

## NorQuest LINCWorks - Interviews Workbook CLB 5



# NorQuest LINCWorks - Interviews Workbook CLB 5

*NORQUEST LINC WORKS DEVELOPMENT  
TEAM*

NORQUEST COLLEGE  
EDMONTON, ALBERTA



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# Acknowledgement and Copyright

## LINC Works Project

The LINC Works Project materials are designed to help lower level English language learners gain and maintain employment in Canada. The materials in this **LINCWorks – Interviews Workbook CLB 5** are adaptations of the learner handouts in the LINC Works Interviews module. Lessons have been re-organized to suit a textbook format. Relevant Portfolio Based Language Assessments can be found at <https://Norquest.ca/LINCWorks>.

Please contact us at [lincworks@norquest.ca](mailto:lincworks@norquest.ca).

## Acknowledgements

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Employment and  
Social Development Canada

Emploi et  
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PART I  
INTRODUCTION



# I. Using this Workbook



*An audio element has been excluded from this version of the text. You can listen to it online here:*

*<https://openeducationalberta.ca/norquest-lincworks-interviews-clb5/?p=1468>*

We have called this online book a “Workbook” because it is much more than a textbook to read. Of course, there is some reading. However, this workbook also includes many **opportunities** for you to work, and practice, and use your skills. Here are some tips for making good use of this workbook.

## Audios

This book includes audios and videos for listening activities. These are usually followed by **comprehension** questions.

On the pages where there is a lot of reading, we have also included audios at the top of the page. You can choose to listen and read at the same time. Or you can choose to just listen, or to just read. You might even want to shadow-read along with the speaker!

**Hint:** Shadow reading is when you read aloud at the same time as an audio. You try to use the same timing, pauses, **intonation**, and **word stress**. This is a great way to improve your pronunciation!

## Interactive Activities

This online workbook has many interactive activities that you can do to learn and to check your **comprehension**. They are made with a program called H5P. The activities include drag-and-drop, multiple choice, check-the-right-answer, true/false, fill-in-the-blanks, interactive videos, flashcards, and more.

After you do an activity, check the **solution**. If you missed something, go back and read or listen, and then try the activity again.

**Note:** These activities help you learn. Your grades are not recorded in this online textbook. However, your teacher may want you to take a screen shot (or use the Snipping Tool on your computer) to show that you successfully completed an activity.

## Writing Activities

This online book has H5P Writing **Tools**. These tools have textboxes where you can type longer text — perhaps your opinion, an email, or a story. Follow the instructions to export and download what you write into a Word document.

You might want to send the document to your teacher or tutor for feedback. Start an email to your teacher or **tutor**, and attach the document. You will find the document in your Downloads folder.

# Recordings

In some activities, you have the opportunity to record yourself speaking. After you record yourself, you can listen to yourself. Did you complete the task correctly? Did you include everything? Are you clear and easy to understand? If you are not happy with the recording, you can do it again. When you are happy with the recording, you can **download** it.

You might want to send the recording to your teacher or tutor for feedback. Start an email to your teacher or tutor, and attach the recording. You will find the recording in your Downloads folder.

# Glossary

This workbook also has a **glossary**. As you read, you will see some words that are blue and underlined. If you click on the word, you will see a definition of the word. Click anywhere else on the page or press the **esc** (escape) key to close the definition.

**Note:** The glossary includes words that you might not understand and that are used in this online book. The glossary does not include all of the words in the interactive vocabulary exercises.

You can also review the words in the Glossary List at the end of this workbook.

# Icons

You will see Canadian Language Benchmark and Essential Skills

**icons** at the bottom of the pages in this workbook. These icons highlight the important skills you used on that page. Use these icons to reflect on what you learned.



## 2. Course Outcomes



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*<https://openeducationalberta.ca/norquest-lincworks-interviews-clb5/?p=529>*

This online workbook is **designed** for English language learners who are working towards Canadian Language Benchmarks 5 and would like to develop the language and skills needed to get and keep a job.

**After completing this workbook, you should be able to do the following:**

- **Respond** to various job interview questions.
- Talk about personal skills and experience in an interview.
- Explain how to prepare for an interview in Canada.
- Use **appropriate tone**, language, and **body language** in a formal setting such as a job interview.
- Read and identify **key** information in an email.
- Respond **politely** to emails from an employer using appropriate language.

### 3. The Canadian Language Benchmarks and the Essential Skills



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*<https://openeducationalberta.ca/norquest-lincworks-interviews-clb5/?p=538>*

The Government of Canada has created two systems to measure the language and work/life skills you need to be **successful** in Canada:

- Canadian Language Benchmarks (CLB)
- Essential Skills

This workbook is part of the **LINC Works** project. This means it includes activities to develop your language (CLB), **and** it includes activities to develop the Essential Skills you need to be successful at work. You will see icons for both systems in this LINC Works course.

## Canadian Language Benchmarks

If you have taken LINC courses in Canada, you are probably **familiar** with the Canadian Language Benchmarks. Complete the activity below to review what the CLB **icons** look like.



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## Essential Skills



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Usually language programs like LINC only focus on the Canadian Language Benchmarks, but the Government of Canada wants learners to also know and understand the Essential Skills.

“Essential skills are the skills that people need for work, learning, and life. They are used in the **community** and the workplace, in different forms and at different levels of **complexity**.” (Government of Canada)

Essential Skills are important for all Canadians. Employers expect workers to have good Essential Skills. There are 9 categories of Essential Skills used in nearly every **occupation** and throughout daily life. Most people have these skills, but they might not have

them at the level they need for the job they want to do. For example, most people can read, but they might have a hard time reading the documents at work because the vocabulary and style of writing is complex.

When you have these skills, they are **transferrable** between jobs and life. For example, listening to instructions from the boss at a safety meeting at a hotel can be transferred to listening to instructions from a supervisor at a clothing store or a coffee shop. Using the phone to call the boss or co-workers is a skill for all jobs. Using a computer system in one job for their work schedule will help someone be comfortable with a new computer system in a new job.

Do the activity below to learn about the 9 Essential Skills.



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The following activity will help you **recognize** and understand the Essential Skills **icons** that you will see in this workbook.



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As you did the above activities, you probably noticed that there is overlap between the two systems:

- The CLB framework groups tasks into **Listening**, **Speaking**, **Reading** and **Writing** skills. The Essential Skills combines speaking and listening into one **category**: *Oral Communication*.
- The Essential Skills framework has three categories related to reading and writing: *Reading*, *Writing*, and *Document Use*. *Document Use* refers to using (reading and writing) forms, charts, labels, etc.
- The Essential Skills framework measures other skills that are not addressed in the Canadian Language Benchmarks.

## Using the Icons

You will see **icons** related to the CLB and the Essential Skills at the end of each page in this workbook (see below). The icons point out the CLB skills and Essential Skills you developed as

To learn more about the **CLB** and the **Essential Skills** Frameworks, complete this learning module: CLB 5 Introducing the Canadian Language Benchmarks

arks and  
Essential  
Skills.

you did the activities on that page. Use these icons to reflect on what you learned.

Look at the icons below. Did you use these CLB competencies and Essential Skills on this page?



## 4. Pre-Course Reflection



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*<https://openeducationalberta.ca/norquest-lincworks-interviews-clb5/?p=531>*

In the following activity, you will see some Essential Skills and CLB **competencies** related to job interviews. These are the skills and competencies you will practice in this workbook.

Think about how **confident** you are with these skills and competencies. Do you know what they are? Can you do them? Do you need help when doing them?

Do the **Pre** Checklist of Skills activity:

1. Answer the questions.
2. Remember the description that appears on the results page.  
You will complete a similar activity at the end of the course.



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*<https://openeducationalberta.ca/norquest-lincworks-interviews-clb5/?p=531>*





PART II

# JOB INTERVIEWS



## 5. Interviews in Canada

*On this page, you will learn about job interviews in Canada. You will do the following:*

- Read about job interviews and getting ready for work in Canada.
- **Reflect** on your job search skills.
- Reflect on your technical skills.



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<https://openeducationalberta.ca/norquest-lincworks-interviews-clb5/?p=5>

In Canada, getting an interview means that people are interested in knowing more about you. They looked at your **application form** and/or **resume** and they liked what they saw.

For all jobs, you need to be **punctual**, show **initiative**, be **reliable** and **flexible**, and ask questions at the right time. Being willing to ask questions is really important for safety! You can demonstrate these soft skills during your interview.

The interview is one of the most important steps in the process of getting a job. It is the step that will convince someone if you are or aren't good for their company. Employers will hire for **“fit”** and

train for skill. This means many employers are willing to train great people.

The interview is usually a **formal** activity. It is important to know what to do before, during, and after an interview. Preparing for an interview will help you feel more **calm** and **confident**. These are qualities that employers look for. This module will help you prepare for an interview.

The skills you will learn in this module will also be good for work and your life. They are **transferrable** skills.

*“Studying employment topics can help newcomers get hired by helping them make a resume, and by **coaching** them in answering interview questions well. They will increase their employment opportunities by showing good employability skills, especially indicating an ability and willingness to work **collaboratively** with others.”*

## A. Important Skills for Finding Work

Here are some important skills for finding work in Canada. Think about the following list. Which skills do you have? Take note of the skills you need to work on.



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<https://openeducationalberta.ca/norquest-lincworks-interviews-clb5/?p=5>

## B. Important Technical Skills

The following activity has a list of important technology skills needed for work and life in Canada. Click through the list — there are **four** questions. Which skills do you have? Click on “Show Solution” and take note of the skills you need to work on.



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## C. Getting Ready for Work and Life in Canada



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<https://openeducationalberta.ca/norquest-lincworks-interviews-clb5/?p=5>

Following are three basic ways to get ready for work and life in Canada. Are you working on these things?

**Increase language level.** This is important for finding a job and advancement in Canada.

*“In order for newcomers to access opportunities for job **advancement**, language training is required...”*

**Believe in life-long learning.** Things change. We need to learn new things so we can work with the changes.

*“Don’t give up. The language may be a problem, but you can learn... With effort and interest, you can do anything.”*

**Learn about Canadian culture and the cultures of the people around you.** Your classmates and the people you work with might have different cultures. It is important to understand people.

*“Newcomers need confidence and inner strength. They also need the courage to embrace a new culture and to learn new things. Then they will be successful.”*



## 6. Vocabulary

*On this page you will learn vocabulary that you will see and hear later in this workbook. You will do the following:*

- Use Quizlet to learn the meanings of words.
- Match words and meanings.
- Read a definition and say the correct word.

You will see and hear new vocabulary in this lesson. Do the following activities to learn the new vocabulary.

### A. Quizlet

First, go through the Flashcards to review the meanings of the words. Click on the flashcard to see a definition. Click on the arrows to move from flashcard to flashcard.

Then click on “Choose a Study Mode.” Practice the words using Learn, Match, or Test.



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<https://openeducationalberta.ca/norquest-lincworks-interviews-clb5/?p=49>

Quizlet link: [https://quizlet.com/\\_4xybh6?x=1jq&i=p&g](https://quizlet.com/_4xybh6?x=1jq&i=p&g)

## B. Vocabulary Quiz

Now do the following vocabulary quiz. **Drag** and drop to match words and definitions. There are **two** questions.



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## C. Vocabulary Speak Words

In the activity below, you will see definitions of the vocabulary you just studied.

- First, **read** the definition.
- Then click “Push to Speak” and **say** the word out loud. There are **21** questions.



Hint: Don't get **frustrated!** The word recognition **software** is great, but not **perfect**. If you try to say a word a few times and it does not **recognize** the word, check with your teacher or a **fluent** speaker of English. Ask if they can recognize the word when you say it!



*An interactive or media element has been excluded from this version of the text. You can view it online here:*

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### **Continuous Learning Tip**

1. Write the new words in sentences. This will help you remember them.
2. Say the new words out loud.
3. Notice the new words when you see them or hear them.
4. Come back to this page and review the vocabulary. Do this once or twice in the next few days. Then review them once or twice as you continue working through this workbook.



## 7. Read about Job Interviews

On this page, you will **read** an article titled “The Job Interview” (see the bottom of this page). You will do the following:

- Learn about text features.
- **Skim** and **scan** to understand the organization of a longer text.
- Read carefully.
- Answer questions.

### A. Reading Strategy #1: Use Text Features

Text features draw your attention to important ideas and information. Following is a list of **common** text features.

Scroll down to look at the Reading in the box at the bottom of this page. Click on the text features you see in that reading.



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## B. Reading Strategy #2: Skim and Scan

When you learn how to **skim** and **scan** a text, you can quickly find what you are looking for without having to read the whole text. Pay attention to the text features! They can help you find what you are looking for quickly.

Skim the reading in the textbox below *for only 30 seconds!* Can you answer the following **three** questions?



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## C. Careful Reading

1. Now read the article more carefully.
2. Answer the **12** questions below.

### The Job Interview

Great news! An employer wants to talk to you. The

employer wants to interview you. Write down the time, date, and address of your meeting.

Now, you must get ready for the interview. You must be ready for the interview process.

### *3 Types of interviews*

The 3 types of interviews are: telephone interview, one-on-one interview, and panel interview.

#### **1. Phone Interview**

A phone interview can happen at any time.

- It can happen when you call a company to look for work.
- It can happen after the employer reads your resume.
- It can happen if you live far away from the company.
- It can happen when you call the phone number on a job posting.
- It can happen after you and the employer make an appointment for a phone interview.



*Telephone interview*



*Interview at a job fair*

## 2. One-on-one Interview

The person who interviews you is usually the manager.

When only one person interviews you, it is a

one-on-one interview.

## 3. Panel Interview

- When more than one person interviews you, it is a panel interview.
- Sometimes the panel will be the manager and 2 workers.



*Panel interview*

Sometimes, it will be 3 managers.

## *Before the Interview*

1. Do your research! Find out about the employer before you go to your interview. This will show the employer that you are interested in the company. It will also help you answer questions during the interview. As well, it will help you know what

questions to ask. How do you **research** an employer?

- Ask other people what they know about the company.
- Use the internet to find out about the



company.

2. Learn about **body language** – think about how you should move in an interview. For example, you should not cross your arms during an interview.
3. Learn what questions the employer will ask.
4. Practice answering the interview questions.
5. Think about what questions you can ask the employer.
6. Plan ahead of time. You do not want to be late for an interview.



- How are you going to get to the interview?
- If you are taking a bus, know the bus number, route, and times.
- If you drive, look at a map. Write down the roads you need to take.
- Practice the drive the day before. This will tell you how long the trip will take.

2. Collect your information


- Make sure you know the **correct** date.
- Make sure you know the correct time.
- Make sure you have the right address.
- Bring a copy of your **reference** list.
- Bring a copy of your **resume**.

Adapted from ALIS Alberta. (2014). *Find a job: A workbook to help you find the job you want*. Retrieved from <https://open.alberta.ca/publications/9780778588634>



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<https://openeducationalberta.ca/norquest-lincworks-interviews-clb5/?p=63>



## 8. Steps of a Job Interview

*On this page, you will **listen** to a teacher talk about the steps in a job interview. You will*

- Review vocabulary.
- Listen for sequence words.
- Listen and put steps in order.

### A. Review Vocabulary

You will hear the following words in the audio. Do you know what they mean?



*An interactive or media element has been excluded from this version of the text. You can view it online here:*

*<https://openeducationalberta.ca/norquest-lincworks-interviews-clb5/?p=78>*

## B. Listen for Sequence Words

Sequence words are words that show the order of events and steps. Following is a list of sequence words.



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<https://openeducationalberta.ca/norquest-lincworks-interviews-clb5/?p=78>

Listen to the audio below and click above on the sequence words you hear.



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## C. Listen and Put Steps in Order

1. Listen to the audio again.
2. As you listen, drag and drop to put the steps in order.



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## 9. Listen: Interview at a Lawn Care Company

On this page, you will **listen** to part of a job interview. You will do the following:

- Review the interview process.
- Review vocabulary.
- Listen for the main idea.
- Listen and identify true statements.
- Listen and fill in the blanks.
- Listen and respond.

### A. Think about the Interview Process

Before you listen, it is a good idea to think about what you know about a topic. You will be listening to a job interview. Think about job interviews. What do you think you need to do **before** a job interview? **during** the job interview? **after** the job interview?

Drag and drop the tasks below into the correct **categories**. (Note: It is OK if you disagree with some of the answers!)



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## B. Review Vocabulary

You will hear the following words in the audio. Do you know what they mean?



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## C. Listen for the Main Idea

Now listen to the whole interview. Listen to **capture** the main idea. Then answer the question that follows.




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## D. Listen and Identify True Statements

Listen again to the interview. Then check off the true statements.

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## E. Listen and Fill in the Blanks

You have listened to the audio two times already. You have a good idea of what is there!

1. Read the sentences below. **Guess.** What words go in the blanks?
2. Listen to the audio again and fill in the blanks.



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<https://openeducationalberta.ca/norquest-lincworks-interviews-clb5/?p=93>



## F. Listen and Respond

Following is a Writing Tool. It has three questions for you to answer.

1. Read the questions. Then listen to the audio again and think about your answers.
2. Type your answers in the **Answer Questions** page.
3. Export your answer into a Word document on the **Export Answers** page. You might want to **submit** the word document to your teacher or **tutor** for **feedback**.



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## 10. Listen: Interview at an Animal Shelter

*On this page, you will listen to a job interview. You will do the following activities:*

- Review vocabulary.
- Listen for the main idea.
- Listen and choose the correct answer.
- Listen and fill in the blanks.

### A. Vocabulary

You will see or hear the following words. Drag and drop the words into the correct box to learn or review their meanings.



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<https://openeducationalberta.ca/norquest-lincworks-interviews-clb5/?p=306>

## B. Listening Tips



In a moment, you will listen to an audio. First, though read the listening tips below.

**Tip 1:** Predict and be **curious**!

Try it out! Look at the picture. **Guess!** What kind of job do you think the **applicant** is applying for?

**Tip 2:** The first time you listen, just try to catch the main idea. Don't do anything else.



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<https://openeducationalberta.ca/norquest-lincworks-interviews-clb5/?p=306>

## C. Listen and Answer the Questions

1. **Suggestion:** First read through the **12** questions and **guess** the

answers.

2. **THEN** listen to the audio again and answer the questions.



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## D. Fill in the Missing Words

Following is a summary of this audio. You have already listened two times to this audio, so you should be able to guess some of the answers.

1. Read through the summary and guess the answers.
2. Listen again and type in the answers.
3. Check your work.





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## II. Listen: Interview at a Hotel

On this page, you will **listen** to part of a job interview. You will do the following:

- Review vocabulary.
- Listen for the main idea.
- Listen for details.
- Listen and complete notes.
- Write a response.

### A. Vocabulary

You will see or hear the following words. Do you know what they mean? There are 2 questions.



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## B. Listen for the Main Idea

What is this audio mainly about?

1. Listen to the whole audio.
2. Then answer the **3** questions below. (Note: These questions will **automatically** advance after you answer.)



Hotel Room



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## C. Listen for Details

Listen again. As you listen, answer the following **7** questions.





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## D. Listen to Complete Notes

Following are some notes that the **applicant** took. You have already listened two times to this audio, so you should be able to guess some of the answers.

1. Read through the notes and guess the answers.
2. Listen again and type in the answers.
3. Check your work.



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## E. Write a Response

If you were at the interview, what would you say? You would need to **answer** the interviewer's questions. You also might **ask** the interview some questions. Respond to the questions in the writing tool below.

1. Type your answers in the boxes on the **Answer Question** page.
2. **Export** your ideas into a Word document on the **Export your ideas** page. You can **submit** this document to a teacher or tutor.



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PART III

# PREPARING FOR INTERVIEW QUESTIONS



## 12. What Can Employers Ask You?

*On this page you will learn about the kinds of questions employers can and cannot ask you during an interview. You will do the following:*

- Do a short reading.
- Review vocabulary by matching words and their definitions.
- Sort interview questions.
- Learn more about what kinds of interview questions are legal and which ones are illegal.



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In Canada, there are some questions that an employer can ask you. These questions are **legal**. There are also some questions that an employer cannot ask you. These questions are **illegal**. You can get ready for an interview by learning about what employers can and can't ask you in a job interview.

It is **legal** for employers to ask if you:

- can work **night shifts**, travel, or lift heavy things
- can work legally in Canada
- are a Canadian citizen or **permanent resident**

It is **illegal** for employers to ask about your:

- age
- **marital** or family status
- religion
- **disability** or health
- race
- **sexual orientation**

## A. Vocabulary

In the information above, you read the following words. Drag and drop to review or learn the words.



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## B. Thinking about Interview Questions

Following is a list of job interview questions. Some of the questions are legal. It is OK for employers to ask you this question in a job interview in Canada. Other questions are illegal. Employers can't ask you these questions in Canada.

Drag and drop to check whether the following activities are legal or illegal in Canada.



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## 13. Soft Skill Vocabulary

*On this page, you will learn useful words for talking about your **soft skills**. You will do the following:*

- Use Quizlet to learn the meanings of words.
- Match words and meanings.
- Read a definition and say the correct word.



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In interviews, you talk about your skills. Many of your skills are **transferrable**. This means that they can be used in different places and different jobs. Some of your skills are **technical** skills or **Hard skills**. These are skills you learned in school or on the job. You also have **Soft skills**. Soft skills describe your personality and attitudes to work. Employers want to know your soft skills. They want to hear examples of how you show your soft skills.

Do the following activities to learn words for talking about your soft skills. As you do the activities, think about your own soft skills. Write down the words that describe you.

## A. Quizlet

First, go through the Flashcards to review the meanings of the words. Click on the flashcard to see a definition. Click on the arrows to move from flashcard to flashcard.

Then click on “Choose a Study Mode.” Practice the words using Learn, Match, or Test.



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Quizlet link: [https://quizlet.com/\\_51zp0c?x=1jqt&i=petgd](https://quizlet.com/_51zp0c?x=1jqt&i=petgd)

## B. Vocabulary Quiz

Now do the following vocabulary quiz. Drag and drop to match words and definitions. There are **two** questions.



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## C. Speak Words

In the activity below, you will see definitions of the soft skills you just studied.

- First, **read** the definition.
- Then click “Push to Speak” and **say** the word out loud. There are **21** questions.

Hint: Don't get **frustrated!** The word recognition software is great, but not **perfect**. If you try to say a word a few times and it does not **recognize** the word, check with your teacher or a fluent speaker of English. Ask if they can recognize the word when you say it!



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### Continuous Learning Tip

1. Write the new words in sentences about yourself. This will help you remember them.
2. Say the new words out loud.
3. Notice the new words when you see them or hear them.



## 14. Saying Dates

*On this page, you will focus on **language** for talking about **when** you did things. You will do the following:*

- Practice saying numbers and dates.
- Learn how to talk about **when** you did something.
- Learn how to say **how long** you have been doing something.

### **Pronunciation Tip**

Shadow read at the same time as an audio. That is, speak aloud with the speaker. Try to use the exact same words, **timing**, **stress**, and **intonation** as the speaker.

## A. Saying Numbers, Days and Years

Work through the following 4 slides to practice saying numbers, days, and years.



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## B. Saying Dates

Work through the following 3 slides to practice saying dates.



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## C. When? How long?

Work through the following 4 slides to learn how to talk about when you did something and how long you have been doing something.



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# 15. Tell me about yourself (Part 1)

*On this page, you will learn how to answer the most common interview question: “Tell me about yourself.” You will do the following:*

- Review vocabulary.
- Read a paragraph.
- Identify your soft skills.
- Listen to a description.

## A. Vocabulary

You will hear or see the following words on this page. Do you know what they mean? There are **three** questions.



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## B. “Tell me about yourself”



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“Tell me about yourself.”

“Who are you?”

“Give me a summary of you.”

Usually, this type of question is the first interview question. The interviewer might change the question. They might use different words. But they want the same information. The interviewer doesn’t want your really **personal** information. They want to know about the “worker” you. They want a short description of, for example, your **soft skills**, education, work experience, and what you are looking for. Prepare and memorize your answer to this question for each job interview. Different kind of job – different answer (usually).

## C. Learn about Soft-Skills

Flip through the following cards to review some adjectives for soft-skills. Turn the card to review the definition. As you go through the cards, look for adjectives that describe YOU. Think of examples to show that the adjective describes you. Write down 5 adjectives that describe you.



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## D. Listen to a Description

In the audio below, a speaker is describing herself. Listen to the audio.



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Listen again. Pay attention to how she organized her ideas. Drag and drop to match the topic with the sentence patterns.



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# 16. Tell me About Yourself (Part 2)

*On this page, you will answer the most common interview question:  
“Tell me about yourself.” You will do the following:*

- Gather ideas.
- Describe yourself.

## A. Gather Ideas

Following is a writing **tool**. Use this tool to **gather** ideas for answering the “Tell me about yourself” question. You will use these ideas later when you record yourself.

1. Type your answers in the boxes on the **Tell me about yourself** page.
2. **Export** your ideas into a Word document on the **Export your Ideas** page. You can use this document when you make your recording.



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## B. Describe Yourself

Imagine an interviewer tells you to “Tell me about yourself.”

**Record yourself** telling the interviewer about yourself. Use the ideas you gathered. Talk about the following:

- Soft skills (I am \_\_\_\_, \_\_\_\_, and \_\_\_\_\_. For example, ...)
- Education (I studied... Now I am studying...)
- Work experience (I worked as a \_\_ for \_\_ years.)
- What or why (I am looking for... I enjoy/like...)
- Other

You can **download the recording** and send it to a teacher or **tutor** for feedback.



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# 17. Soft, Hard, and Transferrable Skills

*On this page, you will learn about soft skills, hard skills, and transferrable skills. You will do the following:*

- Review vocabulary.
- Watch a video.
- Answer comprehension questions.

## A. Review Vocabulary

You will see or hear the following words in the activities below. Do you know what they mean?



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## B. Watch a Video and Answer Questions

1. Watch the following video to learn about **soft skills**, **hard skills**, and **transferrable skills**.
2. Answer the questions that follow.



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# 18. Common Work Verbs

*On this page, you will review common verbs we use to describe experiences. You will learn how to say their past tense form. You will do the following:*

- Review the simple past tense.
- Review the pronunciation of -ed endings.
- Practice saying the past tenses of common work verbs.

## A. The Simple Past Tense



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We use the simple past tense to talk about the following:

---

Something that happened at a specific time in the past.  
Something that happened and is finished.

Last year I **worked** for Amazon. I **helped** out in their warehouse. I **was** laid off after Christmas.

The duration of an event that started and stopped in the past

For the first two months, I **sorted** packages. I **drove** a delivery vehicle for 3 months. I **delivered** packages during the Christmas rush.

Habits, facts, and “truths” that were true in the past but are no longer true in the present.

I **delivered** packages for Amazon.

---

Some past tense verbs are **regular**. Regular verbs use the **-ed** ending in the past tense. Other past tense verbs are **irregular**. These verbs do not use the **-ed** ending in the past tense. Some of the most common verbs in English are irregular.

Which of the following are irregular verbs?



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## B. Pronunciation of the -ed ending

Listen to and read the following explanation of how to **say** the **-ed** ending. Try to **shadow read** the example verbs along with the speaker.



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The **-ed** ending can be pronounced 3 ways, and there are rules for using each pronunciation.

---

<b>[ɪd]</b>	Use this when the verb ends with <b>d</b> or <b>t</b>	needed, patted, sorted, started, landed, operated
<b>[t]</b>	Use this when the verb ends with a voiceless sound: <b>p, k, s, sh, ch</b>	typed, pumped, walked, worked, packed, picked, passed, fixed, finished, washed, watched
<b>[d]</b>	Use this when the verb ends in all other sounds (voiced <b>consonants</b> and <b>vowels</b> )	moved, filled, repaired, stayed, called, delivered, cleaned, applied

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## C. Practice with -ed endings



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Below you can see four lists of work verbs. The present and the past form is listed for each verb. These words are all very common. You

probably know all of the words. But do you know how to **pronounce** the past form of each verb?

There is **Start Activity** button below each word list.

1. When you click on the button, you will SEE a present tense verb.
2. Click **Push to Speak**, and SAY the past tense verb. Continue until you have completed the word list.

Hint: Don't get **frustrated!** The word recognition software is great, but not **perfect**. If you try to say a word a few times and it does not **recognize** the word, check with your teacher or a fluent speaker of English. Ask if they can recognize the word when you say it!



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# 19. Skills and Experience

*On this page, you will practice **writing** and **talking** about your skills and experience. You will do the following:*

- Review vocabulary.
- Read some examples.
- Write about your skills and experiences.
- Talk about your skills and experiences.

## A. Vocabulary

You will see the following words on this page. Do you know what they mean?



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## B. Examples of Skills and Experience



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*“Tell me about yourself.”*

*“What are some of your (hard and soft) skills?”*

*“Why is this job good for you? Do you have any experience doing this job?”*

These are common interview questions. All of us have skills and experience. Some of these skills and experience are from other jobs. We **also** have skills and experience that are **not** from work. We sometimes forget to **mention** them! But many of these skills and experiences are **transferrable** to the work world.

Think about some activities you do at home or in your community. How do they relate to the work world?

Flip through the following cards to read some examples. As you do so, think about the activities YOU have done. What did they teach you?



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## C. Writing about Skills and Experience

Following is a writing **tool**. Use this tool to gather ideas for talking about your skills and experience. You will use these ideas when your record yourself.

1. Type your answers in the boxes on the **Tell me about your skills** page.
2. **Export** your ideas into a Word document on the **Export your ideas** page. You can use this document when you make your recording. You can also submit this document to a teacher or tutor.



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## D. Talking about Skills and Experience



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Imagine the interviewer says:

“Do you have any experience doing this job?”

If you **do** have direct experience doing the job, you can **respond** with this phrase:

- “**Yes, I do, and one example is...**” + an example you wrote about.

If you do **not** have direct experience doing the job you can respond with one of the following phrases:

- “**No, but...**” + the examples you wrote about.
- “**Not directly, but...**” + the examples you wrote about.

Imagine an interviewer says “Tell me about your skills” or asks “Do you have any experience doing this job?” Record your answer below.

1. Use one of the **red** or **green** phrases above.
2. Tell the interviewer about one or more of your activities or experiences.
3. Explain what you learned.



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You may want to **download** your recording and submit it to a teacher or tutor for feedback.



## 20. Past Job

On this page, you will **listen** to a man talking about his past job. You will do the following:

- Review vocabulary.
- Try out some listening strategies.
- Listen and answer questions.
- Listen and give your opinion.

### A. Vocabulary

You will hear or see the following words. Do you know what they mean?



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## B. Listening Strategies

*Tip 1: Predict and be curious!*



You will listen to an audio. The audio is related to this picture.

What kind of job do you think the man in the picture has? What do you think the audio is about?

*Tip 2: Listen for the main idea.*

Listen to the audio below. Don't do anything else. Just try to catch what it is mainly about.



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*Tip 3: Read questions before listening. This can help you **focus**.*

Click on **Answer Questions** below. Read through all of the questions and think about the answer. When you listen, you will know what to listen for.

## C. Listen and Answer Questions

Listen to the audio below and answer the questions.



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## D. Listen and Write a Response

1. Type your answers in the box on the **Your Opinion** page.
2. **Export** your ideas into a Word document on the **Export your**

**ideas** page. You can **submit** this document to a teacher or tutor.



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## 2I. STAR Question Notes

*On this page, you will learn about the STAR method of responding to interview questions. You will do the following:*

- Review vocabulary.
- Watch a video.
- Complete notes.

### A. Review Vocabulary

You will see or hear the following words as you do the following activities. Do you know what they mean?



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## B. Watch a Video and Take Notes

1. Watch the following video to learn about the STAR method for answering **situational** questions.
2. Take notes as you watch.
3. Use your notes to fill in the blanks in the notes below.
4. Listen to the video again to check your answers.



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## 22. STAR Scenarios (Part 1)

*On this page, you will learn how to use a story to answer an interview question. You will do the following:*

- Review Vocabulary.
- Learn about the STAR method.
- Read an example STAR story.

### A. Vocabulary

You will see or hear the following words as you do the following activities. Do you know what they mean?



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### B. The STAR Method



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Some job interview questions are **situational**. This means the question is about a specific problem that happens on the job. The interviewer wants to see how you will fix the problem.

Remember: Employers want employees who are strong problem solvers. This means the person tries to fix the problem by themselves instead of immediately going to their co-worker or manager for help.

The STAR method is a way to answer situational interview questions using a story. Do you remember what STAR stands for?



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## C. Read a STAR Story



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The following STAR story answers this question:

*“Tell me about a time you had to deal with an angry customer.”*



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## 23. STAR Scenarios (Part 2)

*On this page, you will use stories to answer interview questions. You will do the following:*

- Write your own STAR stories.
- Record a STAR story.

### A. Write Your Own STAR Stories

Use the writing **tool** below to answer interview questions with STAR stories.

The first 7 pages each have a different interview question. Each interview question can be answered with a STAR story. Choose 2-3 interview questions to write about.

1. Fill in the boxes on 2-3 of the **Question** pages to write STAR stories.
2. On the **Export your STAR Stories** page, export your ideas into a Word document. You can submit that document to your tutor or teacher for feedback.



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## B. Record and Evaluate your STAR Story



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Imagine an interviewer asks you one or two of the following questions:

- Think of a time when you had a problem working with someone. What did you do?
- Tell me about a time when you saw a co-worker doing something unsafe? What did you do?
- Tell me about a time at work when you noticed your **co-worker** made a **mistake**. What happened?
- Tell me about an **accomplishment** you are most proud of.
- Tell me about a time you made a **mistake**. What happened?
- Tell me about a time you dealt with an angry customer. What did you do?
- Tell me about a time you dealt with an upset co-worker. What did you do?

- Tell me about a time at work that you saw a problem and tried to fix it. What happened?

Record yourself telling a STAR story to respond to **one** of the above questions. First read the question, then tell your STAR story.

1. Press Record below to record your STAR story.
2. Listen to your recording.
3. Check off what you did well on the checklist below. Try recording again if you missed anything.
4. Download your best recording.



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You may want to **download** your recording and submit it to your teacher or tutor for feedback.





## 24. Initiative Interview Question

*On this page you will practice listening to some information to take notes. You will do the following activities:*

- Watch a video about how to answer an initiative interview question.
- Practice taking notes.

It is important to be able to take notes when you listen. The video below shows what it means to take the **initiative**. As you listen you can stop the video so you can write down some notes to help you remember what initiative means.

Remember, showing initiative is important for work in Canada. In job interviews, try to talk about how you take initiative.

### A. Watch a video and take notes

1. Watch the following video to learn about how to answer **situational** questions about initiative.
2. Take notes as you watch.
3. Use your notes to fill in the blanks in the document below.
4. Listen to the video again to check your answers.
5. If you want to send your answers to a **tutor** or teacher for

**feedback**, export your answers into a Word document on the Document Download Page.



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## 25. Other Common Interview Questions

*On this page, you will learn about other common interview questions that can not be answered using the STAR model. You will do the following activities:*

- Review some vocabulary.
- Watch a video about how to answer 8 common interview questions.
- Answer some questions based on the information you learn.

There are many interview questions that you should use the STAR Model to answer. There are also many interview questions that the STAR model does not work for. In the video below, you will learn about 8 of the most common of these questions.

### A. Vocabulary Review

Use this activity to learn or review some words that you may find more difficult.



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## B. Common Interview Questions

You can learn this information in different ways. You can watch the video below. You can also read the information by clicking on each of the tabs to learn more about each common interview question. You can also click on this link if you would prefer to download and read this information.

1. Watch the video or read the information below.
2. Answer the questions which follow.



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Answer the questions below about the information you've learned about common interview questions.



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PART IV

# BODY LANGUAGE AND ETIQUETTE



## 26. What is Body Language?

*On this page, you will learn about body language and how important it is in an interview. You will do the following:*

- Learn what body language is.
- Practice some vocabulary related to body language.
- Watch two videos to help you compare good and bad choices of body language in an interview.

### A. Body Language

Body language is communication without using words. The way someone's face and body moves can show us how they are feeling and what they are thinking. Body language can include:

- facial expressions
- hand gestures
- body position

Look at the pictures below. What do you think these people are feeling or what does their body language show you?



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Did you have trouble choosing the right **word form** in the activity above? You might have used the Adjective form instead of the Noun form of the word. Do the drag-and-drop activity below to practice using the correct word form. Then, try the flashcard activity again!



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## B. Vocabulary

You will use the following vocabulary in the next few activities. Do the following activity to learn or review these words.



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## C. Practice with Body Language

Your body language is very important during a job interview. It can change the interviewer's opinion of you – **positively** or **negatively**. In this activity, you are going to:

1. watch 2 videos.
2. pay attention to the body language of the person being interviewed.
3. answer the questions after the video.

### *Video 1*



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## Video 2



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Here are some things to remember about body language:

- Some things are not said with words.
- They are said with actions.
- You can learn a lot from people's actions.
- You can say a lot with your eyes.
- Eye contact is important in an interview.
- Not making eye contact can be rude.





## 27. Interview Tips

*On this page, you will do the following activities:*

- Watch a video and take notes.
- Create an interview tip sheet.
- Review some important interview **tips**.

In the last activities, you learned about body language and watched two videos. In the videos, you saw some examples of appropriate and inappropriate interview behavior. Now, you are going to watch another video and make a **tip sheet** of the top ten things that you think are important to do or not do during an interview.

### A. Watch a Video

As you watch the video:

- have a pen and paper ready to take some notes.
- don't worry too much about understanding all of the questions and answers.
- pay close attention to the body language and the attitude of the **candidates**.

*You could begin your interview tips with phrases like:*

- It's best to ...
- You should/should not ...

We can also use the imperative to give people tips on how to do something. You can to this ESL Library page to review or learn more about when and how to use the imperative form.

Instructions:

1. Watch the video. The video will **pause** and you will see some questions to think about.
2. Use these questions to help you take notes.
3. You can start to write your tips as you are watching the video.
4. At the end of the video, there are 3 summary questions for you to answer.



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### **Cultural Tip!**

Shaking hands is commonly expected for both men and women in Canada. However, it is also becoming common to put one's hand over their heart instead and say, "For cultural (or religious) reasons, I may not shake hands."

## **B. Write Interview Tips**

Use this tool to write your interview tips and send them to your teacher.



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## **C. Review**

You have written your top 10 interview tips. Use this activity to review what you have learned on this page. Drag each action to its correct place. Is this something you should or should not do during an interview?



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## 28. Interview Etiquette

*On this page you will do the following:*

- Practice or learn new vocabulary.
- Complete a listening activity.
- Complete a dictation activity.



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On the last few pages, you focused on body language during an interview. Now, you will learn more about general interview etiquette. Etiquette is rules for polite behaviour for specific situations. What is or isn't good to do at a job interview? What should you wear to a job interview? Can you smoke during an interview? Most people are **nervous** about interviews. This is normal. If you know what to do, it helps you **relax**.

Let's continue to learn about interview etiquette!

### Working With Others Tip

You will work with people with different backgrounds and **genders**. Anyone could be your boss. Decide how you will work respectfully with everyone.

## A. Review Vocabulary

Do the activity below to learn or review some vocabulary you will hear and use.



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## B. Analyze a Video

1. Watch the video below. Listen carefully to the interview.
2. Answer the questions which follow.



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## C. Focused Listening

You are going to practice your listening skills in this activity. You will hear 10 interview etiquette sentences that tell you what to do and

what not to do during an interview. Listen carefully and type the sentences that you hear.



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### **One More Tip!**

Did you know one of the most important actions that employers want to see from their employees is **initiative**? For example, they want to see you trying to solve problems on your own before asking for help. They want to see you doing other tasks because they need to be done, not because someone told you to do them.





## 29. Dress for Success

*On this page, you will do the following activities:*

- Complete a vocabulary activity.
- Compare the differences between business professional and business casual clothing.
- Compare examples of appropriate and inappropriate interview clothing.

### A. Review Vocabulary

Before you do the reading below, do this short activity to review the vocabulary.



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## B. Dress for Success



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What does it mean to dress for success? Most people would agree that this expression means to dress professionally, so that the interviewer gets a positive first impression of you. Depending on the position you are interviewing for, you might need to wear business professional, or business **casual** clothing. You should dress as nicely as possible for an interview. For some positions, the nicest business casual dress you have will be fine. For more professional, business positions, it is a good idea to wear black, grey, or dark navy suits. Try to wear colours that are neutral. You want your interview responses to make an **impression**, not your bright clothes! People should meet the five-**accessory** rule for interviews: glasses count as one, watches count as one, and so on. Remember that your clothing should be professional and conservative.

Look at the pictures below to see some examples of appropriate interview clothing.



Now, compare the above examples with the pictures below that show inappropriate kinds of dress for an interview or professional workplace.

## DON'T



Messy rolled-up sleeves



## 30. Dress for the Job

*On this page, you will do the following activities:*

- Complete a vocabulary activity.
- Listen to some advice about dressing for the job and complete an activity.

### A. Review Vocabulary

It is a good idea to review the following vocabulary before you begin the listening activity on this page.



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## B. Listen to Advice

Remember that each company has a different culture and different dress requirements. It is always a good idea to ask your supervisor about dress requirements before your first day of work. You can also watch your co-workers to see how they dress and what is appropriate dress for the company.

Listen to the following advice about dressing for the job. Answer the question which follows.



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# 31. Interview Phone Call Etiquette

*Etiquette and speaking clearly are also important on the telephone. You will practice correct phone etiquette on this page by doing the following activities:*

- Read about language you can use to make phone calls.
- Listen to examples of phone calls related to interviews.
- Practice making interview phone calls.
- Record your interview phone call.

**Etiquette** is not just important during an interview. It is also important for before and after the interview. Etiquette and speaking clearly are also important on the telephone. You may need to use the phone to schedule a job interview. You may have a phone interview. You can also call an employer to follow up from an interview. It is important to know how to speak on the phone and use correct phone etiquette.

## A. Review Telephone Language

### SPEAKING TIP:

When you make phone calls,

- Don't say: "Hello, **I am** \_\_\_\_\_."
- Do say: "Hello, **this is** \_\_\_\_\_."

Click on the links below to read about language you can use to make phone calls. If possible, practice the language with a partner.



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## B. Listen and Read a Transcript

1. As you listen to each phone conversation, shadow-read with the speaker.
2. If possible, practice reading the conversations with a partner. Switch roles so you each have a turn as the interviewee.





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## C. Practice and Record Interview Phone Calls

1. Read the scenarios below.
2. Practice making interview phone calls.
3. Use the recording tool below to record yourself (with a partner if possible) making one of the calls below.
4. Download and email your recording to your teacher.



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PART V

# JOB INTERVIEW EMAILS



## 32. Reading Strategies

*On this page, you will do several warm-up activities to get you ready for reading an interview invitation email. You will do the following:*

- A matching vocabulary activity.
- A sorting activity to activate your background knowledge about interviews.
- An activity to review email structure.

### A. Vocabulary

In the materials below, you will read the following words. Complete the following question to review or learn the words.



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## B. Reading Strategy: Activate background knowledge

One reading strategy is to **activate** your background knowledge before you read or learn something new. Sometimes your teacher will call this a “**Warm Up**” activity.

You will be reading an email related to a job interview on the next page.

First, warm up or activate your background knowledge about job interviews by reviewing what you do before, during, and after a job interview



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## C. Reading Strategy: Recognize parts of an email

Another reading strategy is to think about the **structure** of the text you are reading. Knowing the structure of a text type can help you quickly find information you need. This is true whether you are reading a report, paragraph, essay, or email.

Look at the image of the email below. Drag and drop the labels to show you understand the structure of an email.





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## 33. Reading an Invitation Email

*On this page, you are going to read an interview invitation email and answer some questions. You will do the following:*

- Read an interview invitation email.
- Answer some questions about the email.

### Read an email and answer questions

1. Read this email. It is inviting you to an interview.
2. Answer the **9** questions that follow.



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## 34. Replying to an Interview Invitation Email

*On this page, you will practice replying to an interview invitation email. You will do the following:*

- Write a reply to the interview invitation email.
- Complete an email by dragging the words and sentences to their correct parts.

### A. Reply to an Invitation Email

On the last page you read the following email. Look at it one more time. What does the person who receives the email need to do?



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It is important to always respond to email job interview invitations

so that the company knows that you are coming. Use the following tool to **respond** to the email.

1. On the **Reply** page, follow the last instruction in the email.  
To make this more **challenging**, perhaps **imagine** that you have a different job interview on Monday at 1:45! What will you do?
2. On **Export** page, **export** your reply into a Word document. You might want to **submit** your email to your teacher or tutor for feedback.



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## B. Complete an Invitation Email

The following email is missing some parts.

1. Read the sentences that are there.
2. Then drag and drop to complete the email.



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## 35. How to Write a Thank-You Email (Part 1)

*In this activity, you will learn how to write a thank-you email as follow-up to a job interview. You will do the following:*

- Review vocabulary.
- Learn the steps to writing a thank-you note.
- Complete some emails.

### A. Vocabulary

You will see the following words in the activities below.



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## B. Steps to Writing a Thank-You Note



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In Canada, people often write notes to say thank you. How do people thank each other in the country you know well?

After an interview in Canada, it is **polite** to send a short thank-you email to the interviewer. A thank-you email helps the interviewer remember you. A thank-you email shows your interest in the job. You can send your thank-you note by regular mail, but email is more **common**.

Here are the steps:

1. Thank the interviewer for their time. Do this at the beginning and the end of the email.
2. Say that you enjoyed the interview.
3. Say that you enjoyed learning about the company.
4. Briefly say why you are the right person for the job.

Read the following email. Do you see where the writer followed the above steps? Drag and drop the labels on to the email.



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## C. Finish Thank You Emails

Click on the button below to complete **three** thank-you emails.



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# 36. Write a Thank-You Email 1

*On this page, you will apply what you learned about writing a thank-you email. You will do the following:*

- Write a thank-you email.
- Polish your email.

## A. Write a Thank-You Email


**Imagine** you had a job interview for a cooking job. The interviewer was Mary Green . Her email address is m.green@gmail.ca. The interview was three days ago.

Use the **tool** below to write a thank-you email:

- Page 1: Write the email. Remind Ms. Green what job you applied for. Say that you enjoyed the interview and learning about the company. Tell her why she should choose you.
- Page 2: Export your ideas into a Word document.




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## B. Polish your email

You exported your email into a Word document. Now **polish** it:

1. Delete the bolded headings so only your email is left.
2. Notice if any words are underlined in red. If they are, check their spelling.
3. Review your email using the following checklist. If you can't check something off, fix your email.

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Now that you have polished your email, **submit** it to your teacher or tutor for **feedback**.



## 37. Write a Thank-you Email 2

*On this page, you will write a thank-you email as follow-up to a job interview. You will do the following:*

- Write a thank-you email.
- Polish your email.

### A. Write a Thank-You Email

Imagine you had a job interview for a **construction** job. The interviewer was Bob Smith. His email address is bob.smith@yahoo.ca. The interview was two days ago.

Following is a writing **tool**. Use it to help you write your thank-you email.

1. On the **Write the Email** page, fill in the boxes to write the email. Remind Mr. Smith what job you applied for. Say that you enjoyed the interview and learning about the company. Tell him why he should choose you.
2. On the **Export your Email** page, **export** your email into a Word document.



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## B. Polish your Email

You exported your email into a Word document. Now **polish** it.

1. Delete the bolded headings so only your email is left.
2. Notice if any words are underlined in red. If they are, check their spelling.
3. Review your email using the following checklist. If anything is missing, fix your email.



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Now that you have polished your email, you may want to **submit** it to your teacher or tutor for **feedback**!



# 38. Read a Thank-You Email

*On this page, you will **read** a thank-you email. You will do the following:*

- Review vocabulary.
- Identify the parts of an email.
- Read and email and answer questions.

## A. Vocabulary

In the activities below you will see the following words. Do you know what they mean?



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## B. Recognize Parts of an Email

If you understand the **structure** of a text-type, you can quickly find the information you need. Look at the image of the email below. Drag and drop the labels to show you understand the structure of an email.



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## C. Read and Answer Questions

The email below is a thank-you email. Someone sent it to a manager who interviewed them.

1. Read the email carefully.
2. Answer the questions that follow.



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## 39. Read an Interview Result Email

*On this page, you will read an email that someone received after a job interview. You will do the following:*

- Review vocabulary.
- Identify parts of an email.
- Read and email and answer questions.

### A. Vocabulary

You will see the following words in the activities below. Do you know what they mean?



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## B. Recognize Parts of an Email

If you know the **structure** of a text type, you can quickly find the information you need. Look at the image of the email below. Drag and drop the labels to show you understand the structure of an email.



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*<https://openeducationalberta.ca/norquest-lincworks-interviews-clb5/?p=401>*

## C. Read an Email and Answer Questions

The following email is an “offer of employment.” This means that the interview went well! The employer wants to hire the person.

1. Read the email carefully.
2. Answer the questions that follow.



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*<https://openeducationalberta.ca/norquest-lincworks-interviews-clb5/?p=401>*



## 40. Respond to an Interview Results Email

*On this page, you will read an email that someone received after a job interview. You will do the following:*

- Write an email.
- Polish your email.

### A. Write a Response

On the last page, you read the following email. Look at it one more time. **Imagine** you just **received** that email. What do you need to do?



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<https://openeducationalberta.ca/norquest-lincworks-interviews-clb5/?p=483>

Use the writing **tool** below to write a response to the email you just read.

1. On the **Write the Email** page, fill in the boxes to write the email.
2. On the **Export your Email** page, export your email into a Word document.



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*<https://openeducationalberta.ca/norquest-lincworks-interviews-clb5/?p=483>*

## B. Polish Your Email

You exported your email into a Word document. Now **polish** it.

1. Delete the bolded headings so only your email is left.
2. Notice if any words are underlined in red. If they are, check their spelling.
3. Review your email using the following checklist. If anything is missing, fix your email.



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Now that you have polished your email, **submit** it to your teacher or **tutor** for feedback!

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PART VI

# SUMMARY



## 4I. Post-course Reflection



An audio element has been excluded from this version of the text. You can listen to it online here:

<https://openeducationalberta.ca/norquest-lincworks-interviews-clb5/?p=583>

After working through this online workbook, you should be able to do the following:

- **Respond** to various job interview questions.
- Talk about personal skills and experience in an interview.
- Explain how to prepare for an interview in Canada.
- Use **appropriate tone**, language, and body language in a formal setting such as a job interview.
- Read and identify **key** information in an email.
- Respond **politely** to emails from an employer using appropriate language.

You practiced and improved your Listening, Speaking, Reading and Writing **competencies** as described in Level 5 of the Canadian Language Benchmarks. You also practiced and developed many of the **transferable** Essential Skills that you need for success at work, in the community, and in school.

In the following **Post** Checklist of Skills activity, you will once again see a list of Essential Skills and CLB competencies related to job interviews. These are skills and competencies you practiced in this workbook.

*Do you remember how **confident** you were with the skills and competencies before you started this course?*

At that point, did you know what the skills and competencies meant? Could you do them? Did you need help? What about now? Has anything changed?

## Post Checklist of Skills activity:

1. Answer the questions.
2. **Reflect** on the description that appears on the results page.  
Think about the results from the Pre Checklist of Skills activity.
  - Are you more confident now?
  - Do you know more?
  - Do you have more skills and competencies?
  - Can you work more **independently**?
  - Can do these skills and competencies faster or more easily?
  - Can you do these skills more **accurately**?



An interactive or media element has been excluded from this version of the text. You can view it online here:

<https://openeducationalberta.ca/norquest-lincworks-interviews-clb5/?p=583>



# Glossary List

## **access**

To find or get

## **accessory**

A thing you wear for decoration, like a belt, or earrings, or a bag

## **accomplishment**

Something that you achieved; a success

## **accurately**

Correctly, with few or no mistakes

## **achieve**

To successfully do something; to successfully reach a goal after a lot of effort

## **activate**

To make active, to turn on

## **advancement**

Moving up, or being promoted at work

## **ahead of time**

Before

## **aloud**

Spoken out loud

**Amazon**

A huge online store that delivers the things that people buy

**applicant**

A person who is applying for a job

**application form**

A form you fill out to apply for a job

**appropriate**

Suitable or acceptable for a situation

**automatically**

With no human control

**background knowledge**

What you already know about a topic

**body language**

Communicating by the way you move your body

**bolded**

Written in darker font **like this**

**calm**

Not worried or upset or angry

**candidate**

Applicant, interviewee

**capture**

Catch

**casual**

Not formal

**categories**

Different groups of things. The things in each group are similar in some way.

**category**

A group of things that are similar in some way

**challenging**

Difficult

**charts**

Diagrams that show information

**check off**

Put a checkmark in a box

**Christmas rush**

The time around Christmas where people are very busy buying presents, travelling, preparing food, meeting friends, etc.

**co-worker**

Someone you work with who does a similar job

**coaching**

Giving someone special instructions

**collaboratively**

Working with others to do something

**common**

Happening often

**community**

Where you live; the people who live in an area

**competencies**

Things you can do well; skills

**competency**

Something you can do well

**competent**

Having the skills to be good at something

**complex**

Difficult to understand; complicated

**complexity**

How difficult something is to understand

**comprehension**

Related to being able to understand something

**confidence**

The belief that you can do something or be successful



**confident**

Feeling sure about your ability to successfully do things

**consonants**

Consonants are letters and sounds that are **not** vowels. Consonant sounds stop or partly stop the flow of air (e.g., p, b, d, t, s, sh, z, m, n, and more)

**construction**

Related to building or making things like roads, bridges, buildings, etc.

**convince**

To persuade someone to do something or believe something

**correct**

Right

**courage**

To not be afraid; to be willing to try something difficult or dangerous; to not be afraid to do something that is difficult or dangerous

**curious**

To want to find out about something

**customer**

Someone who buys a product or a service from a company

**decrease**

To make smaller; to become smaller

**delivery vehicle**

A car or truck that is used to take packages, letters, products (etc.) to the people that they were sent to.

**describe**

To explain; to say what something is like

**designed**

Made for a specific use; carefully planned

**disability**

A condition that keeps you from being able to use your body correctly or learn easily.

**download**

To move data from the Internet to your computer

**drag**

To click on something with your mouse, and slide it to a different place

**during**

At that time; while something is happening

**embrace**

To hug; to happily accept something (an idea, a belief, a culture, a person)

**essential**

Necessary

**etiquette**

Rules for polite behaviour for specific situations

**evaluate**

To think carefully to decide on the quality or value of something

**experience**

Knowledge or skill that you get from doing a job or activity

**export**

To change a file from one format to another

**familiar**

Something you know well

**feedback**

Advice and information about someone's work. What is good and what needs to be fixed or improved?

**fit**

To match or be suitable

**flexible**

Willing to change; willing to do things differently

**flip**

Turn over

**fluent**

To be able to do something (especially speak, read and write) easily and well

**focus**

Pay careful attention to something

**formal**

Very official, correct, and proper, especially for important occasions

**framework**

A way of thinking about and organizing something; a set of beliefs or rules for making decisions

**frustrated**

Feeling upset and impatient because you cannot do what you are trying to do

**gather**

Collect, bring together

**gender**

Related to male, female, non-binary, transgender, etc.

**glossary**

A list of special or technical words in a text, with explanations of meanings

**goals**

Things you plan to finish or achieve in the future

**guess**

To try to give an answer, even if you are not sure

**hard skills**

Technical skills

**hint**

A suggestion

**icons**

Symbols or images that represent something

**identify**

To find something; to recognize and say what something is

**illegal**

**Not** allowed by law

**imagine**

To make a picture in your mind of what something (that is not really true) might be like

**impression**

The effect that something has on someone

**independently**

On your own; without help

**initiative**

Doing something before you are asked; seeing what needs to be done and doing it without being asked

**interviewee**

The person being interviewed

**intonation**

The rise and fall in pitch when speaking

**invitation**

A written or spoken request for someone to go somewhere or do something

**invite**

To formally ask someone to go somewhere or do something (especially to go to a social event)

**key**

Important

**legal**

Allowed by law

**legally**

Done in a way that is allowed by law

**levels of complexity**

Different levels of difficulty

**manager**

A person who is in charge of a business or part of a business

**marital status**

Whether a person is single, married, divorced, etc.

**mention**

Tell someone about

**method**

A way of doing something

**mistake**

Something that was not done correctly

**mode**

A particular way to do something; a way that electronic equipment is set to do one kind of task

**negatively**

In a bad way

**nervous**

Anxious, worried

**night shift**

A set time at night when workers regularly work (e.g., 11:00 pm-7:00 am)

**objectives**

Goals

**occupation**

Job

**opportunities**

Times when it is possible to do something

**out loud**

Aloud; to speak in a voice that people can hear

**packages**

Things that are put in boxes or wrapped to be delivered to other people.

**pause**

Stop for a moment

**perfect**

With no mistakes or weaknesses

**permanent resident**

"Someone who has been given permanent resident status by immigrating to Canada, but is not a Canadian Citizen."

**personal**

Related to your private life

**phrase**

A group of words that together have a specific meaning

**phrases**

Groups of words

**polish**

To change something to make it better

**polished**

Shiny, impressive, all fixed up

**polite**

Good manners, showing respect other people's feelings



**politely**

Appropriately

**positively**

In a good way

**Post****post-**

After

**pre**

Before

**predict**

To say what will happen in the future; to guess

**prepare**

To get ready to do something; to make something ready to use

**process**

Things that are done in a particular order

**pronounce**

Say

**proud**

Feeling pleased, happy, and satisfied with something you did

**punctual**

On time; not late

**received**

Got

**recognize**

To know what something is

**references**

People who give information about your personality and your abilities

**reflect**

Think deeply and carefully about something

**relax**

To stop worrying, to become calmer

**reliable**

Can be trusted

**remind**

To help someone remember something

**required**

Needed, necessary

**research**

To look for information about something

**respond**

To answer

**response**

An answer (e.g., to an email, to a question)

**resume**

A summary of a person's work and education

**scan**

To quickly look at a text or document, but not read it carefully. You might scan for a particular detail, or you might scan to see how the text is organized.

**scenarios**

Descriptions of situations

**sequence**

Related to showing the order of steps or events

**sexual orientation**

Emotional, romantic or sexual attraction to a different gender, the same gender, or all genders

**shadow read**

Speak aloud with an audio. Try to use the exact same words, timing, stress, and intonation as the speaker.

**situational**

Related to a specific situation

**skim**

To read very quickly to find the main point(s) or a specific point

**soft skills**

Skills related to your personality and attitudes

**software**

Computer programs

**solution**

Answer

**strategies**

Plans for how you will reach a goal

**strategy**

A plan; a way to achieve a purpose

**stress**

Related to the syllables and words that are louder and longer than other syllables and words.

**structure**

Organization

**submit**

To give something to someone in authority

**successful**

To do well

**technical**

related to the particular skills that are needed for a job

**timing**

Speed and pauses

**tip**

A small piece of advice

**tip sheet**

A page with a list of suggestions or advice

**tips**

Small pieces of advice

**tone**

The character and attitude of something, e.g., whether it is formal or informal

**tool**

A thing that helps you do something

**transferrable**

Can be moved from one place or person (or job) to another

**transferred**

Moved from one place to another

**tutor**

A teacher who teaches just one person or a small group

**unsafe**

Not safe

**vowels**

In English, vowels are represented by a, e, i, o, u, and sometimes y.

**warehouse**

A large building where a company stores products before they are sold

**warm up**

A short activity or exercise that you do to prepare for the main activity