

CLB 1/2

EMPLOYMENT  
JOB SEARCH

# SAFE HAVEN CORE ENGLISH PROGRAM READING

Reading Job Interview Emails



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# SAFE HAVEN CORE ENGLISH PROGRAM

## Reading Job Interview Emails

### TASK OBJECTIVE

By the end of this lesson, learners will be able to **understand** a simple written email about a job interview, **recognizing** some **basic details** and **identifying key words** and **numbers**.

# CLB INDICATORS OF ABILITY FOR ASSESSMENT & TASK CONDITIONS

## CLB 1 – IV

### Comprehending Information

Recognize names, numbers and some basic details in very simple, short texts related to everyday situations and immediate needs.

- Identifies numbers.
- Identifies a few key words.
- Identifies short expressions

### Profile of Ability

Recognize letters, numbers, a small number of words and very short, simple phrases related to everyday objects and immediate needs.

### Feature(s) of Communication

When the text is:

- Limited to everyday words and phrases
- Clear, sparse and very easy to read
- Supported by visual clues (e.g., pictures)
- Very short
- In non-demanding contexts

# CLB INDICATORS OF ABILITY FOR ASSESSMENT & TASK CONDITIONS (CONT.)

## CLB 2 – IV

### Comprehending Information

Understand the purpose and some basic details in very simple, short texts related to everyday, familiar, personally relevant situations and topics.

- Identifies numbers.
- Identifies a few key words.
- Identifies short expressions.
- Identifies purpose.

### Profile of Ability

The reader can:

- Understand individual words, simple learned phrases and some very short, simple sentences related to immediate needs.

### Feature(s) of Communication

- Limited to everyday words and phrases
- Clear, sparse and very easy to read
- Supported by visual clues (e.g., pictures)
- Very short
- In non-demanding contexts

## ASSESSMENT TASK

Read an email about a job interview.

## INSTRUCTOR NOTES

This reading task helps refugee claimants develop the skills needed to understand important employment-related messages and identify key details such as interview time, date, location, and contact information. It builds practical reading abilities that enable them to attend interviews punctually, follow instructions, and respond appropriately—essential steps toward finding and maintaining employment in their new country.

This is important because successful integration into the workforce is a critical part of resettlement and self-sufficiency. Many refugee claimants face barriers such as unfamiliar workplace norms, limited language proficiency, and a lack of experience navigating formal communication. By strengthening their ability to understand employment-related texts, this task helps remove those barriers, increasing their chances of securing and keeping a job, which contributes to their stability and confidence in a new environment.

# OVERVIEW OF SAMPLE SKILL-BUILDING ACTIVITIES TO ADDRESS TASK CRITERIA

## Sample Activity 1

### VOCABULARY ACTIVITY

Introducing the task

- Flashcards
- Reading the Words
- Identifying the Words

## Sample Activity 2

### FIND THE NUMBERS

Identifies numbers

## Sample Activity 3

### KEY WORD CHART ACTIVITY

Identifies a few key words

## Sample Activity 4

### CIRCLE POLITE WORDS

Identifies short expressions

## Sample Activity 5

### CIRCLE THE CORRECT ANSWER

Identifies purpose (CLB 2)

## Sample Activity 6

### SKILL USING TASK – MATCHING

All criteria

## Learner Task

Read a Job Interview Email

# STRATEGIES TO ADDRESS THE SAFE HAVEN CURRICULUM'S GUIDING PRINCIPLES

## Universal Design for Learning

- **Embedded:** The activity uses visual supports (pictures, icons, and flashcards) and a clear layout to make the information easier to process. Repetition and modeling support diverse learning needs.
- **Suggested:** Use multiple modes of input—read the text aloud, show visuals on a projector or handout, and offer gestures or translations when needed.

## Trauma-informed Practices

- **Embedded:** The activity focuses on real-life content (e.g., job interviews), which is directly connected to refugee claimants' goals of finding employment and becoming independent.
- **Suggested:** Encourage students to role-play simple job interview situations or practice reading messages aloud to peers. Invite a guest speaker (e.g., job counselor) or arrange a short visit to a local employment center when possible.

## Relevant Content

- **Embedded:** The activity is designed with simplified language, large print, and pictorial cues for learners who may have limited literacy or vision challenges.
- **Suggested:** Provide handouts in large font and use high-contrast visuals. Read all instructions aloud clearly. Offer printed and digital versions of materials, and allow students to complete activities verbally if needed.

# STRATEGIES TO ADDRESS THE SAFE HAVEN CURRICULUM'S GUIDING PRINCIPLES (CONT.)

## Community Engagement & Classroom Connections

- **Embedded:** The activity uses social interaction (peer-to-peer reading practice) to build classroom community. It simulates real-world communication refugee claimants will use in the community.
- **Suggested:** Encourage students to role-play simple job interview situations or practice reading messages aloud to peers. Invite a guest speaker (e.g., job counselor) or arrange a short visit to a local employment center when possible.

## Accessibility

- **Embedded:** The activity is designed with simplified language, large print, and pictorial cues for learners who may have limited literacy or vision challenges.
- **Suggested:** Provide handouts in large font and use high-contrast visuals. Read all instructions aloud clearly. Offer printed and digital versions of materials, and allow students to complete activities verbally if needed.

## Inclusivity, Diversity & Unity

- **Embedded:** The activity respects diverse cultural and educational backgrounds by using neutral, accessible content and allowing students to participate in different ways.
- **Suggested:** Use names and contexts from a variety of cultures in future emails or scenarios. Encourage mutual respect by having students share in pairs or small groups, reinforcing that everyone is learning together regardless of background or ability.



# Reading

# CLB 1

<b>Theme</b>	Employment - Job Search
<b>Task</b>	Read a job interview email
<b>Competency</b>	IV - Comprehending Information

Name: \_\_\_\_\_ Date: \_\_\_\_\_

		Yes (2)	Not yet (1)
*	<b>Names</b> <i>Identifies a few key words</i>		
	<b>Days</b> <i>Identifies a few key words</i>		
	<b>Dates</b> <i>Identifies a few key words &amp; numbers</i>		
	<b>Time</b> <i>Identifies numbers</i>		
	<b>Address</b> <i>Identifies a few key words &amp; numbers</i>		
*	<b>Phone numbers</b> <i>Identifies numbers</i>		
*	<b>Polite words</b> <i>Identifies short expressions</i>		

**Your Score**

\_\_\_\_\_ / 7

0 - 4



5-6



7-10





# Reading

# CLB 1

Circle Yes or No

I can read words.	Yes	No
I can read numbers.	Yes	No
I can read days and dates.	Yes	No
I can read time.	Yes	No

Teacher's comments:



# Reading

# CLB 2

<b>Theme</b>	Employment - Job Search
<b>Task</b>	Read a job interview email
<b>Competency</b>	IV - Comprehending Information

Name: \_\_\_\_\_ Date: \_\_\_\_\_

		Yes (2)	Not yet (1)
*	<b>Why</b> <i>Identifies purpose</i>		
	<b>Names</b> <i>Identifies a few key words</i>		
	<b>Days and Dates</b> <i>Identifies a few key words</i>		
*	<b>Polite words</b> <i>Identifies short expressions</i>		
	<b>Time</b> <i>Identifies numbers</i>		
	<b>Address</b> <i>Identifies a few key words &amp; numbers</i>		
*	<b>Phone numbers</b> <i>Identifies numbers</i>		

Your Score

\_\_\_\_\_ / 7

0 - 4



5-6



7-10





# Reading

## CLB 2

Circle Yes or No

I can read words.	Yes	No
I can read numbers.	Yes	No
I can read days and dates.	Yes	No
I can read time.	Yes	No

Teacher's comments:

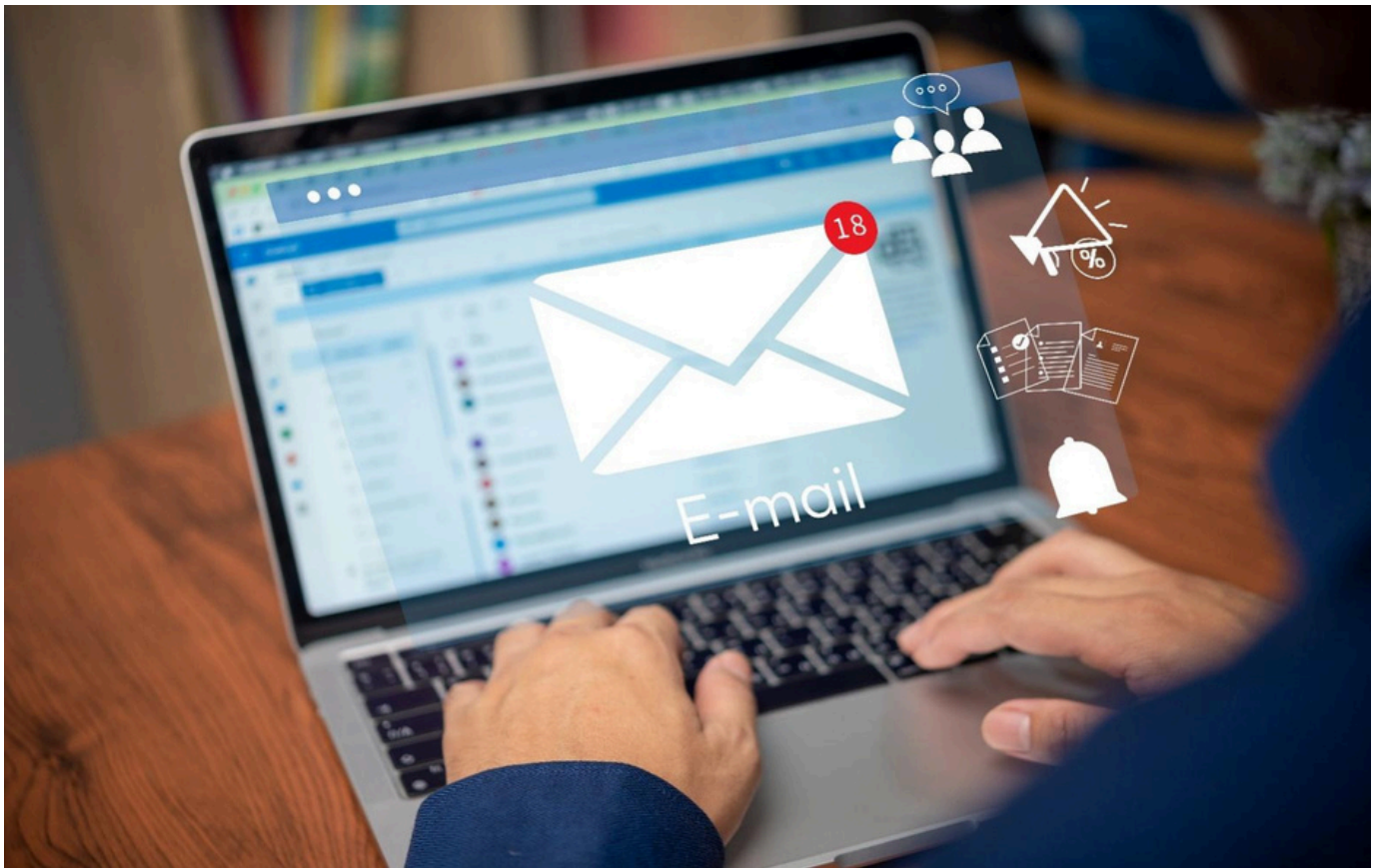
## Sample Activity 1: Vocabulary- Flashcard Activity

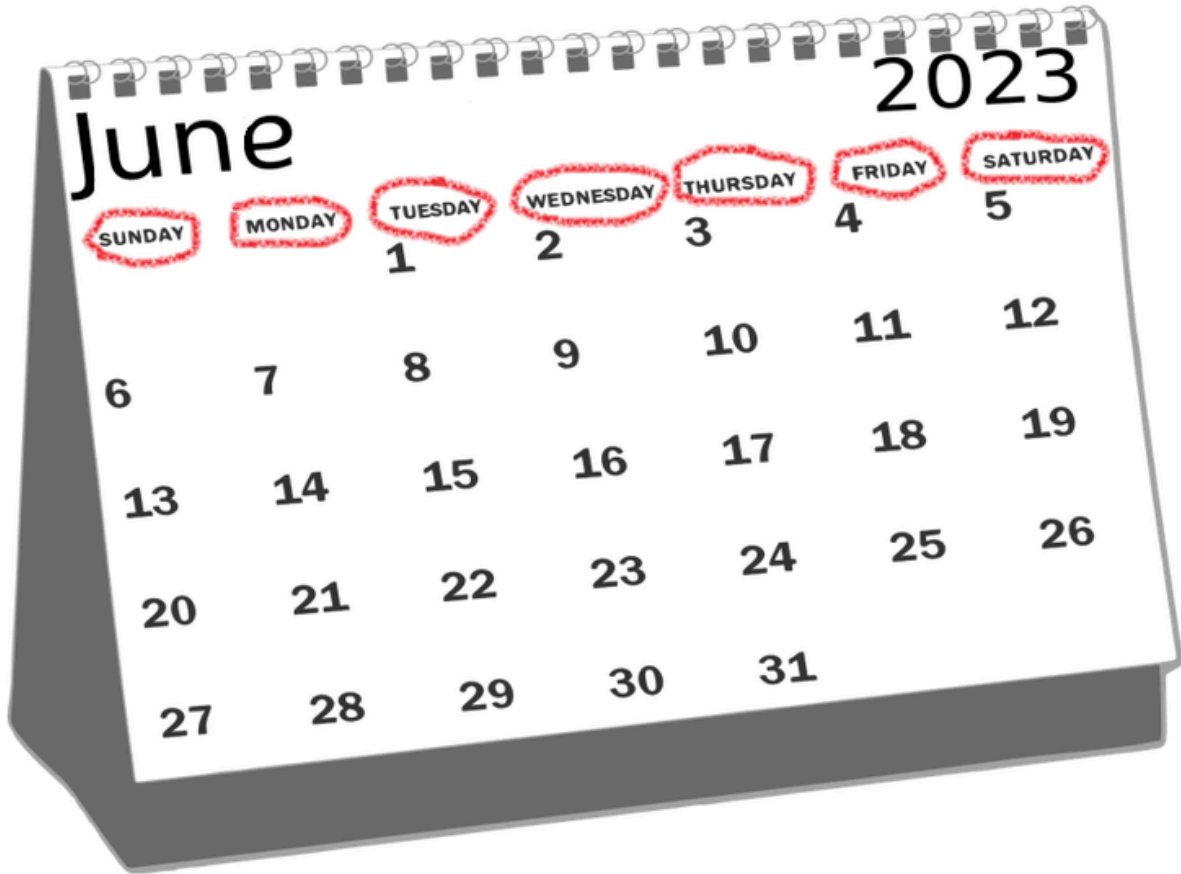
(Introducing the Task)

### Instructions:

1. Use pictures as flashcards to elicit and share information with the students.
2. Write the target words on the board.
3. Read each word aloud and have the students repeat after you.
4. Ask students to copy the words into their notebooks.
5. Have students practice reading the words to a classmate.
6. Prepare additional images to provide more visual examples.
7. Use a projector to display the images and offer a wider variety of visual input.











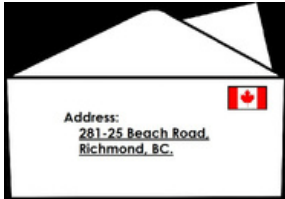



555-234-5678

# Sample Activity 1: Vocabulary - Reading the Words

(Introducing the Task)



**Read.**

<p>Phone</p>		<p>My phone number is (555) 234-5678.</p>
<p>Job Interview</p>		<p>My job interview is on Monday.</p>
<p>Address</p>		<p>My address is 25 Beach Road.</p>
<p>Time</p>		<p>The time is 6:59 P.M.</p>
<p>Date</p>		<p>The date is April 15.</p>
<p>Days</p>		<p>The day is Monday.</p>

# Sample Activity 1: Vocabulary- Identifying the Words

(Introducing the Task)



Read the words. Circle the correct picture.

1. Phone			
2. Date			
3. Days			
4. Job Interview			
5. Address			
6. Time			

## Sample Activity 2: Find the Numbers

(Identifies numbers)

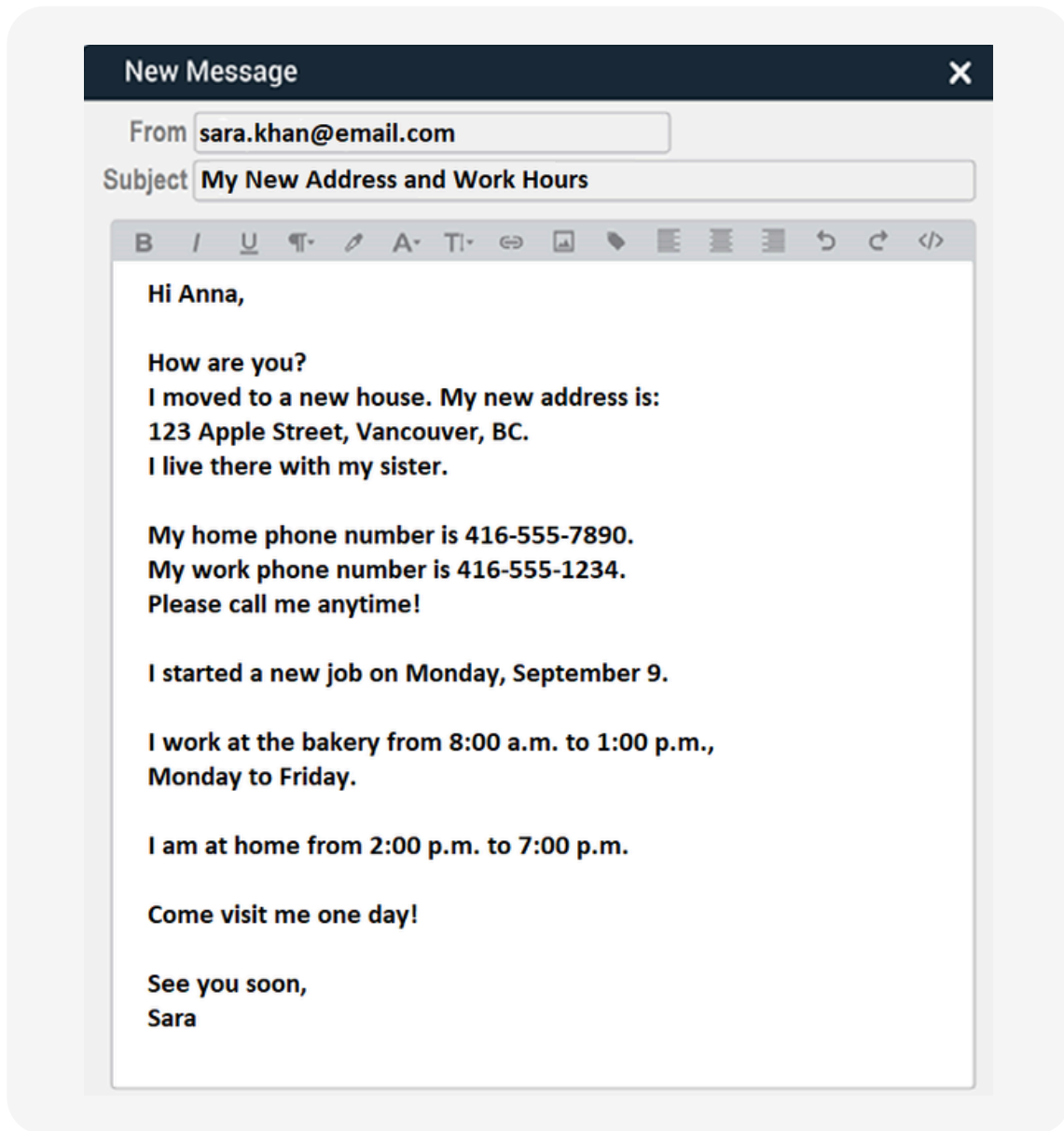
### Instructions on How to Approach the Criterion:

#### 1. Circle All the Numbers in the Email

1. Distribute or display the sample email.
2. Give clear instructions:
  - *Please read the email and circle all the numbers you see.*
3. Model an example on the board or projector:
  - Show a sentence like: *My phone number is 555-123-4567.*
  - Circle the number and say: *This is a phone number. We circle it.*
4. Students complete the task individually.
5. Review as a class:
  - Ask: *What numbers did you find?*
  - Write them on the board (e.g., phone numbers, times, address, dates).

#### 2. Read the Email. Write the Numbers.

1. Ask students to read the email again quietly or with a partner.
2. Provide simple instructions:
  - *Now, read the sentence and write down the numbers for that sentence.*
  - Use the first one as an example to show students how to find the numbers.
3. Support lower-level learners by pointing to numbers in the text and helping them write them down.
4. Check answers together as a class or in pairs.



1. Circle all the numbers in the email.



2. Read the email. Write the numbers.

Sara's home phone number -----

Her work phone number -----

Her address -----

The time she is at work -----

The time she is at home -----

The date she started her new job -----

## Sample Activity 3: Key Word Chart Activity

(Identifies a few key words)

### Instructions on How to Approach the Criterion:

#### 1. Introduce Key Words

Explain that students will find important words (e.g., name, place, subject) in an email — not numbers.

#### 2. Read the Email Together

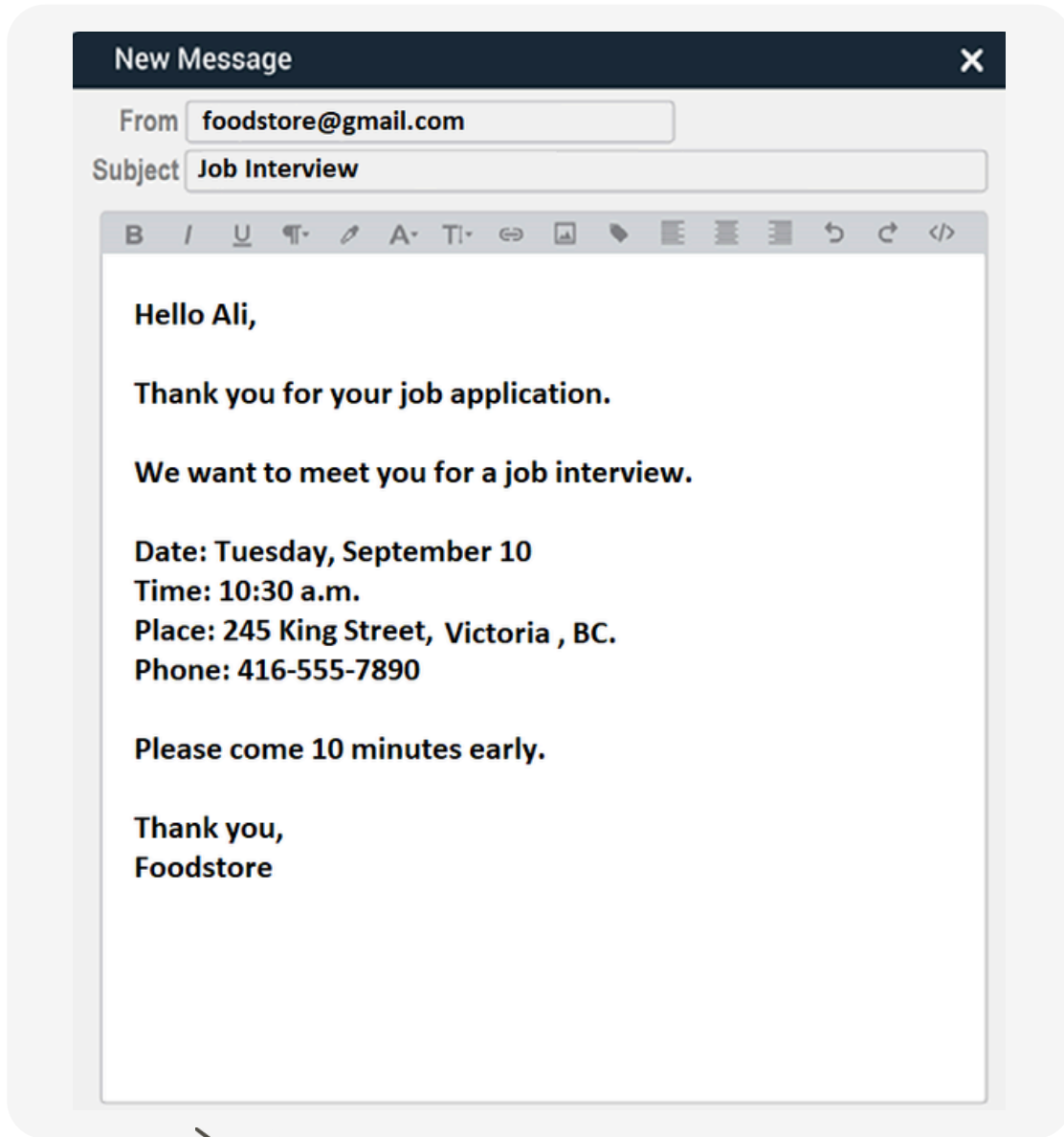
Read the simplified job interview email aloud. Ask simple comprehension questions to model finding key words.

#### 3. Key Word Chart Activity

Students fill in a chart with key words from the email: name, sender, subject, place, and reason.

#### 4. Review Answers

Check responses as a class. Discuss how these words help us understand messages.



**Read the email.**

**Copy only the key words.**

What to Find	Key Word (from the email)
Person's name	
Who sent the email	
Subject of the email	
Place (where to go)	
Reason for the email	

## Sample Activity 4: Circle Polite Words

(Identifies short expressions)

### Instructions on How to Approach the Criterion:

#### 1. Explain the Task

Tell students they will read a short email and circle polite words (not all words — just polite ones like *hello, thank you, please*).

#### 2. Read the Email Together

Read the email aloud once. Then read it again, slowly, and ask students to listen for polite words.

#### 3. Model One Example

Show the phrase “**Hello Ali**” and circle it as an example on the board or projector.

#### 4. Students Circle Polite Words

Students read the email on their own and circle 2–4 polite expressions they can find.

#### 5. Check Answers Together

Ask students what words or phrases they circled. Write correct answers on the board and discuss their meaning and tone.

Read the email.

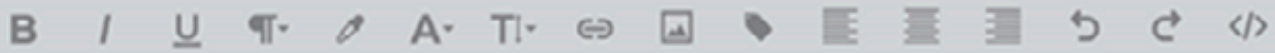
Circle the polite words in the email.



**New Message** ✕

**From** foodstore@gmail.com

**Subject** Job Interview

**B** / **U** 

**Hello Ali,**

**Thank you for your job application.**

**We want to meet you for a job interview.**

**Date: Tuesday, September 10**  
**Time: 10:30 a.m.**  
**Place: 245 King Street, Victoria , BC.**  
**Phone: 416-555-7890**

**Please come 10 minutes early.**

**Thank you,**  
**Foodstore**

## Sample Activity 5: Circle the Correct Answer

(CLB 2: Identifies purpose)

### Instructions on How to Approach the Criterion:

#### 1. Introduce the Concept of Purpose

Explain to students that the purpose of a message is why someone writes or sends it. Give simple examples, such as inviting, asking, thanking, or telling.

#### 2. Read the Emails Aloud

Read each job interview invitation email slowly and clearly. Use gestures or visuals (like calendar or clock images) to support understanding.

#### 3. Highlight Key Words and Phrases

Help students notice words that show purpose, like *“invite,” “interview,” “please reply,”* and *“thank you.”*

#### 4. Guide Students Through the Multiple-Choice Questions

Ask students to choose the best answer that shows the email’s purpose. Encourage them to explain why they chose it.

## Email 1:

**New Message** ✕

From **jobs@cityhotel.ca**

Subject **Job Interview**

**B** / **/** **U** **¶** **✎** **A** **T** **↔** **📎** **🗑** **☰** **☰** **☰** **↶** **↷** **</>**

**Hello Mariam,**

**Thank you for your job application.**

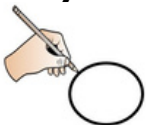
**We want to meet you for a job interview.**  
**The job is hotel cleaner.**

**Your interview is:**  
**Day: Friday, September 13**  
**Time: 2:00 p.m.**  
**Place: 88 River Street, Toronto**

**Please email us to say yes or no.**

**We look forward to seeing you.**

**Thank you,**  
**City Hotel**

**Why did City Hotel send this email?**

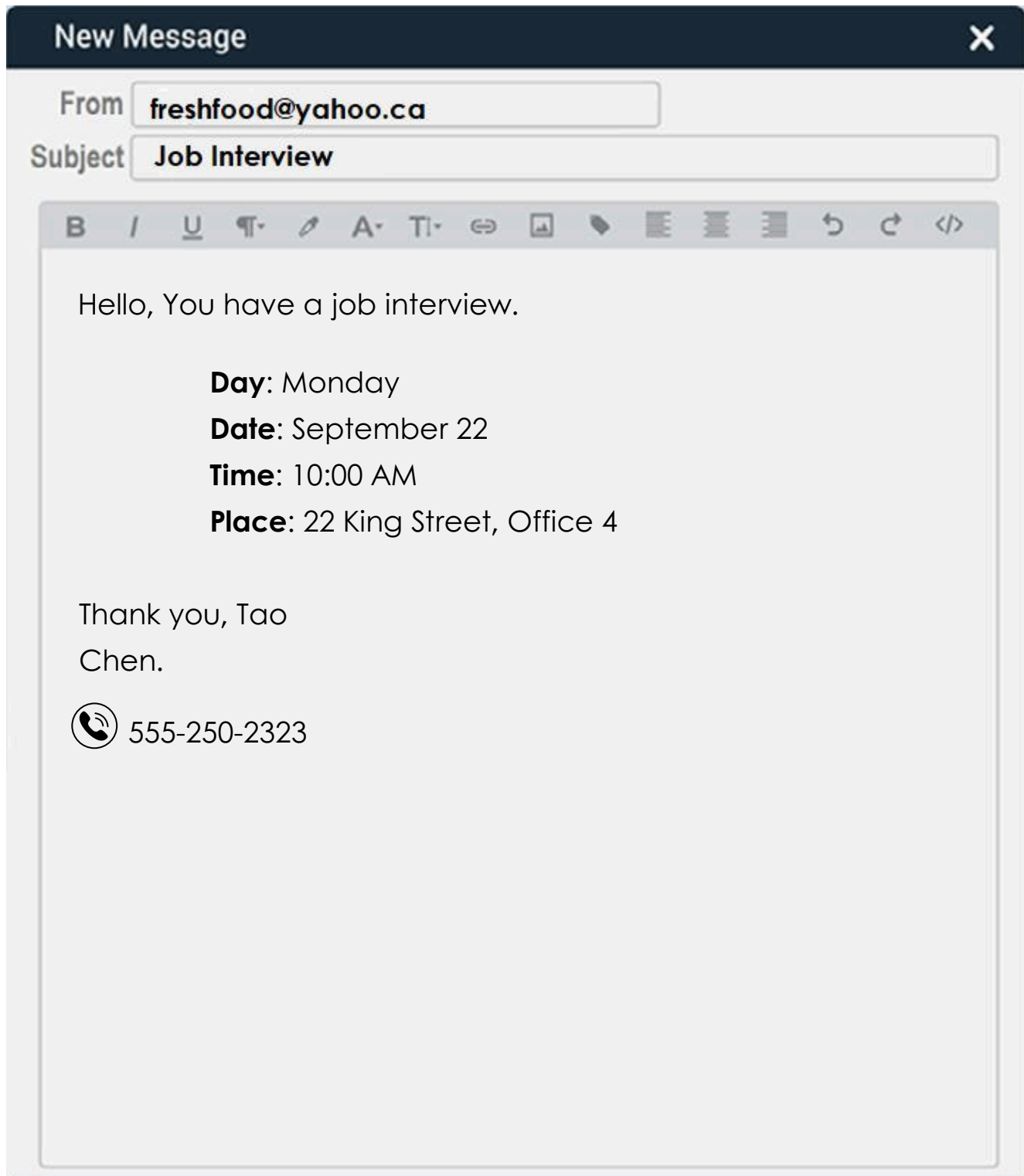
**Circle ONE answer:**

- A. To give Mariam a schedule
- B. To invite Mariam to a job interview
- C. To ask Mariam for her phone number
- D. To tell Mariam about a new job



## Sample Activity 6: Skill Using Task – Matching

Read the email.




The image shows a screenshot of a 'New Message' window. The window has a dark header with the text 'New Message' and a close button (X). Below the header, there are two input fields: 'From' with the value 'freshfood@yahoo.ca' and 'Subject' with the value 'Job Interview'. Below these fields is a rich text editor toolbar with icons for bold, italic, underline, text color, background color, link, unlink, list, and other functions. The main body of the email contains the following text:

Hello, You have a job interview.

**Day:** Monday  
**Date:** September 22  
**Time:** 10:00 AM  
**Place:** 22 King Street, Office 4

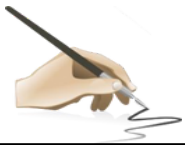
Thank you, Tao  
Chen.

 555-250-2323

## Sample Activity 6: Skill Using Task – Matching

Name: .....

Date: .....



Match the words with the information.

1. Day

A. 555-250-2323

2. Date

B. 22 King Street, Office 4

3. Time

C. September 22

4. Address

D. Job Interview

5. Name

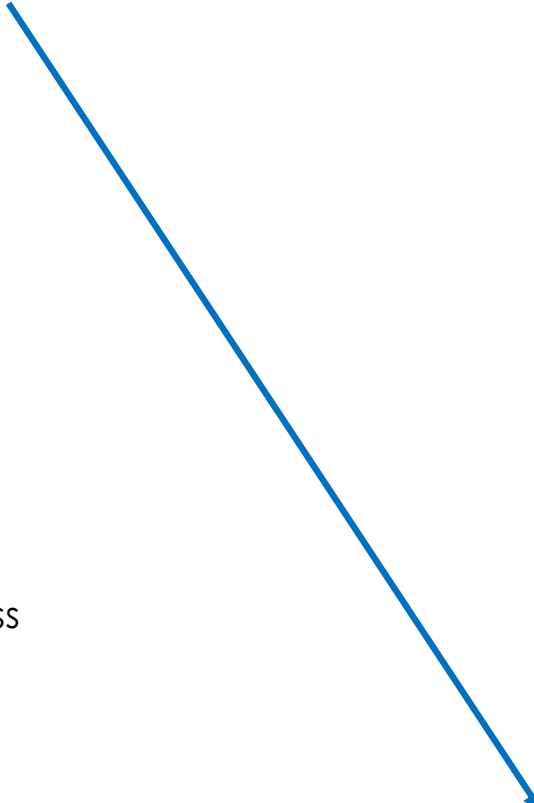
E. Monday

6. Phone number

F. 10:00 AM

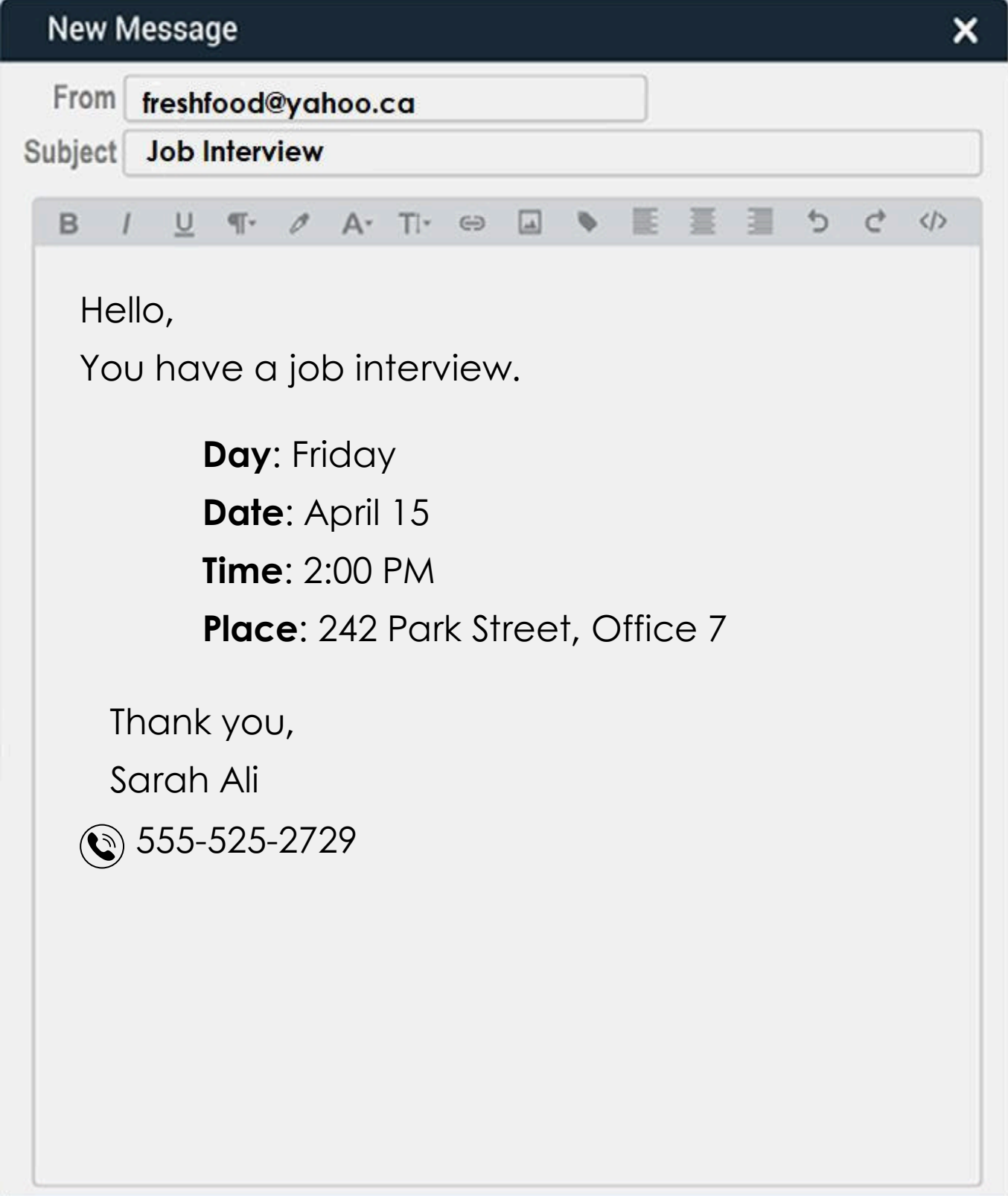
7. Why?

G. Tao Chen



## Reading IV Assessment Handout

## Read the email



**New Message** ✕

**From** freshfood@yahoo.ca


**Subject** Job Interview

**B** / U ¶ ↵ A T ↻ 📎 🗑️ 📧 📧 📧 ↶ ↷ </>

Hello,  
You have a job interview.

**Day:** Friday  
**Date:** April 15  
**Time:** 2:00 PM  
**Place:** 242 Park Street, Office 7

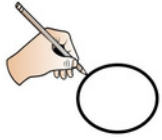
Thank you,  
Sarah Ali

 555-525-2729

**Assessment Handout (CLB 1)**

Name: \_\_\_\_\_

Date: \_\_\_\_\_



**Circle: True**



**or False**

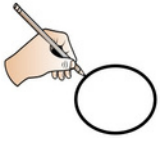


The email is polite.	<b>True</b>	<b>False</b>
The date is April 2.	<b>True</b>	<b>False</b>
The day is Monday.	<b>True</b>	<b>False</b>
The person's name is Sarah.	<b>True</b>	<b>False</b>
The time is 2:00 AM.	<b>True</b>	<b>False</b>
The address is 242 Park Street.	<b>True</b>	<b>False</b>
The phone number is 555-250-2729.	<b>True</b>	<b>False</b>

**Assessment Handout (CLB 2)**

Name: \_\_\_\_\_

Date: \_\_\_\_\_



**Circle: True**



**or False**



The email is for a job interview.	<b>True</b>	<b>False</b>
The date is Monday, April 12.	<b>True</b>	<b>False</b>
The email is polite.	<b>True</b>	<b>False</b>
The person's name is Sarah.	<b>True</b>	<b>False</b>
The time is 2:00 AM.	<b>True</b>	<b>False</b>
The address is 242 Park Street, Office 7.	<b>True</b>	<b>False</b>
The phone number is 555-250-2729.	<b>True</b>	<b>False</b>