

Module Plan

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THEME: *Employment*

Module Topic: *Applying for a job opening in Ontario, Canada*

Skills	Listening	Speaking	Reading	Writing
CLB Level	6	6	6	6
Real-World Task(s) [Goal(s)]	<i>Listen to and understand questions from an HR manager during a job interview.</i>	<i>Answer questions from an HR manager during a job interview.</i>	<i>Read and understand information about a job opening on a company's website.</i>	<i>Complete a job application on a company's website.</i>
<p>CLB Competency (-ies)</p> <p>Competency Area,</p> <ul style="list-style-type: none"> • Competency Statements, - (Sample) Indicators of Ability 	<p>III-Getting Things Done</p> <ul style="list-style-type: none"> • Understand moderately complex communication intended to influence or persuade ... in relevant situations. <p><i>– Identifies main intent, main ideas, factual details, words and expressions.</i></p> <p><i>– Identifies implied meanings.</i></p> <p><i>– Identifies the functions of utterances (such as suggestions, encouragement and requests).</i></p> <p>II-Comprehending Instructions</p> <ul style="list-style-type: none"> • Understand moderately complex directions and instructions for technical or 	<p>III-Getting Things Done</p> <ul style="list-style-type: none"> • Give and respond to informal and somewhat formal suggestions and indirect requests. <p><i>– Gives reasons and predicts consequences of not following through.</i></p> <p><i>– Uses modals with the appropriate level of politeness.</i></p> <p>IV. Sharing Information</p> <ul style="list-style-type: none"> • Ask for and give information in some detail; express opinions, feelings, obligation, ability and certainty one-on-one and in small group discussions or meetings. 	<p>III-Getting Things Done</p> <ul style="list-style-type: none"> • Get information from moderately complex business/service texts containing advice, requests or detailed specifications. <p><i>– Identifies main ideas, factual details and some implied meanings.</i></p> <p><i>– Identifies the writer's purpose, intent, mood and attitude in sections of text.</i></p> <p>IV-Comprehending Information</p> <ul style="list-style-type: none"> • Interpret information contained in formatted texts. <p><i>– Identifies purpose, main</i></p>	<p>III. Getting Things Done</p> <ul style="list-style-type: none"> • Complete forms requiring detailed personal information. <p><i>– Identifies purpose of form and completes it with all the required information.</i></p> <p><i>– Spells and uses punctuation, capitalization, dates and numbers (and their abbreviations) correctly.</i></p>

	<p>non-technical tasks.</p> <ul style="list-style-type: none">- Follows sequence markers or other linguistic clues to infer order of steps.- Follows a range of cohesive devices indicating order and sequence.	<ul style="list-style-type: none">- Provides necessary information.- Asks relevant questions.- Summarizes information and ideas to confirm understanding.	<p>ideas and key details in prose or formatted texts.</p> <ul style="list-style-type: none">- Compares facts to make choices.	
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<p>Language Focus Grammatical Knowledge Textual Knowledge Functional Knowledge Sociolinguistic Knowledge</p>	<p><u>Grammatical</u></p> <p>Recognition of:</p> <ul style="list-style-type: none"> • <i>Words and expressions relating to topic areas (such as general content; academic, occupational and vocational areas; and social participation)</i> • <i>Expanded range of concrete, abstract and technical language relating to familiar everyday facts, opinions, feelings, ideas, and basic concepts and applications relating to numeracy, science, technology, social science, Canadian citizenship, cross-cultural and multicultural issues, literature, the media, health, education, occupations, and financial and consumer services</i> 	<p><u>Grammatical</u></p> <p>Ability to:</p> <ul style="list-style-type: none"> • <i>Demonstrate fluency in using grammatical, syntactical, and lexical structures typically occurring in moderately demanding academic, community, and work contexts</i> • <i>Produce intelligible and communicatively effective pronunciation</i> 	<p><u>Grammatical</u></p> <p>Recognition and understanding of:</p> <ul style="list-style-type: none"> • <i>Grammar and syntax structures to interpret texts (such as perfect tenses, basic conditionals, basic reported speech, noun clauses, relative clauses, passive and active voice, infinitives and gerunds)</i> 	<p><u>Grammatical</u></p> <p>Ability to use:</p> <ul style="list-style-type: none"> • <i>Moderately complex grammar and syntax structures (such as perfect tenses, basic conditionals, basic reported speech, noun clauses, relative clauses, passive and active voice, infinitives and gerunds) to convey meaning effectively and precisely</i> • <i>Expanded range of vocabulary that includes words and expressions relating to a variety of topic areas (such as general content areas, occupational areas)</i> • <i>Spelling, punctuation, and capitalization conventions</i>
	<p><u>Textual</u></p> <p>Recognition of:</p> <ul style="list-style-type: none"> • <i>Cohesive devices that make it easier to understand listening texts across utterances and discourse indicators (such as conjunctive adverbs or adverbials) signalling such meanings as contrast or</i> 	<p><u>Textual</u></p> <p>Ability to:</p> <ul style="list-style-type: none"> • <i>Use cohesion links across utterances and discourse indicators (such as conjunctive adverbs and adverbials) signalling such meanings as contrast or illustrations</i> • <i>Use a combination of main</i> 	<p><u>Textual</u></p> <p>Recognition of:</p> <ul style="list-style-type: none"> • <i>Cohesion links to interpret text signalling contrasts or illustrations by example (such as conjunctive adverbs or adverbials)</i> • <i>Paragraph structure and relationships between paragraphs (such as</i> 	<p><u>Textual</u></p> <p>Ability to:</p> <ul style="list-style-type: none"> • <i>Use cohesion links across utterances and discourse indicators, signalling meanings such as contrasts or illustrations by example (such as conjunctive adverbs, adverbials)</i> • <i>Use paragraph structure,</i>

<p><i>illustrations by example</i></p> <ul style="list-style-type: none">• <i>Main ideas and a variety of levels of subordinate ideas</i>	<p><i>and subordinate ideas</i></p>	<p><i>opening/introduction, development/body and conclusion/closing</i></p> <ul style="list-style-type: none">• <i>Textual organization of common written formats in expanded contexts, including workplace settings (such as formats of personal and business letters, memos, reports, email messages and notes)</i>	<p><i>form and relationships between paragraphs (such as opening/introduction, development/body and conclusion/closing)</i></p>
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<p><u>Functional</u></p> <p>Recognition of:</p> <ul style="list-style-type: none"> • <i>Speaking conventions in academic or business oral presentations (such as introductions, closings)</i> • <i>Typical discourse formats for different situations</i> 	<p><u>Functional</u></p> <p>Ability to:</p> <ul style="list-style-type: none"> • <i>Use interactional and interpersonal communication skills for conversation management, and for giving and receiving compliments or invitations, etc.</i> 	<p><u>Functional</u></p> <p>Recognition of:</p> <ul style="list-style-type: none"> • <i>Purposes and authors' intents</i> 	<p><u>Functional</u></p> <p>Ability to:</p> <ul style="list-style-type: none"> • <i>Use effective and conventional formats for various purposes (such as personal and business letters, memos, reports, email messages, notes)</i>
<p><u>Sociolinguistic</u></p> <p>Recognition of:</p> <ul style="list-style-type: none"> • <i>Different registers (formal/informal), styles and some language varieties (dialects, regionalisms, language used by specific social and age groups)</i> • <i>Socio-cultural knowledge relating to specific tasks (such as social interaction and service transactions)</i> 	<p><u>Sociolinguistic</u></p> <p>Ability to use:</p> <ul style="list-style-type: none"> • <i>Appropriate language to indicate level of formality and to show respect</i> • <i>Appropriate and communicatively effective non-verbal communication strategies</i> • <i>Socio-cultural communication norms, such as formality/informality, direct/indirect speech and cultural references</i> 	<p><u>Sociolinguistic</u></p> <p>Recognition and understanding of:</p> <ul style="list-style-type: none"> • <i>Expanded formal, informal, idiomatic and some literary language</i> 	<p><u>Sociolinguistic</u></p> <p>Beginning ability to:</p> <ul style="list-style-type: none"> • <i>Use Canadian writing conventions about linear order, directness, and formality in a variety of contexts, such as cover letters, résumés, emails</i> • <i>Adapt writing style for specific audiences and purposes</i>

<p>Assessment Tasks</p>	<p><i>Listen to four recorded conversations and identify the following information on a worksheet (or LMS platform):</i></p> <ol style="list-style-type: none"> <i>1. who give(s) concrete examples from their experience?</i> <i>2. who ask(s) questions to make sure they answer the interviewer's question?</i> <i>3. structure(s) the answer in two parts?</i> <i>4. turn(s) a question about a negative point into an opportunity to emphasize a positive quality?</i> <p><i>Listen to the conversations again and fill in the gaps on a worksheet (or LMS platform) related to the expressions often used at job interviews.</i></p>	<p><i>Roleplay a job interview conversation with a teacher. Each learner is to act as an interviewee and answer questions related to their previous work experience and future employment possibilities. The students are expected to provide full and convincing answers which are grammatically correct and contain diverse vocabulary</i></p>	<p><i>Read a job opening from a local company's website and identify the following information on a worksheet (or LMS platform):</i></p> <ol style="list-style-type: none"> <i>1. General description;</i> <i>2. Benefits;</i> <i>3. Official job title;</i> <i>4. Location;</i> <i>5. Duties;</i> <i>6. Requirements and qualifications;</i> <i>7. Salary;</i> <i>8. License and certification.</i> <p><i>Students should also be able to identify the most suitable candidates for a given vacancy.</i></p>	<p><i>Fill in a job application form on a worksheet (or Google Forms, LMS platform, etc.) where students are required to provide the following information:</i></p> <ol style="list-style-type: none"> <i>1. Full name, DOB;</i> <i>2. Previous employer and years of employment;</i> <i>3. Education and qualifications;</i> <i>4. Reason(s) from resigning from the previous work place (about 80 words);</i> <i>5. Reasons why they would like to work for a new company (of their own choice; about 80 words);</i> <i>6. Contact details.</i>
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