

Employment Literacy Activities

Activity 1: Introduction to Work Schedules	1
Activity 2: Employee Information Forms	8
Activity 3: Application Forms - Filling in Personal Information	13
Activity 4: Time and Schedules	16
Activity 5: Creating a Work Schedule	24
Activity 6: Application Forms – Employment and Educational History	29
Activity 7: Filling in an Application Form	33
Activity 8: Introduction to Resumes	37
Activity 9 : Locating Information on a Resume	43
Activity 10: Detailed Application Forms	48
Activity 11: Creating a Personal Resume	53
Activity 12: Looking for Employment	60

Employment Literacy Activities

Activity 1: Introduction to Work Schedules

Phase I – Initial

Focus Topic: Personal employment – Work Schedule

Language Competencies Addressed in Activity:

- Read and understand short instructions used in the classroom
- Read and understand formatted and unformatted information
- Know where to write on a page, line or space provided
- Begin to write for meaning at the word level

Activity Overview: In this activity, the students will practice reading a simplified work schedule. They will begin by reviewing the days of the week with flashcards and then discuss the concept of schedules. The students will then complete a worksheet with fill in the blanks and matching exercises relating to a simple work schedule.

Materials needed:

- Days of the week flash cards (Emp1.1a-d) one set for each student
- 1 copy of the Work Schedule worksheet for each student (Emp1.2)

Instructions:

- I. Review the days of the week and the difference between the weekdays and the weekend
- II. Give each student a copy of the days of the week flashcards (Emp1.1a-d). Have them put them in order starting with Sunday. Then have the students separate the cards into weekdays and the weekend.
- III. Talk about the concept of a schedule, ask the class how many students use a schedule at work and why it is necessary.
- IV. Look at the schedule on the worksheet (Emp1.2) together. Discuss the days that people work and the names of the people who work there. Ask some oral questions about who is working when.
- V. Once they are familiar with the schedule, explain that the students are to read the schedule and the match the names with the days worked.
- VI. Do the first one together as an example.
- VII. When they are finished move on to the next exercise. Tell the students to fill in the blanks with the correct word to complete the sentence.
- VIII. When everyone is finished review the answers together as a class.

Extension activity:

Work schedule BINGO

- Make up different versions of the schedule by changing the names, the days and times worked.
- Give each student a different version of the schedule
- Then call out different combinations of days and times worked. Ex. Rose on Monday at 3:00 or Carlos on Friday at 7:00
- The student should mark an “x” on the square that is called.
- The first student to mark 3 squares wins.



Monday

Tuesday



Wednesday

Thursday



Friday

Saturday



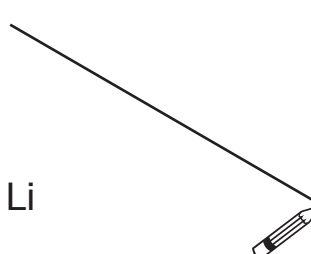
Sunday

Work Schedule Worksheet

Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:00-3:00	Rose	Rose	Rose	Yoko	Yoko
3:00-11:00	Yang Li	Yang Li	Carlos	Carlos	Carlos


A. Match the names with the days they work.

Rose	Thursday, Friday
Yoko	Wednesday, Thursday, Friday
Yang Li	Monday, Tuesday, Wednesday
Carlos	Monday, Tuesday



B. Use a word from below to complete each sentence:

Monday Tuesday Wednesday Thursday Friday

1. Rose works on Monday, Tuesday  and Wednesday.
2. Yoko works on _____ and Friday.
3. Yang Li works on _____ and Tuesday.
4. Carlos works on _____, Thursday and Friday.

Activity 2: Employee Information Forms

Phase I – Initial

Focus Topic: Job Search – Employee Information Form

Language and content-related competencies addressed in activity:

- Understand vocabulary on simplified application forms
- Circle, underline or identify words in text to answer short questions
- Match words in groups
- Recognize where to fill in basic personal information on simplified forms.

Activity Overview: In this activity, students will practice identifying vocabulary on a simplified personal information form by discussing application forms. They will practice by manipulating word cards and matching vocabulary on simplified application forms.

Materials needed:

- 1 copy of Employee Information Form Worksheet (Emp2.1) per student
- 1 set of vocabulary word cards (Emp2.2) per student
- 1 copy of blank form (Emp2.3) per student

Instructions:

- I. Elicit background knowledge about forms. Ask the students if they have had to fill out forms in Canada? Were they able to? What type of information did they have to provide?
- II. Give each student a copy of the employee information form (Emp2.1). Discuss the vocabulary on the form and the format. What do the different words mean? Ask students where they would write information on the form.
- III. Give each student a set of vocabulary word cards (Emp2.2). Explain to the students that they are the same words used on the form. Ask them to match the word cards with the words on the form. Point out ways to recognize the words, i.e. configuration, double letters, length of word.
- IV. Circulate around the room, checking for accuracy or go over the activity with the students when they have completed the activity.
- V. Give each student a copy of the blank form (Emp2.3). Explain to them that it is the same form as the previous one, but without the words.
- VI. Ask the students to place the vocabulary word forms in the correct places on the blank form, using the previous form as a guide.
- VII. Check for accuracy, and make sure that all of the students have the words in the correct places on the forms.
- VIII. Practice word recognition by calling out the different words from the form, one at a time. Tell the students to point to the correct words on the form as you call them out.

Extension Activities:

- Have the students ask the instructor for his/her address and telephone number.
- Have students interview each other for their name, address, and telephone number.
- Make up cards with fictitious information written on them to go with the vocabulary word cards. Give each group of students a set of the cards and have them match the vocabulary words to the correct information. eg. Match the word **Address** to **131 Maplewood Ave., Victoria, B.C.**, and **Telephone number** to **397-4256**.

Employee Information Form Worksheet

Employee Information Form

Employee Name _____

Address _____

City _____

Province _____

Postal Code _____

Telephone Number () _____

 Employee

City

Information

Province

Form

Postal

Employee

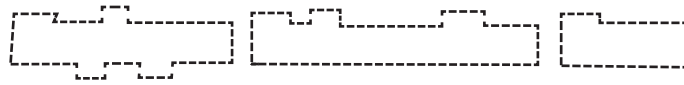
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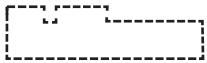
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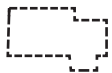
Telephone

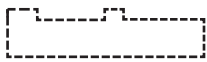
Address

Number













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Activity 3: Application Forms - Filling in Personal Information

Phase I – Developing

Focus Topic: Job Search- Employee Information Form

Language Competencies Addressed in Activity:

- Write personal information onto simplified application form.
- Read vocabulary cards.
- Match words to information.
- Read information and copy it from one form to another.

Activity Overview: In this activity, the students will practice recognizing vocabulary and appropriate corresponding information used on the personal data section of forms. They will practice filling out blank forms and answering related questions on a worksheet. They will then be able to enter their personal data on a personal information form unassisted.

Materials needed:

- Four copies of Employee Information Form Worksheet (Emp2.1 – shared with Phase I initial activity) for each student.
- 1 copy of a blank information form (Emp2.3– shared with Phase I initial activity) for each student.
- 1 set of cut out vocabulary words (Emp2.2– shared with Phase I initial activity) for each student.
- 1 copy of Employee Information Form Sentences (Emp3.1) for each student.


Instructions:

- I. Elicit background knowledge about forms. Ask the students if they have had to fill out forms in Canada? Were they able to? What type of information did they have to provide?
- II. Ask the students the pertinent personal information for the employee information form (Emp2.1), name, address, telephone number and assist each student in filling in a form.
- III. Before the class, fill in a blank information form (Emp2.3) for each student with their correct personal information. In class, give each student a copy of their forms and a copy of the vocabulary words cut out (Emp2.2).
- IV. Have the students match the correct labels to the information. i.e. each student will place the word "Name" next to his/her name on the form. Next the students will copy the labels and print them in the correct places on the blank form.
- V. Have the students copy the information from the completed form onto another employee information form (Emp2.1).
- VI. Circulate around the room, checking for accuracy in placement of information, correct spelling and correct punctuation.
- VII. Give each student a copy of the worksheet (Emp3.1).
- VIII. Have the students use the information from their form to fill in the blanks on the sentences. When they have completed filling in the sentences, they should practice reading them aloud.
- IX. Have the students try to fill out the Employee Information Form (Emp2.1) independently without copying from anything. Circulate and check for accuracy.

Extension Activities:

- Spread the cut out vocabulary words on the table and give the students clues as to meaning or spelling. Eg. Find the words that end with a silent "e".(name, code, telephone) Find the words that contain "or". (form, information) Find all the words with double letters. (employee, address) Find the word that means where you live. (address). Find the word that goes with number. (telephone) Find the word that goes with code. (postal). The students must identify the correct word.
- Have the students pick up the words one at a time from the table, read them and use them in a short sentence.
- Have the students correctly enter the teacher's name, address and information onto a personal information form. They will ask the teacher for the information and correct spelling.
- Have the students interview one another and enter each other's name, address, and information onto a personal information form. The students giving the information can refer to their completed form for spelling assistance.

Employee Information Form Sentences

Fill in the blank with information from your Employee Information Form 

1. My last name is _____

2. My first name is _____

3. My street address is _____

4. I live in _____

5. My postal code is _____

6. My phone # is _____

Activity 4: Time and Schedules

Phase I – Developing

Focus Topic: Personal Employment – Work Schedule

Language Competencies Addressed in Activity:

- Read and understand short formatted and unformatted information
- Read and follow short instructions
- Record formatted and unformatted information
- Demonstrate understanding of a work schedule

Activity Overview: In this activity, the students will practice reading a simplified work schedule. They will begin with a review of reading times on different types of clocks and then continue with a worksheet. The students will then read a work schedule and answer related true/false questions

Materials needed:

- 10 Clock flashcards with different kinds of clocks displaying different times, one set for each student.
(Emp4.1a - e)
- One copy of the Work Schedule Worksheet per student (Emp4.2)

Instructions:

- I. Review how to read the time using the cards with various kinds of clocks on them, each clock showing a different time. Compare times on digital clocks and regular clocks.
- II. Next the teacher should call out a time and the students will have to identify the clock with that time on it. Then get the students to try and put the cards in order starting with the earliest time.
- III. Talk about the idea of a work schedule. Find out who is familiar with a work schedule and why schedules are useful.
- IV. Read through the work schedule on the handout (Emp4.2) together. Discuss the days of the week, the times and the people who work there.
- V. Once the students are familiar with the schedule have them read the schedule and answer the true and false question.
- VI. Once they have finished have them copy the sentences that are true in the space provided on the worksheet.
- VII. Review the answers together in class.

Extension activity:

Information Gap

- Make two copies of the schedule from the worksheet and white out different names.
- Give a different copy to each student.
- The students should work in pairs to complete their schedules by asking each other questions about the blank areas on their schedules.

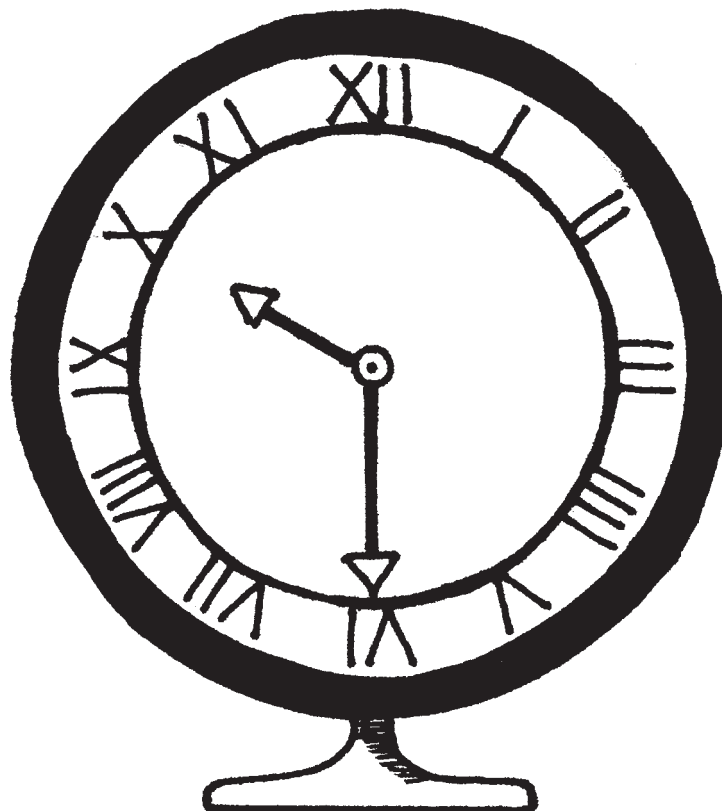
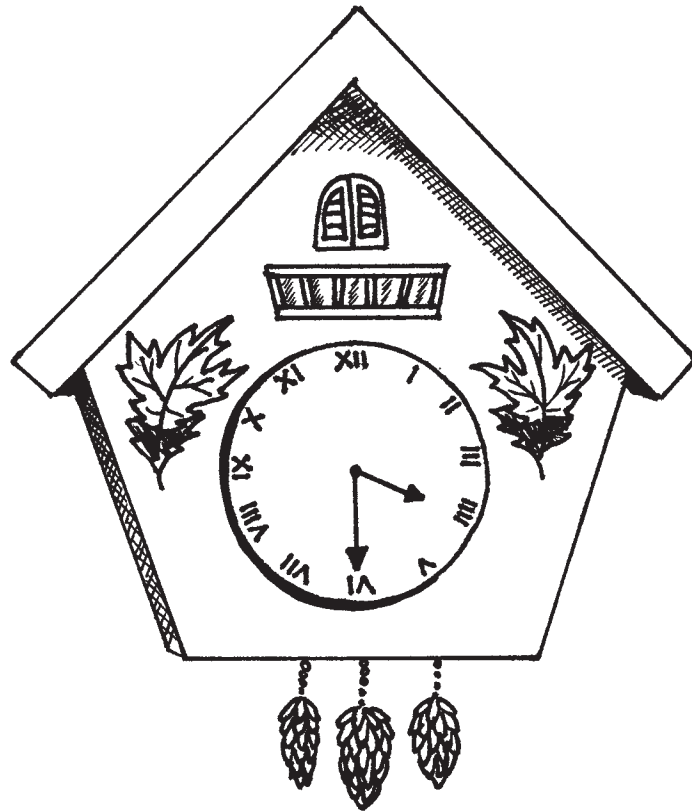
Example:

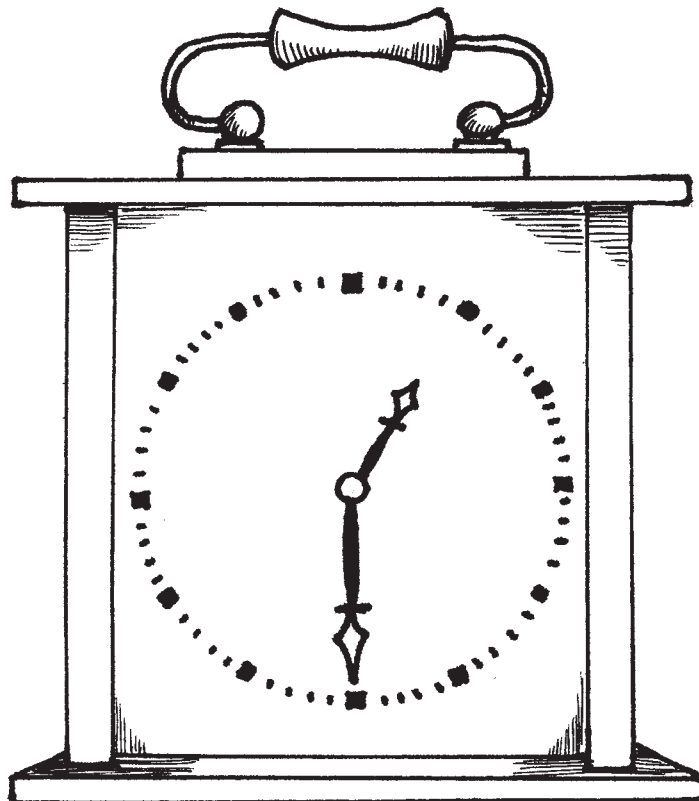
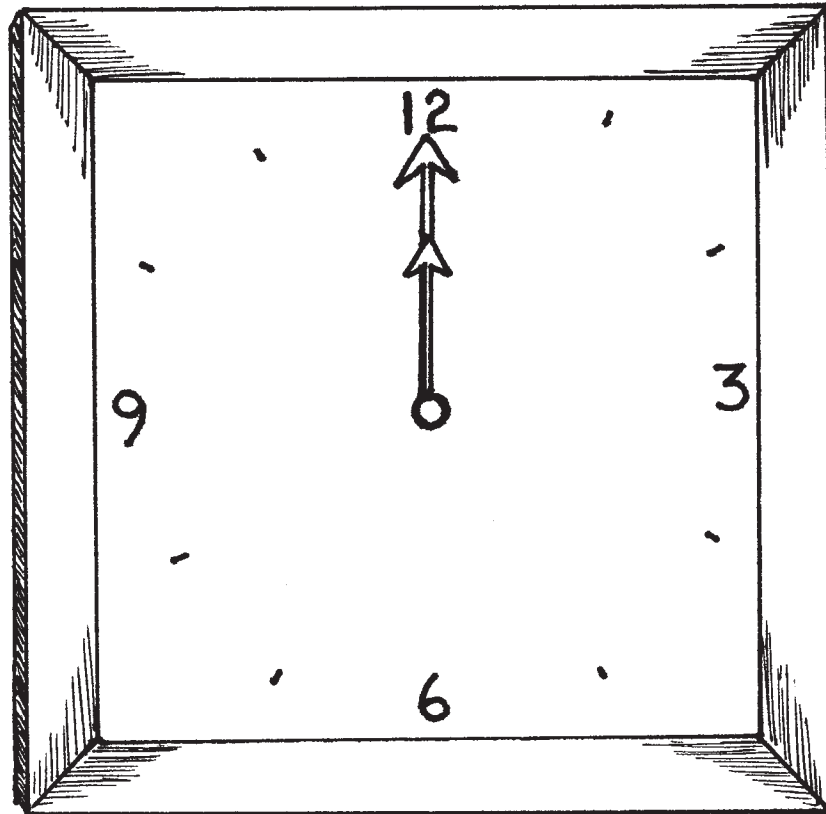
A: Who is working on Monday at 3:00?

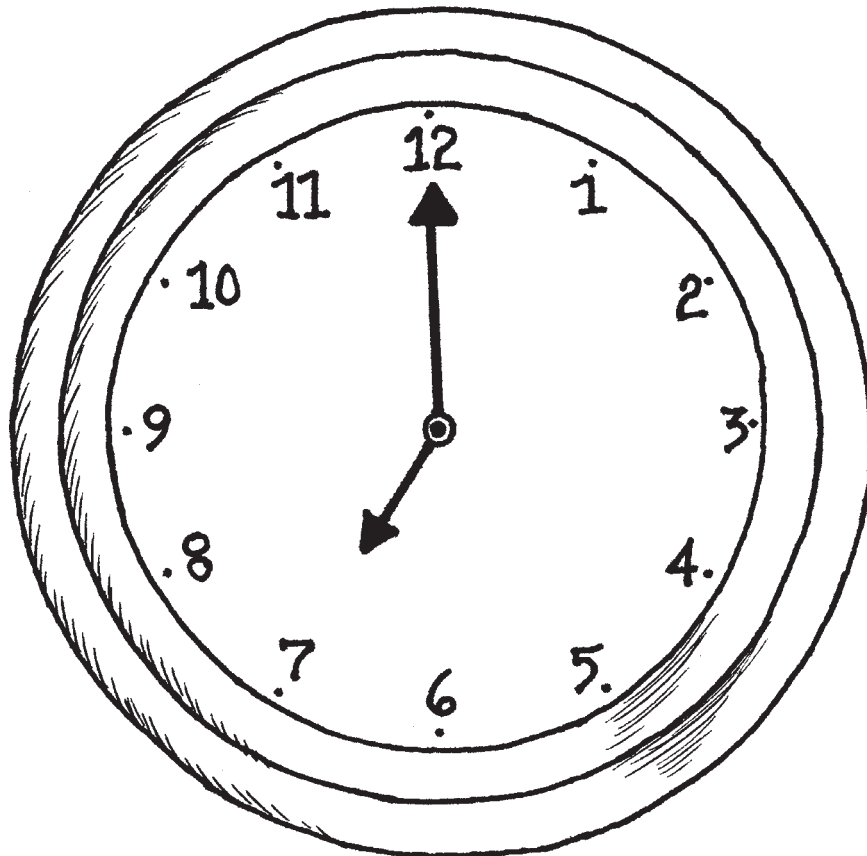
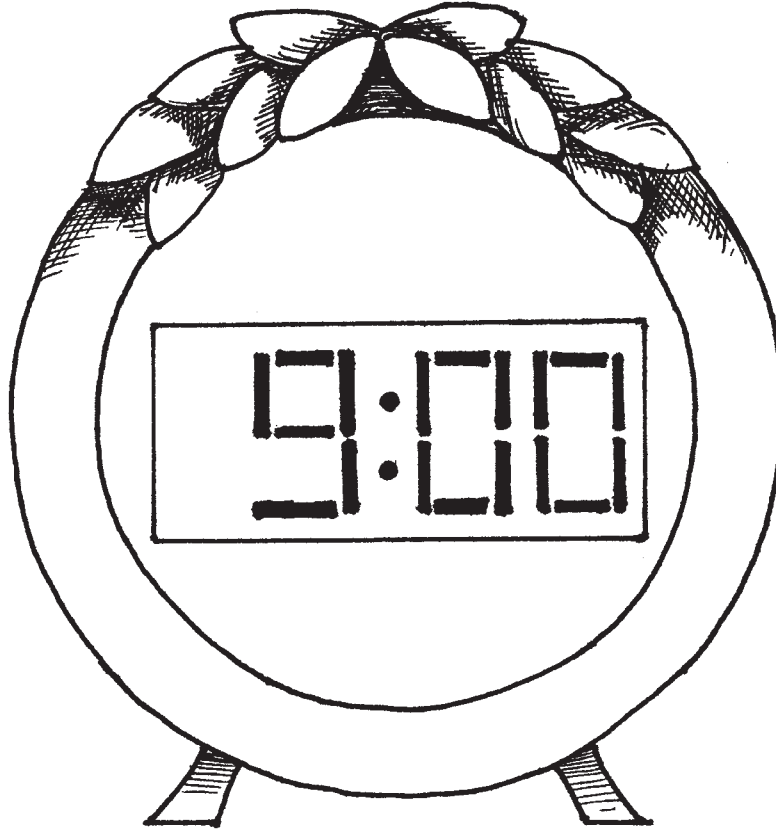
B: Carlos and Maria. Who is working on Tuesday at 7:00?

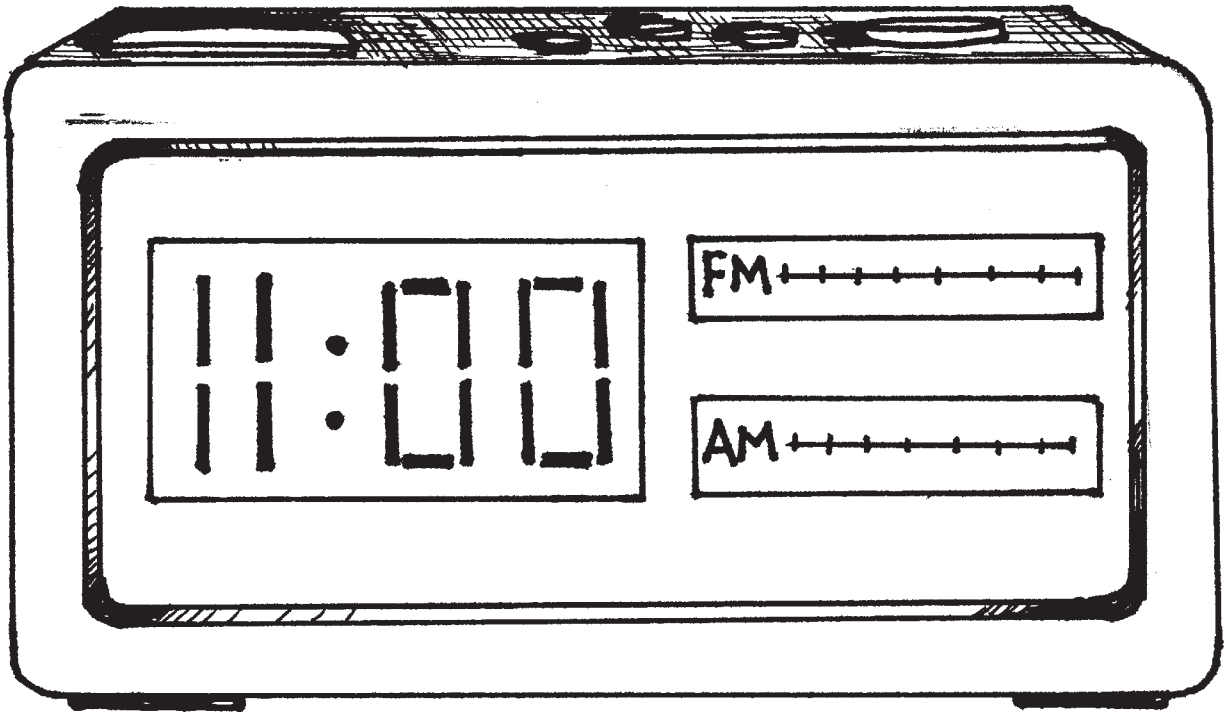
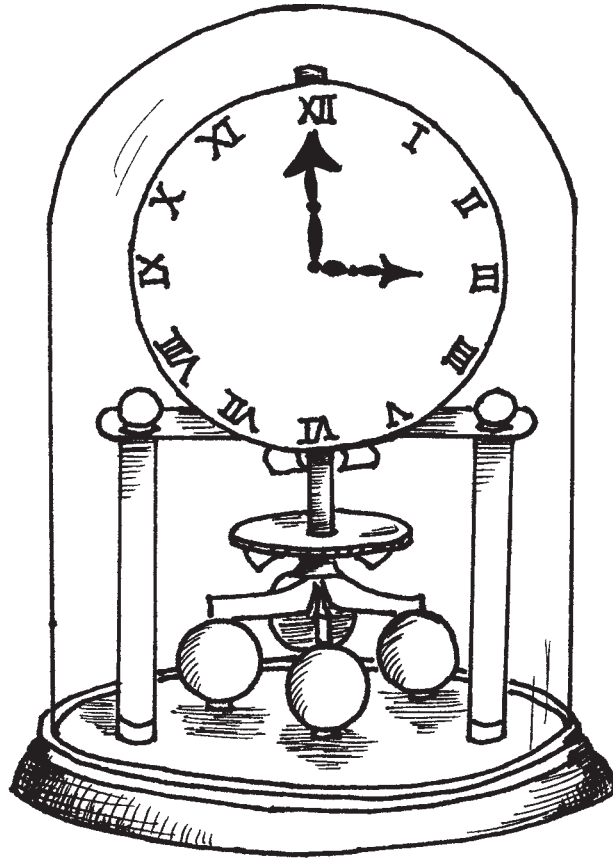
A: Rose and Yoko.

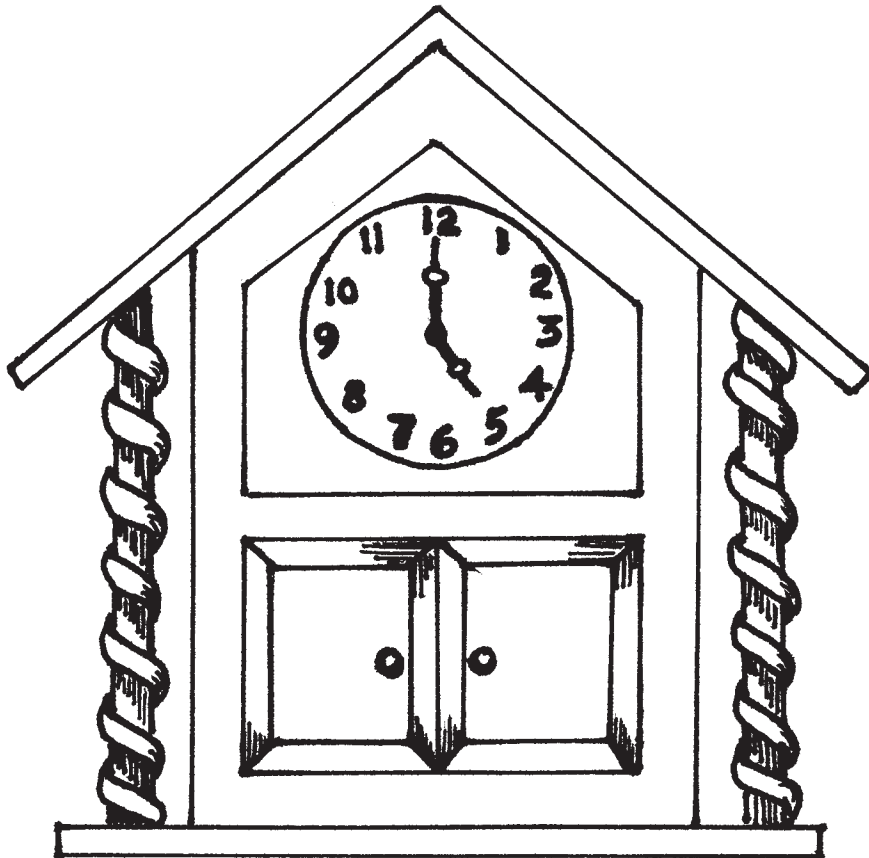
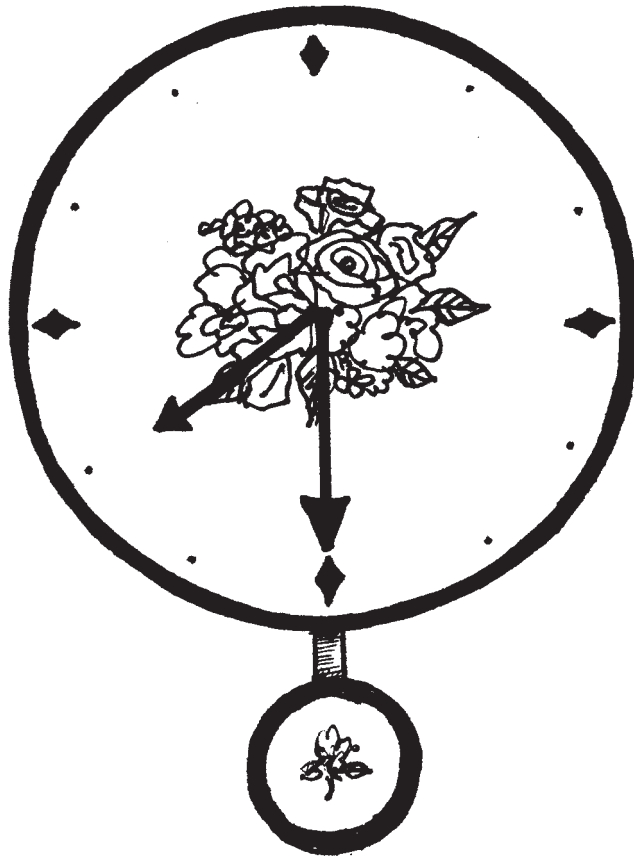
- Once they have the correct information to complete their squares they should write that information on their schedule













Work Schedule Worksheet

Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:00-3:00	Rose	Rose	Rose	Carlos	Carlos
	Yoko	Yoko	Yoko	Maria	Maria
3:00-11:00	Carlos	Carlos	Bang	Bang	Rose
	Maria	Maria	Singh	Singh	Yoko

A. Circle true or false for each sentence

1. Carlos is working at 3:00 on Monday.  True False
2. Rose is working on Monday. True False
3. Bang is working in the morning. True False
4. Singh is working on Tuesday night. True False
5. Maria is working on Friday Morning. True False
6. Bang is working at 3:00 on Thursday. True False

Now copy all of the true sentences onto the lines below.

Ex. Carlos is working at 3:00 on Monday. 

Activity 5: Creating a Work Schedule

Phase I – Developing

Focus Topic: Personal Employment – Work Schedule

Language Competencies Addressed in Activity:

- Read and understand short formatted and unformatted information
- Read and follow short instructions
- Record formatted and unformatted information
- Demonstrate basic understanding of a work schedule

Activity Overview: In this activity, the students will practice reading and creating work schedules by creating a large wall mounted schedule as a class.

Materials needed:

- 16" x 22" Laminated (if possible) blank schedule that can be mounted on a white board or wall. (teacher prepared)
- 7 – 3"x 3" Days of the Week Cards with the days of the week (Sunday –Saturday) written on them to fit across the top of the schedule (Emp5.1)
- 2- 3"x3" Shift Cards with shift times (7:00-3:00, 3:00-11:00) to fit along the side of the schedule (Emp5.2)
- 3 copies of the 6- 3"x1.5" Name Cards with employee names on them (Rosa, Carlos, Bang, Maria, Joe and Ying) to fit into the main body of the schedule (Emp5.3)
- Blue tack or tape to attach cards to schedule

Instructions:

- I. Create a 16" x 22" schedule with a grid on it- 8 squares across and 3 squares high. Squares should be 3" across and 3" tall. Affix the laminated blank schedule to white board or a wall using tape.
- II. Have the students arrange the days of the week cards in the proper order.
- III. Once they are in the correct order have the students stick them onto the schedule in the proper place.
- IV. Have the students put the shift time cards in the correct order.
- V. Have the students stick them on to the board in the appropriate place.
- VI. Then tell a student the time and day that an employee will be working and direct the student to put that employee's name in the correct place.

Ex. Rosa is working on Monday at 3:00.

- VII. Use the schedule below as a guide:

	Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
7:00 - 3:00	Rosa	Joe	Rosa	Joe	Rosa	Bang	Rosa
	Bang	Rosa	Bang	Carlos	Bang	Carlos	Bang
3:00 - 11:00	Carlos	Ying	Carlos	Ying	Carlos	Ying	Maria
	Ying	Maria	Joe	Maria	Joe	Maria	Joe

- VIII. Take turns with each student until the schedule is filled.

Extension activities:

- Have students bring in copies of the schedules from their workplaces so that the class can look at them together.
- Make cards with the students' names on them and have them build a work schedule for the class using the blank schedule.



Sunday

Monday

Tuesday

Wednesday

Thursday

Friday



Saturday

7:00–3:00

3:00–11:00



Rosa

Carlos

Bang

Maria

Joe

Ying

Activity 6: Application Forms – Employment and Educational History

Phase I – Adequate

Focus Topic: Job Search – Employee Information Form

Language Competencies Addressed in Activity:

- Copy employment history and educational history onto simplified application form from a previously filled out form
- Know where to find formatted information
- Know where to write answers on forms with increasing number of items
- Read and understand word order in common sentences

Activity Overview: In this activity the students will practice filling in a sample application form. They will practice reading and using vocabulary found on simplified application forms. The students will then fill in their own employment and educational history on the form.

Materials needed:

- 1 copy of Word Flashcards with the words employment, education and history per class (Emp6.1)
- 1 copy of the application form per student (Emp6.2)
- 1 copy of the application form on an overhead transparency (Emp6.2)

Instructions:

- I. Use the flashcards (Emp6.1) or a whiteboard to introduce the new vocabulary words: employment, education and history to the students. Discuss their meanings. Show how they are used together to read employment history and education history.
- II. Give each student a copy of the application form (Emp6.2).
- III. Have the students find the new vocabulary words on the application form.
- IV. Discuss different levels of schooling and words used for them in Canada.
- V. Discuss employment and educational history sections on application forms and how information is usually included there– most recent positions and training first, include date, name of company and details of training or job, etc.
- VI. Using the copy of the application form on the overhead transparency, fill in your own employment and educational history as an example, discussing important points with the class as you go along.
- VII. Have the students fill out the Education and Employment History portion of their form. Circulate around the classroom, assisting students as they document their information. They should be able to fill in the information on the rest of the form on their own.
- VIII. When all students are finished, let those who wish share what they have written.

Extension Activity:

- Help the students find their phone numbers in the phone book. Also have them note their address in the phone book. Show them where they can find postal codes at the back of the book.
- Help the students find their addresses on a city map. Show them the index and how to use the coordinates to find their addresses. Have each student trace the route from his/her home to the school.
- Bring a variety of application forms into the class and compare them to see what information they ask for, how they differ and how they are the same.



employment

education

history

Application Form Worksheet

Application Form

Please print

Name _____

Address

Number

Street

City

Province

Postal Code

Phone Number () _____

Education _____

Employment History _____

Activity 7: Filling in an Application Form

Phase II – Initial

Focus Topic: Job Search – Employee Information Form

Language Competencies Addressed in Activity:

- Demonstrate understanding of text using context/idea, sight words, phonetic clues
- Read and understand personal titles such as Mr., Mrs., Miss, and Ms
- Read and understand where to write required information
- Spell personal information correctly or know where to reference
- Print on line and in spaces accurately, legibly and consistently
- Sign name on appropriate line
- Read and fill out application forms with personal information, including history, SIN number, and basic health information

Activity Overview: In this activity, the students will practice using the terminology and format of an application form, and demonstrate understanding of its use. Each student will then fill in a form with his/her personal information.

Materials needed:

- 1 copy of Application Form Worksheet per student (Emp 7.1)
- 1 copy of the application form on an overhead transparency (Emp7.1)
- 1 Vocabulary List per student (Emp7.2)

Instructions:

- I. Show the students the application form (Emp7.1). Review the format and the information wanted on the form.
- II. Hand out the list of vocabulary words (Emp7.2). Read each word and have the students repeat it. Point out any phonetic, configuration or word families, to help the students with recognition.
- III. Have the students outline each word to emphasize its configuration. Demonstrate on the board how they should outline the word.
- IV. Discuss the meaning of any unfamiliar words.
- V. Point out the abbreviations, Mr., Mrs., Ms. and discuss meanings.
- VI. Read the words in a non-sequential order and have the students point to them.
- VII. Review the numbers on each student's vocabulary list. Call out numbers one at a time and have students take turns reading the word next to each number called.
- VIII. Give each student a copy of the application form (Emp7.1)
- IX. Have each student fill in application form with his/her personal information. Circulate around the room to assist students who may be having difficulty and to check for accuracy on students' forms

Extension Activities:

- Give each student a blank envelope. Explain that each envelope must have the address of the person it's going to, plus the return address of the sender. Each student should borrow another student's information form and copy their name and address onto the envelope. Then they should put their own return address in the correct place on the envelope. The student can use the information on the form to copy his/her return address. Help the students write a brief note to the addressee. Mail the letters for the students. Have them tell you when they receive them.
- Examine the index on a city map to list synonyms for example: St., Rd., Blvd., Cl..
- Use the phone book to find the address for familiar places, restaurants, schools, friends.
- Use the words on the vocabulary list to play Bingo.

Application Form Worksheet

Application Form

Please print

Mr. Mrs.
Miss Ms.

Name

Last

First

Address

Street Address

City

Province

Country

Postal Code

Phone Number () _____

Area Code

Social Insurance Number _____

Alberta Health Care # _____

Health Concerns _____

Education _____

School

Grade

Year

Employment

Previous Employer	Job	Dates

Signature _____

Vocabulary List

- | | |
|--------------------------|--------------------------------|
| 1. Address | 16. Mr. |
| 2. Alberta Health Care # | 17. Mrs. |
| 3. Application Form | 18. Ms. |
| 4. Area Code | 19. Name |
| 5. City | 20. Phone Number |
| 6. Country | 21. Previous |
| 7. Dates | 22. Please print |
| 8. Education | 23. Postal Code |
| 9. Employer | 24. Province |
| 10. Employment | 25. School |
| 11. First | 26. Signature |
| 12. Grade | 27. Social Insurance
Number |
| 13. Health Concerns | |
| 14. Job | 28. Street Address |
| 15. Miss | 29. Year |

Activity 8: Introduction to Resumes

Phase II – Developing

Focus Topic: Job Search

Language Competencies Addressed in Activity:

- Read, demonstrate understanding of and fill in more complex teacher made forms.
- Recognize, read and demonstrate understanding of the organizational patterns of texts and where to find specific information.
- Fill in missing letters in words
- Recognize what a resume is and what people use it for.
- Fill in employment and educational history on forms.

Activity Overview: In this activity, the students will become familiar with the format and vocabulary of a resume. The tasks included will help improve the students' knowledge of resume vocabulary and letter recognition skills through reading a resume, identifying specific information on the resume and filling in missing letters from vocabulary words.

Materials needed:

- 2 copies of the resume document (Emp8.1) per student
- 1 copy of the resume document (Emp8.1) on an overhead transparency
- 1 copy of the resume word worksheet (Emp8.2) per student
- 1 copy of the resume words (Emp8.3) copied and cut out per pair of students
- 1 copy of the resume worksheet (Emp8.4) per pair of students

Instructions:

- I. Give each student a copy of the resume (Emp8.1).
- II. Read the resume out loud to the students while they follow along.
- III. Have students identify new vocabulary and discuss the meanings of these new words.
- IV. Next, have the students read the resume out loud to the instructor.
- V. Have the students identify specific information on the resume following your instructions:
 - circle Maria's family name
 - circle Maria's apt. number
 - circle the city Maria lives in
 - circle Maria's phone number
 - circle Bow Valley College
 - circle the numbers: 2000, 1999, 1998, 1997
 - circle the words: work, school, happy, snacks, restaurant
- VI. Go over the correct answers with the resume on the overhead transparency.
- VII. Give each student a copy of the Resume Word Worksheet (Emp8.2). Encourage the students to attempt the activity on the worksheet. Have them fill in the missing letters of the words selected from the resume on the worksheet.
- VIII. Check the activity for accuracy by asking the students to write the words on the board.

Extension Activity - Recreating the Resume

- Prior to class, cut up a copy of the resume words (Emp8.3) for each pair of students. Cut out the parts that are blank on the resume worksheet (Emp8.4).
- Lay the cut out words from the resume on the table. Have the students read the words out loud to the instructor. Review meanings.
- Give each student a copy of the resume worksheet (Emp8.4).
- In pairs, have the students place each word onto the correct space of the resume worksheet (Emp8.4).
- Put the original copy of the resume on the overhead. Compare the original resume with the recreated resume for accuracy.

Maria Hernandez
Apt. 203 17 Ave. S.W.
Calgary, AB
T3E 0V9
(403) 289-8663

Education:

2000 – present	English as a Second Language Bow Valley College, Calgary
1997 - 1999	St. Ignatius High School Bogota, Columbia

Work Experience:

1998 – 1999	Waitress La Hacienda Restaurant Bogota, Columbia
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Volunteer Work:

2000 – 2001	Happy Days Daycare Calgary, AB <ul style="list-style-type: none">• prepared snacks• prepared materials
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References available upon request

Resume Word Worksheet

Complete the resume words below by filling in the missing letters.

1. Mari__

9. Res__aurant

2. T3__ 0V__

10. Wo__k

3. Ed__cat__on

11. Vo__unt__ __r

4. Eng__ish

12. Ha__py

5. B__w

13. __aycare

6. B__got__

14. snack__

7. E__perien__e

15. A__

8. W__itres__

16. pre__ared



Maria Hernandez	Work Experience:
Apt. 203 17 Ave. S.W.	La Hacienda Restaurant
Calgary, AB	prepared materials
T3E 0V9	2000 - 2001
English as a Second Language	prepared snacks
Bogota, Columbia	1997 - 1999

Resume Worksheet

Education:

2000 – present

Bow Valley College, Calgary

St. Ignatius High School

1998 – 1999

Waitress

Bogota, Columbia

Volunteer Work:

Happy Days Daycare

Calgary, AB

- _____
- _____

References available upon request

Activity 9 : Locating Information on a Resume

Phase II – Developing

Focus Topic: Job Search

Language Competencies Addressed in Activity:

- Read and demonstrate understanding of more complex teacher made forms
- Recognize, read and demonstrate understanding of the organizational patterns of texts and where to find specific information
- Recognize what a resume is and what people use it for
- Fill in employment and educational history on forms
- Copy important words from informational text accurately
- Write answers to simple questions
- Print on line and in spaces correctly

Activity Overview: In this activity, students will develop their reading comprehension abilities and build upon their understanding of resumes and related vocabulary. They will read through a sample resume and answer questions about it orally and on paper. The activity will help them to better understand formatted information and recognize, read and understand organizational patterns and purpose of text.

Materials needed:

- Sheets of lined paper
- 1 copy of Resume document (Emp9.1) per student
- 1 copy of Resume Questions per class (Emp9.2)
- 1 copy of Resume Question Worksheet (Emp9.3) per student

Instructions:

- I. Give each student a copy of the sample resume (Emp9.1)
- II. Look over the sample resume (Emp9.1) with students, either using an overhead transparency or looking at a hard copy at the table with the students.
- III. Read the resume out loud to the students while they follow along.
- IV. Have students identify new vocabulary and discuss meanings.
- V. Have students re-read the resume out loud to you.
- VI. Following the questions on the activity sheet (Emp9.2), ask the students to answer the questions relating to the resume. Tell the students to refer to their copy of the resume when answering questions.
- VII. Upon successful completion of the oral activity, have the students write the answers to a series of questions listed on the worksheet (Emp9.3), again referring to the resume.
- VIII. Check answers as a class.

Extension Activity:

Discuss the students' own work experiences, using the following as guidelines:

- type of occupation
- place of work
- work hours
- responsibilities
- term of employment
- reason for leaving

Referring to the above mentioned discussion, have each student write a short journal about his/her work experience using the given guidelines.

Students can refer to the resume for correct vocabulary.

Maria Hernandez
Apt. 203 17 Ave. S.W.
Calgary, AB
T3E 0V9
(403) 289-8663

Education:

2000 – present English as a Second Language
Bow Valley College, Calgary

1997 - 1999 St. Ignatius High School
Bogota, Columbia

Work Experience:

1998 – 1999 Waitress
La Hacienda Restaurant
Bogota, Columbia

Volunteer Work:

2000 – 2001 Happy Days Daycare
Calgary, AB

- prepared snacks
- prepared materials

References:

Meghan Armstrong (403) 249-2567
Instructor, Bow Valley College
Calgary, AB

Ask the students to answer orally the following questions about the resume.

1. What is Maria's family name?
2. What is Maria's apt. number?
3. What city does Maria live in?
4. What province does Maria live in?
5. What is Maria's postal code?
6. What is Maria's phone number?
7. What college is Maria studying at presently?
8. What is Maria studying at the college presently?
9. When did Maria work as a waitress?
10. What is the name of the restaurant?
11. When did Maria do volunteer work?
12. What is the name of the daycare?
13. What did Maria do at the daycare?
14. Who is Meghan Armstrong?
15. What is Meghan's phone number?
16. What is Meghan's occupation?

Resume Question Worksheet

Write the answer for each question. Refer to the resume to help you. 

1. What is Maria's family name? _____

2. What is Maria's apt. number? _____

3. What city does Maria live in? _____

4. What province does Maria live in? _____

5. What is Maria's postal code? _____

6. What is Maria's phone number? _____

7. What college is Maria studying at presently? _____

8. What is Maria studying presently? _____

9. What year did Maria start to work as a waitress? _____

10. What is the name of the daycare? _____

11. Who is Meghan Armstrong? _____

12. What is Meghan's phone number? _____

Activity 10: Detailed Application Forms

Phase II – Developing

Focus Topic: Job Search

Language Competencies Addressed in Activity:

- Read and fill out complicated application forms.
- Demonstrate understanding of where to write required information.
- Copy letters, words and sentences clearly and accurately
- Spell personal information correctly or know where to reference
- Print on line and in spaces, N/A when question is not applicable
- Sign name in appropriate location

Activity Overview: In this activity, the students will work with sample application forms. They will review the vocabulary used on an application form and use it to form complete sentences. They will practice retrieving information from forms by asking and answering questions. Students will also practice interviewing classmates and using their information to fill in forms.

Materials needed:

- 1 Detailed Application Form (Emp10.1) filled in by each student with his/her personal information. (To be filled in at home or in a preceding class.)
- 2 blank Detailed Application Forms (Emp10.1) per student
- 1 copy of vocabulary list (Emp10.2) per student
- 1 copy of the Application Form Worksheet (Emp10.3) per student

Instructions:

- I. Give each student a copy of the application form (Emp10.1) and the vocabulary list (Emp10.2)
- II. Read random words from the vocabulary list. Have the students correctly point to each word on the form when it is read by the instructor.
- III. Have the students correctly read each word in the vocabulary list, or on the application form. Discuss any words that students do not understand.
- IV. If the students have not already filled in their application forms, go through the form with the students and have them fill in their own personal information.
- V. Give each student a copy of the worksheet (Emp10.3)
- VI. Have the students use the information on their application forms to complete the fill in the blank sentences. Have the students compare answers and read their sentences aloud when they are finished.
- VII. Ask the students to exchange completed application forms. Ask students questions relating to the information on their new forms such as What is the name of the person on your form? What is his/her address? What is his/her telephone number?
- VIII. Give each student a new blank application form (Emp10.1)
- IX. Have the students interview one another to fill in the blank forms. They must ask questions and verify spelling to fill in the form independently with another student's information. Circulate around the classroom to assist those who need help and check work for accuracy.

Extension activities:

- Create a word search using the vocabulary from the application form.
- Make the vocabulary words into flashcards. Scatter them on a table top. The students must pick up a flashcard, read the word, and use it in a sentence.

Application Form

Please print

Mr. Mrs.
Miss Ms.

Name _____
Last First

Address _____
Street Address

City Province Country

Postal Code

Phone Number () _____
Area Code

Social Insurance Number _____

Alberta Health Care # _____

Health Concerns _____

Education _____
School Grade Year

Employment

Previous Employer	Job	Dates

Signature _____

Vocabulary List

- | | |
|--------------------------|----------------------|
| 1. Address | 16. Mr. |
| 2. Alberta Health Care # | 17. Mrs. |
| 3. Application Form | 18. Ms |
| 4. Area Code | 19. Name |
| 5. City | 20. Phone Number |
| 6. Country | 21. Previous |
| 7. Dates | 22. Please print |
| 8. Education | 23. Postal Code |
| 9. Employer | 24. Province |
| 10. Employment | 25. School |
| 11. First | 26. Signature |
| 12. Grade | 27. Social Insurance |
| 13. Health Concerns | Number |
| 14. Job | 28. Street Address |
| 15. Miss | 29. Year |

Application Form Worksheet

Complete the following sentences:

1. Alberta is the name of the _____ where I live.
2. When I address a letter I must include the _____.
3. If I am telephoning long distance, I must know the _____.
4. If a question on a form does not apply to me, I should just write _____.
5. When I sign my name I write my _____.
6. Another word that means before is _____.
7. I can look in the phone book to find someone's _____ and _____.
8. When you apply for a job you must fill in an _____.
9. S.I.N. stands for _____.
10. The person I work for is my _____.

Activity 11: Creating a Personal Resume

Phase II – Adequate

Focus Topic: Job Search

Language Competencies Addressed in Activity:

- Copy relevant information from formatted information
- Identify jobs suitable to qualifications and experience
- Demonstrate understanding of purpose, layout and sections on various forms and where to write information.

Activity Overview In this activity, the students will practice preparing their own resumes and relating qualifications and experience to appropriate jobs. They will read sample resumes and copy relevant information on to a blank template. The students will then identify pertinent information from their own employment and educational history to document on a resume of their own. By the end of the activity, they will be able to understand formatted text, recognize appropriate vocabulary and learn how to format their own resume.

Materials needed:

- 1 copy of Resume Document (Emp11.1a-b) per student
- 2 copies of Resume Template (Emp11.2) per student
- 1 copy of Resume Template Completion Exercise (Emp11.3) per class
- 1 copy of Reference Template (Emp11.4) per student

Instructions:

- I. Give each student a copy of the Resume Document (Emp11.1a-b)
- II. Read the resume out loud to the students while they follow along.
- III. Have students identify new vocabulary, discuss meanings and discuss criteria for resume format.
- IV. Next, have the students read the resume out loud to the instructor.
- V. Give each student a copy of the Resume Template (Emp11.2).
- VI. Read the tasks from the Resume Template Completion Exercise (Emp11.3). Have the students complete the blanks on the resume.
- VII. After successful completion of the activity, have the students discuss and write down in point form, their own personal work and education history. This will be used when each student fills in the resume template with his/her own information.
- VIII. Give each student another copy of the Resume Template (Emp11.2). Have the students begin to fill in the blanks with their own personal information. Encourage the students to be very accurate and use the correct format.
- IX. Have the students make a list of jobs they feel are appropriate to their qualifications and experience. Circulate and discuss the lists with students individually.

Extension Activity: As part of the Extension Activity, discuss the importance of references using the following guidelines:

- importance of a good reference
- the accuracy of the reference's name, position, address, phone number and place of work
- the importance of notifying and gaining the permission of the reference to use his/her name
- As a homework assignment, have students prepare a reference page (Emp11.4) of two (2) references that include the following information:
 - Name
 - Phone number
 - Position
 - Place of work

Have the students bring the completed reference page to the next class for the instructor's review and approval.

Maria Hernandez - Garcia
801 Acadia Dr. S.E.
Calgary, AB, T3G 5V6
(403)289-8663

Education:

2001 – 2002 Computer Technician Certificate
Bow Valley College, Calgary

2000 – 2001 English as a Second Language
Bow Valley College, Calgary

Other Training:

2001 Level 1 Daycare Assistant
Calgary Catholic Immigration Society
Calgary

Work Experience:

2002 – present Office Assistant
ATL Construction, Calgary

2000 - 2002 Part-time salesclerk
The Bay, Calgary

1998 – 1999 Waitress
La Hacienda Restaurant
Bogota, Columbia

Volunteer Work:

2001 – present Corpus Christi Church, Calgary
Sunday School teacher

2000 – 2001 Happy Days Daycare
Calgary, AB

- prepared snacks
- prepared materials

References:

Father O'Malley (403) 248-3311
Corpus Christi Church
Calgary

Meghan Armstrong (403) 249- 2567
Instructor, Bow Valley College
Calgary

Resume Template

Listen and write 

Education:

_____ - present _____

_____ - _____ _____

Work Experience:

_____ - present _____

_____ - _____ _____
_____ - _____ _____

Volunteer Work:

_____ - present _____

References available upon request.

Resume Template Completion

Ask the students to transfer the following information from the original resume to the resume template. If necessary, read the instructions one by one as the students complete the work.

- 1) Write the first and last name on the correct line.
- 2) Write the address on the line below the name.
- 3) Write the city and the province below the address.
- 4) Write the postal code beside the province.
- 5) Write the phone number below the city and province.
- 6) Look at Education. What year did Maria start at Bow Valley College? Write the year.
- 7) Write the name of the college class beside the word 'present'.
- 8) Write the name of the college and city below the college class.
- 9) Look at Work Experience. Where is Maria working now? Write the name of the company.
- 10) Write the year she started at this job.
- 11) Look at Volunteer Work. Where did Maria volunteer? Write the name of the place.
- 12) Write the responsibilities that Maria had at her volunteer position.

Reference Template

Complete the form with personal references: 

1. _____
Name Telephone Number

Position

Place of Work

2. _____
Name Telephone Number

Position

Place of Work

Activity 12: Looking for Employment

Phase II – Adequate

Focus Topic: Job Search

Language Competencies Addressed in Activity:

- Read and fill out complicated application form
- Describe own strengths, abilities and qualifications in writing
- Understand basic print conventions of sentences and paragraphs
- Read high frequency words in context
- Become familiar with the concept of multi-syllabic words
- Understand that signatures are usually in cursive writing form
- Print the date clearly and accurately
- Demonstrate understanding of purpose, layout and sections of a form

Activity Overview In this activity, students will become familiar with and expand their knowledge of application form vocabulary. They will begin to understand different parts of speech and their usage in sentences. Students will begin by discussing different parts of speech that use the same root and are related to application forms. Then they will complete a fill in the blanks exercise using the correct words.

Materials needed:

- 1 copy of the Job Search Vocabulary Table for each student (Emp12.1)
- 1 copy of the Employment Cloze Story for the instructor (Emp12.2a)
- 1 copy of the Cloze Story Worksheet for each student (Emp12.2b)
- 1 copy of the Application Form Worksheet on an overhead transparency (Emp12.2b)
- 1 application form for each student (Emp12.3a-b)

Instructions:

- I. Give each student a copy of the vocabulary table (Emp12.1)
- II. Explain the difference between the usage of nouns and verbs. Also explain how nouns and verbs can share the same root, but change their part of speech with the addition of suffixes.
- III. Introduce the student to the concept of multi-syllabic words. Clap hands to establish how many syllable or beats are in each word. Record the number of syllables beside each word.
- IV. Discuss the meanings of the different words in the vocabulary table. Assist the students in using each of the words in the vocabulary table correctly in a sentence. Print the sentences if the students are not able. Have the students copy the sentences on to a blank sheet of paper.
- V. Have the students use the words from the vocabulary table to complete the cloze story on the worksheet (Emp12.2b).
- VI. Have the students read the completed story aloud. Fill in the blanks on the overhead copy to check for accuracy.
- VII. Have the students go through the story and circle all the verbs and underline all the nouns.
- VIII. Go over the story together once again to review answers.
- IX. Give each student a copy of the application form (Emp12.3a-b).
- X. Go over the application form together. Discuss the difference between training and education. Explain the word dependents. Have each student list his or her dependents.
- XI. Have the student fill out the application form. Circulate to give help as is needed.

Extension Activities:

- Cut out the words from the vocabulary table (Emp12.1) and have the students place them in the correct category.
- Have the students compile their own table of verbs and nouns from familiar vocabulary.
- Bring in several authentic application forms for different purposes, or have the students bring them in. Compare them. Make photocopies of them and have the students practice filling them out.

Vocabulary Table

VERBS	NOUNS
apply	application
inform	information
sign	signature
educate	education, educator
print	print
insure	insurance
train	trainer, training
employ	employment, employer

Looking for Employment

When I apply for a job, I have to fill out an application form. The employer needs information about me. The employer needs my address, my phone number, and my social insurance number. He also needs to know about my education and my previous employment. He needs to know that I will do a good job. I must also sign my name on the form. This is called my signature. I should always check my application form over to make sure there are no mistakes. If an employer sees a mistake on an application form, he will think that I won't be a careful employee.

Looking for Employment

When I _____ for a job, I have to fill out an _____ form. The _____ needs information about me. The employer needs my _____, my _____ number, and my social _____ number. He also needs to know about my education and my _____ employment. He needs to know that I will do a good job. I must also _____ my name on the form. This is called my _____. I should always check my application _____ over to make sure there are no mistakes. If an _____ sees a mistake on an application form, he will think that I won't be a good _____.

Application Form

Please print

Today's Date

Day_____
Month_____
Year

Mr. Mrs.

Miss Ms.

Name

Last_____
First

Address

Street Address_____
City_____
Province_____
Country_____
Postal Code

Phone Number

()

Area Code

Social Insurance Number

Alberta Health Care #

Health Concerns

Dependents

Last_____
First_____
Last_____
First_____
Last_____
First

Application Form (2)

Education

School

Level

Year

Related Training

Training	Date

Employment

Previous Employer	Job	Dates

Signature _____