Note:</b> one student could be tasked with actually making this phone call; alternatively the teacher could make the phone call while the class listens and makes notes of language used</p>	<p><b>LINC 5-7 Classroom Activities, Chapter 7, Volume 2: Telephone Calls</b></p>	
<p> <b>CLB 7-I:</b> Participate in less routine social conversations for many everyday purposes (such as expressing and responding to appreciation, complaints, satisfaction, dissatisfaction and hope.)</p> <p> <b>CLB 7-III:</b> Get information from moderately complex business/service texts containing assessments, evaluations, and advice.</p>	<p><b>Task 3: Participate in a field trip</b></p> <ul style="list-style-type: none"> <li>• prior to the field trip, do the following: <ul style="list-style-type: none"> <li>○ review conversation management skills, such as stating the reason for your visit, asking for clarification, interrupting to ask a question, etc.</li> <li>○ identify appropriate and inappropriate behaviour for a workplace environment</li> <li>○ list and assign questions to be asked</li> </ul> </li> <li>• read program brochures, posters, flyers and other program information provided during the field trip</li> <li>• evaluate which programs or services would be relevant and useful</li> <li>• extract details about these programs and services</li> </ul>	<p><b>Networking Advice – BC Jobs.ca</b></p> <p><b>Country Profiles-Kwintessential</b></p>	
<p> <b>CLB 7-I:</b> Understand moderately complex social exchanges (such as expressions of and responses to gratitude, hopes, appreciation, complaints, disappointment, satisfaction, dissatisfaction, approval and disapproval.)</p>	<p><b>Task 4: Reflect on a field trip</b></p> <ul style="list-style-type: none"> <li>• summarize what was learned on the field trip</li> <li>• make note of any next steps or other follow up needed</li> <li>• write a thank you card or email</li> <li>• make mini-presentations about the unit, including what was learned, career goals, and actions to be taken</li> </ul>		