

Job Applications

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Lesson Objective

In this lesson, you will look at a basic job application that you might find in Canada. An **application** is a ready-made form that you fill out. You will practise adding your contact information, your availability, and your work experience. As you work through this lesson, you will also learn useful vocabulary related to pre-employment. Let's begin!

Warm-Up

DISCUSSION

Get into small groups. Discuss the following questions. Then discuss these questions as a class.

1. What is a job application form?
2. What does a job application form look like?
Are there different styles of application forms?
3. Have you ever filled out a job application form?
4. Are job application forms common in your country?
5. How are job application forms different from resumes?
How are they similar?
6. How should you ask for a job application form?
7. When someone asks about your "work history,"
what do they want to know about?
8. How is applying for a job in Canada different
from applying for a job in your home country?

Exercise 1

VOCABULARY PRACTICE

A. Matching

Match the words on the left with the correct meanings on the right. Then try again after you see the words in context in the reading on pages 4-5.

- | | |
|---|--|
| <p>1. surname</p> <p>2. alternate</p> <p>3. position</p> <p>4. related experience</p> <p>5. work history</p> <p>6. personal</p> <p>7. availability</p> <p>8. graveyard shift</p> <p>9. employment period</p> <p>10. opportunity</p> | <p>a) the times when you are able to work</p> <p>b) the places you have worked in the past</p> <p>c) the period of time you worked at a company</p> <p>d) last name</p> <p>e) a job, a role within a company</p> <p>f) working at night</p> <p>g) another</p> <p>h) something about you</p> <p>i) a chance for something good such as success or advancement</p> <p>j) <u>similar past jobs that might help you succeed in a new job</u></p> |
|---|--|

B. Complete the Sentences

Fill in the blanks with the words or phrases from the list above. Use each word or phrase only once.

1. I like to work during the day, but next week I have to start the graveyard shift.
2. I think I will get the job at the clothing store because I have related experience from working in retail last summer.
3. Do you have an alternate number I can reach you at?
4. My employment period at my last job was from January 2012 to February 2015.
5. Working for that company would be a great _____.
6. What was your _____ before you were married?
7. I want to apply for a full-time _____, but I think they are only looking for part-time workers.
8. What kind of _____ information do they like to ask for on application forms?
9. My _____ is Mondays, Tuesdays, Thursdays, and every other weekend.
10. I've just finished high school, so I don't have a very long _____ yet.

Exercise 2

READING A JOB APPLICATION

A. Reading

Read the following job application.

Friendly Mart

Application for Employment

02/07/2015

Application Date (dd/mm/yyyy)

PERSONAL INFORMATION

Name:	<u>Bert</u>	<u>Franklin</u>		
	First Name	Surname		
Address:	<u>499</u>	<u>Sparrow Street</u>	<u>Halifax</u>	<u>NS J92 4F5</u>
	Apt/House #	Street	City	Province Postal Code
Contact:	<u>233-677-5241</u>	<u>233-677-6890</u>	<u>bertfrank@mailier.com</u>	
	Phone Number	Alternate Phone Number	Email Address	

POSITION

Have you ever worked for Friendly Mart before? Yes No

<u>Cashier, shelf stocker</u>	<u>Customer service</u>
Position(s) Applying For	Related Experience

Are you interested in: Full-time (min. 28 hours per week) Part-time (less than 28 hours per week)

I saw your ad in the paper.

How did you hear about this opportunity?

page 1 of 2



Exercise 2 cont.

A. Reading cont.

Friendly Mart

Application for Employment cont.

AVAILABILITY

03/07/2015

Date Available to Start (dd/mm/yyyy)

Can you work the graveyard shift? Yes No

Please circle the times you are available to work.

Applicants must be available for at least 3 weekend shifts and 3 evening shifts.

Sunday

AM
PM

Monday

AM
PM

Tuesday

AM
PM

Wednesday

AM
PM

Thursday

AM
PM

Friday

AM
PM

Saturday

AM
PM

WORK HISTORY

Please list your last two employers.

Twin Cinema City

Company

233-566-4543

Contact Information

July 2014 – January 2015

Employment Period

Yes

Can we contact this employer?

Pirate Jack's Pub

Company

233-566-8989

Contact Information

January 2015 – June 2015

Employment Period

No – out of business

Can we contact this employer?

Exercise 2 cont.

B. Short Answers

Answer the following questions based on the Friendly Mart application.

#	Question	Answer
1	What is Bert's last name?	
2	What province does Bert live in?	
3	What pub did Bert used to work at?	
4	What position(s) does Bert want?	
5	Does Bert meet the availability requirements?	
6	Why can't Friendly Mart contact one of Bert's previous employers?	
7	How did Bert find out about this job?	
8	How soon can Bert start this job?	
9	Does Bert want to work part-time?	

C. True or False?

Read the statements below.

If the statement is true based on the Friendly Mart application, write T beside the sentence. If it is false, write F.

- _____ 1. Bert can work on Saturdays, but only in the morning.
- _____ 2. Bert can work more evenings than mornings.
- _____ 3. Bert was fired from Pirate Jack's.
- _____ 4. Bert worked for Friendly Mart in another province.
- _____ 5. Bert worked at Twin Cinema City for over a year.
- _____ 6. Bert can work the graveyard shift.

D. Discussion

Discuss the following question with a partner.

Do you think that Bert will get an interview? Why or why not?

Exercise 3

JOB APPLICATION PRACTICE

Practise filling out this job application with your own information.

Fin & Kiwi Pub

Application for Employment

Application Date (dd/mm/yyyy) _____

PERSONAL INFORMATION

Name: _____
First Name _____ Surname _____

Address: _____
Apt/House # _____ Street _____ City _____ Province _____ Postal Code _____

Contact: _____
Phone Number _____ Alternate Phone Number _____ Email Address _____

POSITION

Have you ever worked for Fin & Kiwi Pub before? Yes No

Position(s) Applying For _____ Related Experience _____

Are you interested in: Full-time (min. 28 hours per week) Part-time (less than 28 hours per week)

How did you hear about this opportunity? _____

page 1 of 2



Exercise 3 cont.

Fin & Kiwi Pub

Application for Employment cont.

AVAILABILITY

_____ Can you work late nights? Yes No
Date Available to Start (dd/mm/yyyy)

Please circle the times you are available to work.

Applicants must be available for at least 3 weekend shifts and 3 evening shifts.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
AM	AM	AM	AM	AM	AM	AM
PM	PM	PM	PM	PM	PM	PM

WORK HISTORY

Please list your last two employers.

Company

Contact Information

Employment Period

Can we contact this employer?

Company

Contact Information

Employment Period

Can we contact this employer?

Exercise 4

LISTENING COMPREHENSION

A. Questions & Answers

Listen to the dialogue. Then answer the following questions based on the conversation between the man and the woman.

#	Questions	Answers
1	What does the man need to borrow?	
2	Why does the man want to work at this place?	
3	What does the man plan to do later?	
4	What words/phrases confuse the man?	

B. Multiple-Choice

Choose the best answer for the following questions based on the conversation between the man and the woman.

- This lady is _____.
 - annoyed
 - helpful
 - tired
 - busy
- This man _____.
 - is a language learner
 - wants to improve his English
 - doesn't have a resume
 - both a and b
- This conversation is _____.
 - formal and polite
 - rushed and rude
 - casual and friendly
 - none of the above

C. True or False?

Read the statements below.

If the statement is true based on the conversation between the man and the woman, write T beside the sentence. If it is false, write F.

- _____ 1. The woman says the man will get an interview.
- _____ 2. The man doesn't have a cover letter.
- _____ 3. The man should write down that he is a language learner.

Exercise 5

FILL IN THE BLANKS

Listen to the conversation again and fill in the blanks with the infinitives that you hear.

Man: Hi. I heard that you are hiring. I would like _____ an application form.
May I have one?

Woman: Absolutely. Here you go. Just let me know if you need _____ any questions.

Man: Thanks.

[pause]

Can I borrow a pen?

Woman: Of course.

Man: Thanks.

[another pause]

Sorry, I am new to this country, and I am still learning English.

Would you be able _____ me?

Woman: Sure. What can I help you with?

Man: What does "surname" mean?

Woman: It means we want _____ your last name.

Man: And "alternate phone number"?

Woman: That's a number other than your primary one that we can use _____ you if needed.

Man: Okay. I want _____ my English, so that's why I hope _____ here.

I would get _____ with many people every day.

Should I write that down somewhere?

Woman: No, that's okay. But it's something _____ if you get an interview.

Man: I will try _____ that. Do you want me _____ my resume as well?

Woman: Yes. And it's a good idea _____ us a cover letter too, if you have one.

Man: I don't have one, but could I bring one by later?

Woman: Sure, that would be fine.

Man: All right, thanks. Hope _____ from you soon!

Woman: Bye!

Assessment

Task 1

WRITING

Fill out this job application with your own information
(or with fictional information).

Main St. Convenience

Job Application

Application Date (dd/mm/yyyy)

PERSONAL INFORMATION

Name: _____
First Name Surname

Address: _____
Apt/House # Street City Province Postal Code

Contact: _____
Phone Number Alternate Phone Number Email Address

Are you legally eligible to work in Canada? Yes No

POSITION

Have you ever worked with cash before? Yes No

Position(s) Applying For

Are you interested in: Full-time (min. 30 hours per week) Part-time (less than 30 hours per week)

Assessment cont.

Task 1 cont.

Main St. Convenience

Job Application cont.

AVAILABILITY

Date Available to Start (dd/mm/yyyy)

Are you interested in being on call for extra shifts? Yes No

Please circle the times you are available to work.

Applicants must be available for at least 1 weekend shift and 5 evening shifts each week.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
AM	AM	AM	AM	AM	AM	AM
PM	PM	PM	PM	PM	PM	PM

EMPLOYMENT REFERENCES

Please list your most recent work experience.

Employer

Job Title

Contact Information

From

To

May we contact this employer?

Employer

Job Title

Contact Information

From

To

May we contact this employer?

Assessment cont.

Task 2

READING

After you complete the form in Task 1, trade it with another student.
Answer the following questions.

1. What is the purpose of the form?

2. What city does the applicant live in?

3. Does the applicant have experience working with money?

4. What position is the applicant applying for?

5. Describe the applicant's availability.

6. Summarize the applicant's recent work experience.

7. If you needed a full-time cashier with experience handling cash, would you hire this applicant? Why or why not?

Writing Assessment Tool

Student: _____

Date	CLB Level	Assessed By	Writing Task	Skill Competency
			Filling out a simple form	III. Getting Things Done

Criteria	Goes Beyond	Meets the Mark	On the Right Path	Needs Direction
includes the required information				
makes no omissions (remembers to fill out all parts)				
uses correct spelling & formatting				
writes legibly (clearly)				
shows evidence of proofreading				

Reading Assessment Tool

Student: _____

Date	CLB Level	Assessed By	Reading Task	Skill Competency
			Getting information from a formatted text	III. Getting Things Done

Criteria	Goes Beyond	Meets the Mark	On the Right Path	Needs Direction
identifies purpose				
identifies key details and important information				
summarizes information				
answers questions in full				
completes task in allowed amount of time				

Answer Key

STUDENT OUTCOMES:

Students will be able to fill out a job application form and role-play the process of applying for a job. They will also continue to practise using infinitives.

GRAMMAR FOCUS:

Further practice with the infinitive form.

THEME: Pre-Employment & Filling Out Forms

TIME: 3+ hours

LEVEL: Low Int / CLB 4

Warm-Up

Get your students talking about job applications. Discuss in small groups or as a class. Answers will vary.

CLB Skill Competencies

Speaking: I. Interacting with Others

Exercise 1

A. MATCHING

Challenge students to try to match the vocabulary with the definitions. Then have them try again after they do the reading.

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

B. COMPLETE THE SENTENCES

- | | |
|-----------------------|------------------|
| 1. graveyard shift | 6. surname |
| 2. related experience | 7. position |
| 3. alternate | 8. personal |
| 4. employment period | 9. availability |
| 5. opportunity | 10. work history |

CLB Skill Competencies

Reading: IV. Comprehending Information

Exercise 2

Now, in pairs, have students brainstorm the information that might be asked for on a job application (e.g., name and address). Have students write their ideas on the board and then go over them as a class.

A. READING

Give students time to read the application silently. Have them circle any words they don't know.

B. SHORT ANSWERS

- Franklin
- Nova Scotia
- Pirate Jack's
- Cashier or shelf stocker
- No, he doesn't have enough weekend availability.
- Pirate Jack's went out of business.
- He read about it in the newspaper.
- Right away (the day after the application submission)
- No, just full-time.

(continued on the next page...)

Answer Key cont.

Exercise 2 cont.

C. TRUE OR FALSE?

1. F – He can't work Saturdays.
2. T
3. F – The application does not state why he left the job. It's possible that Pirate Jack's closed and he lost his job then.
4. F – He has never worked for Friendly Mart.
5. F – He worked there for six months.
6. T

D. DISCUSSION

Answers will vary.

CLB Skill Competencies

Reading: IV. Comprehending Information,
III. Getting Things Done

Exercise 3

Now students will practise filling out a job application form for a different job. Students need to fill out this form as if they were applying for this job. When finished, collect and correct.

CLB Skill Competencies

Writing: III. Getting Things Done

Exercise 4

Students will now listen to a dialogue between a person applying for a job and a receptionist. Play the audio clip twice if needed. Have students partner check, and then go over the answers as a class. You can download the audio file or stream it. The listening transcript is available on page 22.

A. QUESTIONS & ANSWERS

1. He needs to borrow a pen.
2. He wants to improve his English.
3. He plans to bring a cover letter back to the business.
4. "Surname" and "alternate phone number" confuse him.

B. MULTIPLE-CHOICE

1. b
2. d
3. c

C. TRUE OR FALSE?

1. F – She never mentioned that he would get an interview.
2. T
3. F – He should mention it in an interview if he gets one.

CLB Skill Competencies

Listening: I. Interacting with Others

(continued on the next page...)

Answer Key cont.

Exercise 5

Remind students about the infinitive structure taught in the last lesson. Play the audio again. Have students fill in the blanks with the infinitives that they hear. When finished, go over the answers. Answers are in **bold** below:

- Man: Hi. I heard that you are hiring. I would like **to fill out** an application form. May I have one?
- Woman: Absolutely. Here you go. Just let me know if you need **to ask** any questions.
- Man: Thanks.
[pause]
Can I borrow a pen?
- Woman: Of course.
- Man: Thanks.
[another pause]
Sorry, I am new to this country, and I am still learning English. Would you be able **to help** me?
- Woman: Sure. What can I help you with?
- Man: What does "surname" mean?
- Woman: It means we want **to know** your last name.
- Man: And "alternate phone number"?
- Woman: That's a number other than your primary one that we can use **to contact** you if needed.
- Man: Okay. I want **to improve** my English, so that's why I hope **to work** here. I would get **to speak** with many people every day. Should I write that down somewhere?
- Woman: No, that's okay. But it's something **to mention** if you get an interview.
- Man: I will try **to remember** that.
Do you want me **to leave** my resume as well?
- Woman: Yes. And it's a good idea **to give** us a cover letter too, if you have one.
- Man: I don't have one, but could I bring one by later?
- Woman: Sure, that would be fine.
- Man: All right, thanks. Hope **to hear** from you soon!
- Woman: Bye!

Grammatical Knowledge

Infinitives

Assessment

TASK 1

Use this task to assess your students' ability to fill out short forms. Share the ready-made Writing Assessment Tool (page 14) with your students before they begin this task. Tell your students how long they will have to complete the task.

CLB Skill Competencies

Writing: III. Getting Things Done

TASK 2

Use this task to read formatted texts. Share the ready-made Reading Assessment Tool (page 15) with your students before they begin this task. Tell your students how long they will have to complete the task.

CLB Skill Competencies

Reading: III. Getting Things Done

Extra Practice

ROLE-PLAY

For extra practice, have students role-play different situations that have to do with applying for a job. Put students in pairs and give each a set of job application role-play cards from page 21 (cut out and prepared before class). Walk around and listen, and provide correction where needed.

CLB Skill Competencies

Speaking: III. Getting Things Done

Answer Key cont.

Canadian Language Benchmarks Summary

OVERVIEW

Stage: 1

CLB Range: 4*

Primary Skill Competency: Writing – III. Getting Things Done

PAGE	TASK	SKILL COMPETENCIES
2	Warm-Up	Speaking: I. Interacting with Others
3	Exercise 1	Reading: IV. Comprehending Information
4-6	Exercise 2	Reading: IV. Comprehending Information, III. Getting Things Done
7-8	Exercise 3	Writing: III. Getting Things Done
9	Exercise 4	Listening: I. Interacting with Others
10	Exercise 5	Grammatical Knowledge: Infinitives (Listening)
11-15	Assessment Tasks / PBLA** <i>Includes Assessment Tools</i>	Writing: III. Getting Things Done Reading: III. Getting Things Done
21	Extra Practice: Role-Play	Speaking: III. Getting Things Done

***Note:**

This CLB range is suggested by ESL Library based on the descriptors in the Canadian Language Benchmarks guide: <http://www.cic.gc.ca/english/pdf/pub/language-benchmarks.pdf>

****Note:**

PBLA refers to portfolio-based learning assessment in the LINC program (though any teacher can use the review tasks for assessment). Visit our Resources section for additional Assessment Tools that you can print and personalize for PBLA: <https://esllibrary.com/resources>

Answer Key cont.

Canadian Language Benchmarks Summary cont.

PROFILES OF ABILITY

The following descriptors from the Canadian Language Benchmarks apply to this lesson and are used with permission. For more detailed information see: <http://www.cic.gc.ca/english/pdf/pub/language-benchmarks.pdf> and visit: <https://www.language.ca/>

BENCHMARK	THE LEARNER CAN:
Reading (4)	<ul style="list-style-type: none"> Get information from simple formatted texts.
Speaking (4)	<ul style="list-style-type: none"> Give a brief description of a work experience. Ask and answer simple factual questions.
Listening (4)	<ul style="list-style-type: none"> Understand short descriptive or narrative communication on topics of personal relevance (identify details, key words, and expressions).
Writing (4)	<ul style="list-style-type: none"> Write simple forms that require basic personal or familiar information and some responses to simple questions.

Role-Play Cards

<p>Student A: Apply for a job at a restaurant. Ask for an application and ask at least two more questions.</p> <p>Student B: You work at a restaurant. A person comes in to apply for a job. Help them.</p>	<p>Student A: You are currently hiring a new health-care aide for your company. A person comes in to apply. Ask about his/her qualifications and past experience.</p> <p>Student B: You are a certified health-care aide. Apply for a job at a local business and tell the manager about your qualifications and experience.</p>
<p>Student A: You want to drop off an application that you filled out for a local library job. Give it to the librarian and ask about getting an interview.</p> <p>Student B: You work at a local library which is currently hiring. Someone comes to drop off a resume. Answer his/her questions.</p>	<p>Student A: You are the manager of a grocery store. Someone is dropping off an application. Ask about his/her related work experience.</p> <p>Student B: You are dropping off a job application at a local grocery store and get to speak with the manager. Answer his/her questions.</p>
<p>Student A: Apply for a job at a hotel. Ask for an application and ask at least three more questions.</p> <p>Student B: You work at a hotel. A person comes in to apply for a job. Help them.</p>	<p>Student A: Apply for a job as a janitor at a local school. Explain why you want to work there.</p> <p>Student B: A person wants to apply to be a janitor at your school. Ask why he/she wants the job.</p>
<p>Student A: You work at a daycare centre and a person is applying for a job. Help this person with his/her application and ask a few questions.</p> <p>Student B: You want to work at a daycare centre but do not understand everything on the application. Ask a few questions and answer any that you are asked in return.</p>	<p>Student A: You want to work at a local pub but do not have a resume. Talk about your experience and ask for a job application form.</p> <p>Student B: A person wants to apply for a job at your pub but doesn't have a resume. Listen to his/her qualifications and experience, and decide if you will give him/her an application or not.</p>
<p>Student A: You work at an immigration centre. Help an immigrant with his/her questions.</p> <p>Student B: You are new to Canada and not sure what kind of information is needed on a job application form. Ask questions about this.</p>	

Listening Transcript

This is the listening transcript for Exercise 4 (page 9).

- Man:** Hi. I heard that you are hiring. I would like to fill out an application form. May I have one?
- Woman:** Absolutely. Here you go. Just let me know if you need to ask any questions.
- Man:** Thanks.
[pause]
Can I borrow a pen?
- Woman:** Of course.
- Man:** Thanks.
[another pause]
Sorry, I am new to this country, and I am still learning English. Would you be able to help me?
- Woman:** Sure. What can I help you with?
- Man:** What does "surname" mean?
- Woman:** It means we want to know your last name.
- Man:** And "alternate phone number"?
- Woman:** That's a number other than your primary one that we can use to contact you if needed.
- Man:** Okay. I want to improve my English, so that's why I hope to work here. I would get to speak with many people every day. Should I write that down somewhere?
- Woman:** No, that's okay. But it's something to mention if you get an interview.
- Man:** I will try to remember that. Do you want me to leave my resume as well?
- Woman:** Yes. And it's a good idea to give us a cover letter too, if you have one.
- Man:** I don't have one, but could I bring one by later?
- Woman:** Sure, that would be fine.
- Man:** All right, thanks. Hope to hear from you soon!
- Woman:** Bye!