



Employment

Unit 6

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1. Manitoba Job Market

Activity 1

Purpose:

- to introduce Manitoba job market basics
- to introduce the content and layout of classified advertisements
- to become familiar with employment classifieds in the newspaper
- to skim a text for important information

CLB Level:

3+

Time:

One

Materials:

- **Manitoba Job Market** worksheet for each learner
- **Classified Ads** worksheet for each learner
- current newspaper **Classified Ads Section of the Newspaper** for each pair of learners
- blank piece of paper, scissors for each pair

Instructions:

1. Brainstorm with learners about where one could look for a job. Hand out the **Manitoba Job Market** worksheet to each learner. Explain any new information to the learners and continue brainstorming together to fill in the extra information.
2. Go over the completed worksheet as a class. Direct the discussion towards where the learners share their own experiences, stories they have heard, and ideas regarding the Manitoba job market. You could possibly divide the class into groups and have them share, picking one or two ideas to give to the whole class.

Answer Key:

<u>Visible Job Market</u>	<u>Hidden Job Market</u>
1) 'Help Wanted' signs -In windows / On roadside signs / On doors What do these signs often say? - <i>now hiring</i> - <i>positions / shifts available</i> - <i>help/ cook / mechanic wanted / needed / required</i> - <i>cook / mechanic opening</i> - <i>looking for cook / mechanic</i> - <i>other?</i>	1) Telephone Directory -Business Listings How can the business listings help me find a job? - <i>Gives you an idea of the companies / businesses located in your area</i> - <i>Gives you access to potential employers</i> -Cold Calls / Visits (Advertising yourself) -Asking for an Application Form (only available at some businesses)
2) Classifieds -In newspapers What are some of our local newspapers? - <i>Winnipeg Free Press</i> - <i>Winnipeg Sun</i> - <i>Carillon</i> -On the internet (<i>monster.ca / workopolis.ca / mysteinbach.ca / steinbachonline.ca</i>)	2) Networking -Tell people around you that you are looking for a job Write down at least 4 people who might be able to help you or get your name out there. - <i>friends / family / former co-workers / church friends / neighbors / classmates / parents of child's friends / teacher/ sports team mates...</i>
3) Government Agencies -Service Canada (locations in most large communities)	

3. Divide the learners into groups. Have them brainstorm what information may be included in a help wanted advertisement
 - a) *company/business name*
 - b) *position advertised*
 - c) *full/part-time job?*
 - d) *wage/salary*



- e) *location of job or company*
 - f) *skills or qualification needed for job*
 - g) *contact information*
 - h) *application method:*
call/mail, e-mail, or drop off resume/fill out application form/apply in person
4. Teacher should elicit feedback from learners, ensuring that all of the above points were covered in their group discussions. Hand out the ***Classified Ads*** worksheet to each learner and have them answer the questions. Go through the completed worksheet as a class.
 5. The teacher should collect and bring in a few copies of a local newspaper, such as The Carillon. Introduce the newspaper and its sections to the learners. Once the general layout of the newspaper is understood, divide learners into pairs and hand out one page of the ***Classified Ads section of the newspaper*** to each pair of learners. Have them skim through the ads to find the vocabulary words and browse the page to become familiar with the different types of jobs represented.
 6. Have the pairs choose one advertisement, cut it out, and paste it onto a blank piece of paper. Then have the learners make a list of the 8 points from above in #3. Remind students of what these are by writing them on the board.
 7. Once the learners have completed their sheets, have each pair present their advertisement to the class.



Manitoba Job Market

Visible Job Market

1) 'Help Wanted' signs

-In windows / On roadside signs / On doors

→What do these signs often say?

-
-
-
-
-
-

2) Classifieds

-In newspapers

→What are some of our local newspapers?

-
-
-

-On the internet

3) Government Agencies

-Service Canada (*locations in most large communities*)

Hidden Job Market

1) Telephone Directory

-Business Listings

→How can the business listings help me find a job?

-
-

- Cold Calls / Visits (*Advertising yourself*)

Asking for an Application Form (*only available at some businesses*)

2) Networking

-Tell people around you that you are looking for a job

→Write down at least 4 people who might be able to help you or get your name out there.

-
-
-

-



Classified Ads

<p>VALOUR MANUFACTURING</p> <p>Valour Manufacturing, a leading manufacturer of superior paper products is currently hiring</p> <p>Plant Production Workers</p> <p>We're looking for energetic fast-learners able to work well as part of a team. We currently have openings for full-time day and night shifts.</p> <p>Wages start at \$10.25 plus benefits.</p> <p>Apply today at: 123 Oak Avenue Steinbach, MB R5G 1B1</p>	<p>Douglas Autobody is looking for a full-time Autobody Technician</p> <p>-must have 2 years experience -must have own tools</p> <p>Apply in person to Jon Hwy #10 Ste. Anne</p>	<p>Style Co. requires a LICENSED HAIRSTYLIST</p> <p>To join our team on a full-time basis</p> <p>Contact Stacy 326-1122</p>	<p>Oakwood Law Offices is looking for a Receptionist</p> <p>to be the friendly and professional face that greets our clients as they walk through our door</p> <p>Qualifications:</p> <ul style="list-style-type: none">- Excellent computer and organizational skills- Strong communication skills and a polite telephone manner- Thorough understanding of general office procedures <p>This is a full-time position, offering a competitive salary</p> <p>Please send your resume to: Attn: Jack Penner Box 430 Steinbach, MB R5G 1B1</p>
	<p>Part-time Dishwasher Needed</p> <p>-must be willing to work evenings and weekends</p> <p>Call Sara at Gundry Motor Inn 422-1100</p>	<p>Class 1 Full-time DRIVER Needed</p> <p>Run Canada & U.S. Avg. \$0.40 / mile -5 years experience</p> <p>Apply in person at FAST TRANSPORT 10 Park Rd, Steinbach</p>	

Answer the questions below:

1) Which company is looking for a part-time employee?

2) How much money does Oakwood Law Offices say that it will pay its receptionist?

3) Which companies would like you to apply by phone?

4) Which companies would like you to apply in person?

5) What qualifications must you have to work at Douglas Autobody?

6) What qualifications must you have to work at Fast Transport?

7) Which job would you like to apply for and why?



2. Applying for a Job

Activity 2

Purpose:

- to become familiar with the ways a job application form is asked for and handed in
- to fill out a job application form
- to become familiar with the content, vocabulary and format of Canadian job application forms
- to review and reinforce job application form vocabulary
- to introduce the content and layout of a résumé

CLB Level:

3 / 4

Time:

2 hours

Materials:

- **Job Application Form** worksheet for each learner (*double sided*)
- **Application Form Vocabulary** worksheet for each learner (*each page makes 2 copies*)
- **Vocabulary Word and Definition** cards for each pair of learners
- **Resume** worksheet for each learner

Instructions:

1. Lead a discussion with the learners on the various ways of asking for, handing in and problems with a job application form. Ensure that the learners are aware of the cultural cues involved in asking for and handing in an application form, as well as the importance of making a good first impression. The teacher may wish to write the following dialogues on the board as examples:

Asking for an application form:

- A. Excuse me. Could I have an application form, please?
- B. *Sure. Here you go. You can fill it in over there and give it back to me when you're finished.*
- A. Thank you...

Problems:

- A. Sorry to bother you, but could you tell me what this word means?
- A: Excuse me. Could I borrow a pen?

Handing in an Application form:

- A. Here you go. I'm finished.
- B. *Perfect. I'll give this to the personnel department and if they're interested in you, you should hear back from them in about a week.*

2. Divide the learners into groups of 4. Give them time to brainstorm what kinds of information is typically included on an application form. Once completed have each group share their findings with the class.
3. Look at what is and isn't included on a Canadian job application form. Lead a discussion on what are legal and illegal questions. *Employers should not ask about your race, gender, religion, marital status, age, disabilities, ethnic background, country of origin, sexual preferences or age.* Check www.edu.gov.mb.ca/youth/services/interview_preparing.htm for more information regarding legal questions.
4. Hand out the **Application Form** worksheet to each learner. Have the learners complete the form in pairs.



5. Have the learners find the following vocabulary words in the **Application Form** worksheet. Discuss the meaning of the words together as a class. For words that are unfamiliar have the learners check the dictionary.

mailing address *residential address* *shift*
available *previous* *post secondary*
supervisor *reference*

Homework Assignment:

Have the learners go to a business or company and ask for their own application form. The next class the teacher could collect these and make photocopies so that learners could fill out the real application form which is of most interest and relevance to them.

6. Teach the vocabulary needed for the next activity on the board, eliciting as much information from the learners as possible. Once learners seem comfortable with the new words, hand out the **Application Form Vocabulary** worksheet to each learner. Have them complete the matching.
7. When the learners are finished, go over the worksheet to ensure they have the correct answers.

Answer Key:

- | | | |
|------------------------|-------|--|
| 1) Mailing Address | _h_ | a) work 40 hours a week |
| 2) Residential Address | __l__ | b) one period of work |
| 3) Full-time | __a__ | c) before |
| 4) Part-time | __i__ | d) after high school |
| 5) Shift | __b__ | e) the work I did at my job |
| 6) Available | __f__ | f) when I am free to start work |
| 7) Previous | __c__ | g) a person who can say good things about me |
| 8) Post Secondary | __d__ | h) post box address |
| 9) Supervisor | __k__ | i) work 5 – 30 hours a week |
| 10) Reference | __g__ | j) finished |
| 11) Expected | __m__ | k) boss |
| 12) Completed | __J__ | l) house address |
| 13) Qualifications | __n__ | m) what you want or think you will get |
| 14) Responsibilities | __e__ | n) what you know about and can do |

Note: It might be a good idea to do this activity between the **Job Application Form** worksheet and when the learners practice filling out the real job application forms which they've collected from businesses in the community.

Extension: Matching Cards are included on the third page. These could be used as an extension of the worksheet. After the worksheet is completed and checked, the vocabulary could again be reinforced by learners matching the words and vocabulary together in pairs.



8. Hand out the ***Resume template*** worksheet to each learner and go through the layout and content on the first page with the learners. Have them circle any words they do not understand. Discuss these words with the class.

9. Go through the layout and content on the second page with the learners, having them circle any words they do not understand. Discuss these words with the class.

Note: If time and interest allows, you may want to give learners a chance to create their own resume based on the template. This could be done in class or as homework.



Job Application Form

→Print clearly in ink. Sign the bottom of the form.

PERSONAL INFORMATION:

For Office Use Only:

First name _____ Last Name _____
Residential Address _____
Mailing Address (if different from residential address) _____ Town / City _____ Postal Code _____
Home Phone Number _____ Cell Phone Number _____

AVAILABILITY:

Position Applied For _____

Desired shift (check all that apply) Full-time _____ Part-time _____ Day shift _____ Night Shift _____

What date are you available to start work? _____

What is your expected rate of pay? _____

POST SECONDARY EDUCATION / TRAINING:

→List most recent first

1) Name and Address of School

Start Date _____ End Date _____ Degree / Diploma _____

2) Name and Address of School

Start Date _____ End Date _____ Degree / Diploma _____

How many years of education have you completed in total? _____

SKILLS / QUALIFICATIONS:

Do you have any other skills or qualifications which may pertain to your desired position? If yes, please write them here:



EMPLOYMENT HISTORY:

→List most recent first

1) Company / Business _____ Address: _____

Supervisor: _____ Phone Number: _____ E-mail: _____

Position: _____ Dates – Start _____ End _____

Responsibilities: _____

Reason for Leaving: _____

2) Company / Business _____ Address: _____

Supervisor: _____ Phone Number: _____ E-mail: _____

Position: _____ Dates – Start _____ End _____

Responsibilities: _____

Reason for Leaving: _____

3) Company / Business _____ Address: _____

Supervisor: _____ Phone Number: _____ E-mail: _____

Position: _____ Dates – Start _____ End _____

Responsibilities: _____

Reason for Leaving: _____

May We Contact Your Previous Employers? Yes _____ No _____

References:

Name/Title Address Phone

I certify that information contained in this application is true and complete.

I understand that false information may be grounds for not hiring me or for immediate termination of employment at any point in the future if I am hired. I authorize the verification of any or all information listed above.

Signature _____

Date _____



Application Form Vocabulary

- | | | |
|------------------------|-------|--|
| 1. Mailing Address | _____ | a) work 40 hours a week |
| 2. Residential Address | _____ | b) one period of work |
| 3. Full-time | _____ | c) before |
| 4. Part-time | _____ | d) after high school |
| 5. Shift | _____ | e) the work I did at my job |
| 6. Available | _____ | f) when I am free to start work |
| 7. Previous | _____ | g) a person who can say good things about me |
| 8. Post Secondary | _____ | h) post box address |
| 9. Supervisor | _____ | i) work 5 – 30 hours a week |
| 10. Reference | _____ | j) finished |
| 11. Expected | _____ | k) boss |
| 12. Completed | _____ | l) house address |
| 13. Qualifications | _____ | m) what you want or think you will get |
| 14. Responsibilities | _____ | n) what you know about and can do |
-

Application Form Vocabulary

- | | | |
|------------------------|-------|--|
| 1. Mailing Address | _____ | a) work 40 hours a week |
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| 12. Completed | _____ | l) house address |
| 13. Qualifications | _____ | m) what you want or think you will get |
| 14. Responsibilities | _____ | n) what you know about and can do |



Vocabulary Words and Definitions

mailing address	<i>post box address</i>
residential address	<i>house address</i>
full-time	<i>work 40 hours a week</i>
part-time	<i>work 5 – 30 hours a week</i>
shift	<i>one period of work</i>
available	<i>when I am free to start work</i>
previous	<i>before</i>
post secondary	<i>after high school</i>
supervisor	<i>boss</i>
reference	<i>a person who can say good things about me</i>
expected	<i>what you want or think you will get</i>
completed	<i>finished</i>
qualifications	<i>what you know about and can do</i>
responsibilities	<i>the work I did at my job</i>



Resume

First & Last Name
Box number
City, Province, Postal code
Phone Number
Email Address

Objective *(optional)*

What do you want to do? *If you include this section it should be a sentence or two about your employment goals.*

Experience

This part of your resume includes your work history. List the companies you worked for, the dates of employment, the positions you held, and a list of what you did at your job.

Company #1
City, Country
Dates Worked
Job Title
Responsibilities / Achievements

Company #2
City, Country
Dates Worked
Job Title
Responsibilities / Achievements

Education

In the education section of your resume, list the places where you received training, the degrees you got, and any special awards and honors you earned.

Name of place of training, Location
Dates
Degree
(Awards, Honors)

Skills / Interests

Include skills related to the position / career field that you are applying for (i.e. computer skills, language skills.)

References

These are people who know you who are able to say positive things about you. Don't write their information directly on the resume. Potential employers will call you to get their contact information if they are interested in you. At the end of your resume, you can write:

References available upon request



David Schwarz

Box 111
Steinbach, MB, R0A 2A0
204-326-5555
davidschwarz@hotmail.com

Experience

Bergen Paint and Plastering
Berlin, Germany
April 2001 - December 2005

- Plastered and painted interiors and exteriors of buildings
- Experience with a variety of specialty finishings

Riverside Painting
Winnipeg, Canada
July 2005 – December 2007

- Painted interiors and exteriors of residential and non-residential buildings
- Managed a team of painters
- Trained new employees

Education

Berlin Technical College, Berlin, Germany
1999 - 2001
Certificate of Painting and Plastering

Skills / Interests

- Enjoy woodworking, autobody repair, and fishing in free time

References available upon request



3. Job Interview

Activity 3

Purpose:

- to introduce the format and style of a job interview
- to reinforce and practice a job interview

CLB Level:

3 / 4

Time:

45 - 50 minutes

Materials:

- **Job Interview** worksheet for each learner
- **Job Interview Practice** worksheet for each learner

Instructions:

1. Brainstorm with learners how a typical job interview might go with the learners. Highlight cultural similarities and differences between countries. Discuss possible job interview questions and answers, focusing on the ones most likely to be asked. Discuss the best ways to answer the questions and why potential employers may ask these questions and the kind of answer they are looking for in a potential employee.

Examples:

-What are your strengths?

(teach learners to advertise themselves and bring out all of their best qualities – make a list of possible qualities employers are looking for on the board.)

I'm a team player / friendly / a hard worker...

I follow rules / take responsibility / pay attention to detail

-What are your weaknesses?

(teach learners to give a weakness which has the opportunity to be corrected and which shows off their adaptability.)

I'm still learning English

-Why do you want to work for our company?

(teach learners to show how they would be a match for the company as well as saying positive things about the company.)

I've heard good things about this company / I think my skills are a good fit for this company.

2. Divide the learners into pairs and hand out the **Job Interview** worksheet. Have the learners practice filling in the blanks with the information given.
3. Hand out the **Job Interview** worksheet to each learner and have the learners fill in their own **Job Interview** worksheet, thinking about how they might best answer each question.
4. Divide the learners into pairs and have them practice doing an interview with each other. Practice a number of times with their sheets and without their sheets.



Note: The teacher may wish to extend this activity by conducting a kind of formal interview with each learner individually, perhaps even taping it to show and review with the learners later. If the class is comfortable with it, they could then critique each others' tapes, giving advice to each other on what things to improve.



JOB INTERVIEW

A: *Hi there. I'm Jim Anderson.*

B: Hello. I'm _____.

A: *Please have a seat... Tell me a little bit about yourself.*

B: I was a _____ in _____ so I have experience with _____.

A: *I see. What are some of your strengths?*

B: I _____.

A: *What are some of your weaknesses?*

B: I _____.

A: *OK. And why do you want to work for our company?*

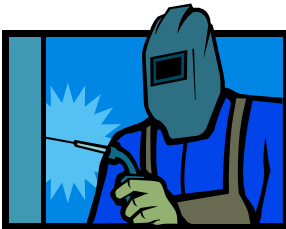
B: _____.

1)



- **Lilli Epp**
- Nurse / Germany / working with patients in hospitals
- I'm a friendly and efficient worker. I like to help people.
- I'm still learning English
- I have the skills needed for this position and I know that this is a very good hospital.

2)



- **Alex Dyck**
- Welder / Russia / pipe welding with a variety of metals
- I pay attention to detail and always make sure the job gets done right
- I'm still learning English
- I'm a hard worker and I know that this is a good company that does quality work

3)



- **Juan Mendez**
- Carpenter / Columbia / building residential and commercial buildings
- I'm a fast worker and I work well as part of a team
- I'm still learning English
- I've heard good things about this company and seen some of your houses. I know I would enjoy working here.

4) Now put in your own information



JOB INTERVIEW

A: *Good afternoon. I'm George Miller.*

B: *Good afternoon. I'm _____.*

A: *Nice to meet you.*

B: *Nice to meet you, too.*

A: *Please tell me a little about yourself.*

B: *I was a _____ in _____. I
_____, _____, and
_____.*

A: *O.K. and why did you leave your last job?*

B: _____.

A: *Are you currently employed?*

B: _____.

A: *What skills do have?*

B: _____.

A: *What are your strengths?*

B: _____.

A: *What are your weaknesses?*

B: _____.

A: *Why should we hire you?*

B: _____.



4. *Employment Review*

Activity 4

Purpose:

- to either introduce or reinforce occupation names
- using the simple present tense in questions and answers
- to practice the third person 's'
- to introduce actions associated with various occupations

CLB Level:

3

Time:

15 minutes

Materials:

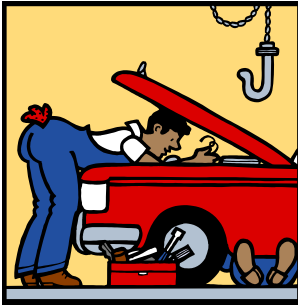
- *What do they do?* **A** and **B** worksheets for each pair of learners

Instructions:

1. This activity could be used as either an introductory or review activity. Hand out the *What do they do?* **A** and **B** worksheets to each pair of learners.
2. Have the learners take turns asking about the people listed on their grid in order to fill in the occupation for each person. Each learner has half the information required to fill in the grid.
example of conversation:
A: *What does my friend do?*
B: *He fixes electrical things and puts in lights and electrical outlets in new houses.*
A: *Is he an electrician?*
B: Yes, he is.
3. Monitor the activity, ensuring that the learners are practicing forming the correct simple present questions, choosing *do* or *does* according to the subject.
4. Monitor the activity, ensuring that the learners are forming answers using the correct form of the verb, *e.g. They fix* or *He fixes* depending on the subject.
From this hint as to what the person does on a daily basis, a guess can be made as to what that person's occupation is.



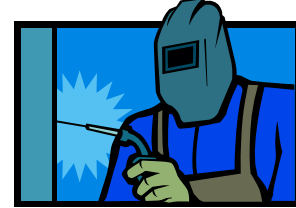
A **WHAT DO THEY DO?**



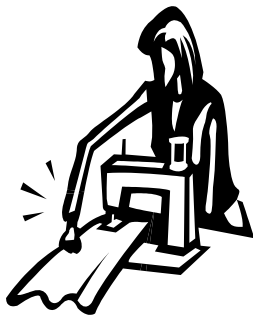
John



your brother



**your partner
(I)**



your mother



Mary



**yourself
(you)**

My friend is a

_____.

You are a

_____.

I am a

_____.

Janet is a

_____.



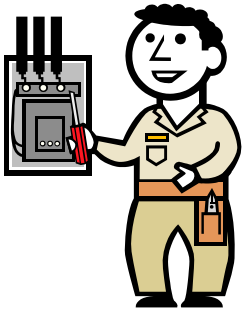
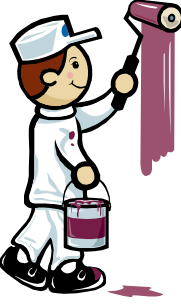
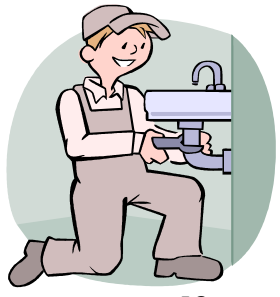

My neighbours are

_____.

Bob is a

_____.

B **WHAT DO THEY DO?**

 <p>Bob</p>	 <p>your partner (I)</p>	 <p>your friend</p>
 <p>your neighbours</p>	 <p>yourself (you)</p>	 <p>Janet</p>
<p>My brother is a _____.</p>	<p>Mary is a _____.</p>	<p>I am a _____.</p>
<p>John is a _____.</p>	<p>My mother is a _____.</p>	<p>You are a _____.</p>



5. Ben's Traffic Trouble

Activity 5

Purpose:

- to talk about feelings related to first day of work
- to review simple past verbs

CLB Level:

2/3

Time:

20 minutes

Materials:

- **Ben's Traffic Trouble** worksheet for each learner
- **Ben Had Traffic Trouble** worksheet for each learner

Instructions:

1. Write several feeling adjectives on the board that would relate to a first day of work such as:
frustrated nervous angry excited afraid/scared worried happy confused
Ask learners how they felt their first day of work at any job whether here or in their home country. Ask if these are some of the feelings they felt. Go through any feeling vocabulary they don't understand and/or add more to the list. Teach learners that the "be" verb is used with feelings adjectives. Give examples.
2. Hand out **Ben's Traffic Trouble** worksheets to learners and ask what the title refers to. Have learners read the vocabulary words in context and choose the definitions. Go through together for understanding and pronunciation.
3. Read the story to the learners slowly so they can hear the pronunciation. Then have learners read to each other in pairs. Go around and help with pronunciation and questions.
4. Lead the class in a discussion on acceptable and unacceptable reasons for being late for work—family emergencies, accident, car breaks down, long lineup at Tim Horton's, alarm didn't go off, etc. Ask learners if they have been late for work and how their bosses reacted.
5. If the class has worked on the simple past, have learners fill in the blanks on the second worksheet.
Optional: If some learners want a bit more of a challenge, have them fill in the blanks looking at only the present verbs.

Answers to optional worksheet:

- | | | | |
|-------------|-----------|-------------|-------------|
| 1. had | 7. made | 13. was | 19. moved |
| 2. was | 8. left | 14. would | 20. parked |
| 3. was | 9. had | 15. changed | 21. grabbed |
| 4. was | 10. was | 16. honked | 22. ran |
| 5. drank | 11. moved | 17. was | 23. was |
| 6. listened | 12. took | 18. started | 24. was |



Ben's Traffic Trouble

1. Read these sentences. Does sentence **a** or **b** have the same meaning?

1. Ben is a little **nervous** and too excited to eat breakfast.

_____ **a.** Ben is sick.

_____ **b.** Ben thinks and worries about his new job.

2. Ben is worried that he will be late on his first day of work. He **changes lanes**.

_____ **a.** He drives on another street.

_____ **b.** He moves his car to the right and to the left on the street.

3. He **honks** his horn at the cars in front of him.

_____ **a.** He makes a loud noise with his car horn.

_____ **b.** He shouts at the cars in front of him.



4. He is angry about the **traffic**.

_____ **a.** He is angry about all the cars on the street.

_____ **b.** He is angry about the clock.

5. He starts to **sweat**. The minutes on the clock move faster and faster.

_____ **a.** He says some bad words.

_____ **b.** His face and hands become wet.

6. At 7:15 Ben parks his car, **grabs** his lunch, and runs to the entrance of the factory.

_____ **a.** He picks up his lunch quickly.

_____ **b.** He eats lunch.

2. The Story

Ben Keller has a new job at a factory. It is ten kilometres from his home. Today is his first day. He is a little nervous and too excited to eat breakfast. He drinks his coffee, listens to the radio, and makes his lunch. He leaves home at 6:15.

Two kilometres from home, Ben has a problem. There is a traffic jam. The cars move very slowly. It takes ten minutes to drive one kilometre. Ben is worried that he will be late on his first day of work. He changes lanes. He honks his horn at the cars in front of him. He is angry about the traffic. He starts to sweat. The minutes on the clock move faster and faster.

At 7:15 Ben parks his car, grabs his lunch, and runs to the entrance of the factory. He is very upset and very nervous. He is ten minutes late on his first day of work!



Ben Had Traffic Trouble

1. Match the simple present verbs with the simple past verbs.

Present	
is _____	move _____
has _____	honk _____
listen _____	run _____
leave _____	grab _____
drink _____	park _____
will _____	take _____
change _____	
make _____	
starts _____	

Past	
a. left	j. changed
b. made	k. grabbed
c. honked	l. had
d. parked	m. would
e. was	n. started
f. listened	o. ran
g. took	
h. moved	
i. drank	

2. Use simple past verbs to fill in the blanks.

Ben Keller (1) _____ a new job at a factory. It (2) _____ ten kilometres from his home. Today (3) _____ his first day. He (4) _____ a little nervous and too excited to eat breakfast. He (5) _____ his coffee, (6) _____ to the radio, and (7) _____ his lunch. He (8) _____ home at 6:15.

Two kilometres from home, Ben (9) _____ a problem. There (10) _____ a traffic jam. The cars (11) _____ very slowly. It (12) _____ ten minutes to drive one kilometre. Ben (13) _____ worried that he (14) _____ be late on his first day of work. He (15) _____ lanes. He (16) _____ his horn at the cars in front of him. He (17) _____ angry about the traffic. He (18) _____ to sweat. The minutes on the clock (19) _____ faster and faster.

At 7:15 Ben (20) _____ his car, (21) _____ his lunch and (22) _____ to the entrance of the factory. He (23) _____ very upset and very nervous. He (24) _____ ten minutes late on his first day of work!



6. "Could You ..." (Specific to Work)

Activity 6

Purpose:

- to use could as an alternative to can when asking favours
- to learn vocabulary specific to workplaces

CLB Level:

3

Time:

20 minutes

Materials:

- *Could you ...* worksheet for each learner

Instructions:

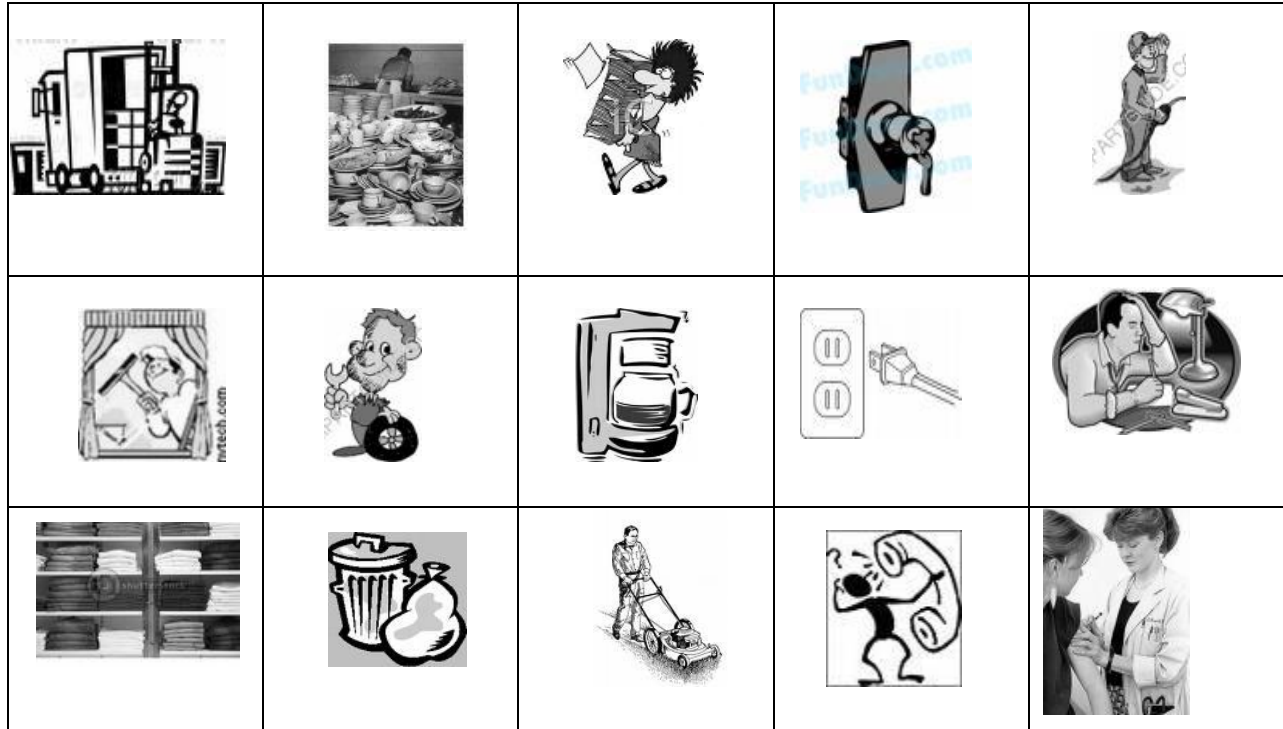
1. *Could* is an alternative to using can when asking favours. When asking for a favour *could* always use the simple present form of the verb.
2. Hand out **Could You ...** worksheets to learners and introduce any new verbs. Have learners match the pictures with the verbs by writing the verb under the picture.
3. Have learners fill in the sentences with the verbs as a class or in pairs and take turns reading through the sentences.
4. This is a good opportunity to lead a discussion on other possible things learners do at their places of work.

Answers to worksheet:

- | | | |
|--------------|------------|--------------|
| 1. work | 6. mow | 11. fix |
| 2. stock | 7. clean | 12. load |
| 3. make | 8. file | 13. fill up |
| 4. give | 9. plug in | 14. lock |
| 5. wash (do) | 10. answer | 15. take out |



Could you . . . ?”



Use these verbs to fill in the blanks below. Then write the verbs under the pictures above.

make	work	wash (do)	give	fill up	lock	plug in	file
load	fix	clean	take out	mow	stock	answer	

1. Could you _____ overtime?
2. Could you _____ shelves after work?
3. Could you _____ coffee at 2:30?
4. Could you _____ an injection to the patient in Room 205?
5. Could you _____ the dishes? We're behind.
6. Could you _____ the lawn in the front?
7. Could you _____ the windows in the patio door?
8. Could you _____ these letters this afternoon?
9. Could you _____ the air hammer?
10. Could you _____ the phone?
11. Could you _____ my flat?
12. Could you _____ the truck with the Computer, Inc. order?
13. Could you _____ it _____ with regular? (a car)
14. Could you _____ the door when you leave?
15. Could you _____ all the garbage?



7. *A Pay Stub*

Activity 7

Purpose:

- to learn vocabulary related to a pay stub
- to find information on a pay stub

CLB Level:

3

Time:

20 minutes

Materials:

- *A Pay Stub* worksheet for each learner
- *Pay Stub* samples for each learner

Instructions:

1. Pay stubs vary a lot and are often confusing and ambiguous. This lesson gives the learners a basic understanding of what a pay stub includes.
2. Hand out *A Pay Stub* worksheets to learners and have them look at the definitions. Read the definition part and have the learners orally match the vocabulary word and write the appropriate letter for each one. In the second section have learners match the bolded parts of a pay stub with the definition.
3. Give learners the opportunity to look at the *Pay Stub* samples before they fill in the information. Ask learners if any of this information looks familiar to them. Allow learners to work together to complete the questions in the third section. You may want to go over the first pay stub together as a class.

Answers to worksheet:

1. – 1. e, 2. f, 3. g, 4. j, 5. a, 6. h, 7. c, 8. b, 9. d, 10. i

2. – 1. c, 2. d, 3. e, 4. a, 5. b, 6. f

3. –A 1. 10.50

2. 1176.27

3. 09/11/2007

4. Federal tax, E.I., C.P.P. Total 260.73

5. 1436.00

6. 84

B 1. 18.25

2. 1357.49

3. 2008/08/19

4. Inc. Tax, C.P.P., E. I., L.T.D., S.T.D. Total: 384.39

L.T.D. – Long Term Disability, S.T.D. – Short Term Disability

5. 1742.88

6. 89.75



A Pay Stub

1. Match the definitions to the vocabulary on a pay stub

- | | |
|---|--|
| <ol style="list-style-type: none"> 1. Pay period ending _____ 2. Regular rate _____ 3. Hours _____ 4. Overtime _____ 5. Earnings/Gross pay _____ 6. Deductions _____ 7. Income tax _____ 8. Net pay _____ 9. EI _____ 10. CPP _____ | <ol style="list-style-type: none"> a. the total money you earned for work b. the money you take home after taxes c. money for provincial and federal governments d. employment insurance e. the money is paid up to the date on the cheque f. money you earn per hour g. how many hours you worked in one pay period h. taxes, EI, CPP and benefits that come off your pay cheque i. Canadian pension plan j. you work more than 40 hours a week |
|---|--|

2. Match the **bold print** parts of a pay stub with the meaning:

- | | |
|---|----------------------|
| 1. 35 hrs. x \$7.50/hr. = \$262.50 _____ | a. gross pay |
| 2. Feb. 17, 2006 _____ | b. deductions |
| 3. 35 hrs. x \$7.50/hr. = \$262.50 _____ | c. hours |
| 4. 35 hrs. x \$7.50/hr. = \$262.50 _____ | d. pay period ending |
| 5. \$262.50 – EI – CPP – Inc. Tax = \$234.25 _____ | e. regular rate |
| 6. \$262.50 – EI – CPP – Inc. Tax = \$234.25 _____ | f. net pay |

3. Look at real pay stubs:

A

1. What is the regular rate? _____
2. What is the net pay? _____
3. What is the pay period? _____
4. What are the deductions? _____
5. What is the gross pay? _____
6. What are the hours? _____

B

1. What is the regular rate? _____
2. What is the net pay? _____
3. What is the pay period? _____
4. What are the deductions? _____
5. What is the gross pay? _____
6. What are the hours? _____



Use these pay stubs to find information.

A

XYZ Company		ABC Bank		Cheque No. 9044			
123 Main Street		452 Bridge Ave					
Red River MB R0A 1B1		Red River MB R0A 1B1					
Pay Period ending: 09/11/2007							
<u>Income</u>	<u>Hours</u>	<u>Rate</u>	<u>Amount</u>	<u>Year to Date</u>	<u>Tax/Deduction</u>	<u>Amount</u>	<u>Year to Date</u>
Stat. Holiday	8.00	10.50	140.00	740.00	Federal Tax	170.73	3395.07
Reg Wages	64.00	10.50	1104.00	26,492.00	EI	26.00	234.00
O.T. Pay	12.00	16.00	192.00	1,152.00	CPP	64.00	576.00
Totals:	84.00		1436.00	28,384.00		260.73	4,205.07
Net Pay: 1176.27							

B

Pay period ending: 2008/08/19				
	Hours	Rate	Current	YTD
Normal	69.75	18.25	1,272.94	25,093.79
OT Hours	10.50	27.38	287.44	4,690.28
Vac. Pay				780.48
Stat Hol.	10	18.25	182.50	1,460.00
Attendance Program				400.00
Total Earnings			1,742.88	32,424.55
Inc. Tax			231.07	5,709.74
C.P.P.			67.54	1,510.33
E.I.			25.18	559.88
L.T.D.			25.14	432.52
S.T.D.			35.46	638.28
Total Deductions			384.39	9,050.73
Net Pay: \$ 1357.49				