



Writing a CV!

Coverage of Literacy Curriculum

Practise listening and speaking

- Speaking clearly to be heard and understood using appropriate clarity, speed and phrasing SLc/E3.1
- Making requests and asking questions to obtain information in familiar and unfamiliar contexts SLc/E3.4
- Listening for and following the gist of explanations, instructions and narratives in different contexts SLlr/E3.1
- Using strategies to confirm understanding SLr/E3.4
- Responding to a range of questions about familiar topics SLr/E3.6

Practise reading and writing

- Tracing and understanding the main events of chronological, continuous descriptive and explanatory texts of more than one paragraph Rt/E3.1
- Obtaining specific information through detailed reading Rt/E3.8
- Using punctuation and capitalisation to aid understanding Rs/E3.3
- Recognising and understand relevant specialist key words Rw/E3.1
- Planning and drafting writing Wt/E3.1
- Proof-reading and correcting writing for grammar and spelling Wt/E3.4
- Producing legible text Ww/E3.3
- Spelling correctly common words and relevant key words for work and special interest Ww/E3.1
- Using knowledge of sound-symbol relationships and phonological patterns to help spell a greater range of words and longer words, as appropriate for the needs of the learner. Ww/E3.2

Key functions

- Comparing jobs and matching skills and qualities to jobs
- Writing a personal profile of skills, education and experience
- Making a telephone call to request information about a job
- Extracting key information from a telephone call about a job
- Extracting key information from a job description
- Writing a CV

Key grammar

- Prefixes

Resources to support this unit

- A stereo system and headphones
- Class set of simple dictionaries
- Pre-prepared audio clips of scripts at the back of the learner's booklet
- Access to computers with an Internet link

Materials preparation

- Profile forms (photocopy appendix 1)
- Audio clips
- Dictionaries
- Cue cards activities (instructions supplied)
- Highlighter pens
- Sample CVs
- Local jobs page for extension activities
- Push-button phone – connected if possible
- Pre-prepared cards showing prefixes and root words
- Job advertisements (photocopy appendix 2)
- Spelling cards (instructions supplied)

Reading strategy: The text in this unit is designed to reflect real, authentic material found in an adult environment. It therefore contains some words and structures that may be difficult for learners at Entry 3. It is essential that all learners practise a number of reading strategies to decode and decipher unfamiliar words and their meanings. Examples of reading strategies are given throughout this guide.

Spelling strategy: In this unit learners will concentrate on plurals and recognition of high frequency words prefixes.

Page 1

Unit aims

To begin:

- Clarify the content, purpose, objectives and outcome of the unit.
- Show how the core curriculum skills are itemised on each page of the learner's booklet.
- Demonstrate how the core curriculum skills represent progression from Entry 2 and reflect the ILP.

Specific to this unit

- Check learners' experience, knowledge, aims and aspirations in relation to the job market – including working from home and mobile, itinerant working (bear in mind, if the group is large, this maybe difficult to elicit individually).
- Elicit information about learners' job experiences.
- Talk about local employers and employment / training opportunities. You may want to link the learners up with the college careers service and if under 20, Connexions.
- Lead learners to identify some job hunting skills and any obstacles.
- Ensure that this opening discussion is kept short and to the point. The purpose is to focus on the unit topic and to proceed smoothly to the first skills page.
- Ask learners to complete the tick box of skills.

Pages 2 and 3

Ayesha's profile

Materials

- Audio clip – Ayesha's interview
- Sentence cards for Activity D
- Photocopy of profile form (see appendices)

Rationale

- To build up a profile of learners' skills, experiences and education

Pre-task

- Learners can draw from their own experiences of building up their profile at a jobcentre or agency.

- Explain that a profile outlines who they are, their personal details, skills and experiences etc.
- Elicit the questions that learners will already have come across at Entry 2.

Sample questions:

- What's your name?
 - What qualifications / skills do you have?
 - What kind of work would you like to do?
 - What work experience do you have?
 - Do you want to work full- or part-time?
 - Explain that the group are going to write the questions on the whiteboard. They can either take turns to do this or nominate someone to be the 'pen' of the group.
- Learners can help each other with spelling, sentence order and punctuation.

Activity A

Listening

Task

- Explain that learners are going to hear how the job adviser builds up Ayesha's profile.
- Explain that jobcentre staff do not have a strict list of questions. The interview is in the style of an informal conversation.
- Talk about the importance of the beginning and the end of each speech and about the kind of words that might give a clue to the person's profile e.g. 'work experience' 'NVQ' etc.
- Play the audio clip once. After learners have listened, ask them to tick the questions that they have recognised.
- Play the audio clip again.
- The group instruct you to write down any questions that are different to the ones asked.
- They could copy down any questions that they particularly want to remember in the space provided.

Help

- Pause the audio clip after each character's voice.
- In pairs, allow the learners to note down two or three key words that give a clue to the speaker's profile.
- Tell learners they need not worry about spelling at this point, only about understanding.
- Replay the audio clip if necessary.
- Check and discuss the words they have noted.

Extension

- Learners can discuss the profiles needed for highly visible jobs such as a prime minister, a queen, a pop star etc.

Activity B Reading and listening

Task

- Explain that the format of the profile form is very much like the start of a CV.
- Explain that a CV is a brief list or history of previous jobs and education.
- The letters 'CV' come from the Latin words 'Curriculum vitae' which means 'the contents of a life'.
- Write this information on the board:

Ayesha Crehan born 06.08.1985. I have started an NVQ in Business Administration. I can word process. I'm good with people. I want full-time work.

- Ask the group to provide information under the headings below.

Surname
Name
Date of birth
Education / qualifications
Skills
Strengths
Type of work

- Ask learners which is easier to read.
- This will enable learners to see that **presentation** affects the comprehension of a piece of writing.
- The job advisers will be seeing hundreds of profiles and they need to be able to read them very quickly!
- Ask learners to listen to the audio clip again if they need to or, refer to the audio script at the back of the learner's booklet to check that Ayesha's details have been filled in correctly.

Surname	Crehan			
First name(s)	Ayesha			
Date of birth (DOB)	06.08.1985 (should be 1980)			
Education / qualifications	NVQ in Business Administration – she hasn't finished yet!			
Skills	Basic computer skills: word processing. Driving . Good communication skills. (not driving)			
Work experience	At college when doing work experience with her course.			
Strengths	Good with people			
Type of work	Full-time	x	Part-time	x
	Permanent	x	Temporary	
Referee	College lecturer			

Help

- Encourage confidence in reading and comprehension by allowing learners in pairs, to role-play the characters or to take turns reading the text aloud.
- Make the text come alive by talking about the characters or by encouraging learners to act them out as if they were on camera.

Activity C Reading and writing

Task

- Ask learners to read Gary's personal statement. Make sure learners understand that a personal statement is a chance to sum up personal qualities, skills and experience to an employer.
- Explain that overuse of one word in a text can make it boring and repetitive. This is why we try to vary the language to make the text more interesting. In this text, the word 'good' features five times!
- Try to ideastorm different ways to say the same sentences in different ways.
- Read the sentences aloud and write them on the whiteboard. Learners should bear two things in mind:
 - The word should fit the sentence e.g. 'excellent' is another word for 'good' but you wouldn't say 'My excellent points are...'. It is better to say 'My strong points are ...'.
 - Sometimes it is not a question of changing the word. You may have to rephrase a

sentence. E.g. 'I have a good imagination' could be 'I am very imaginative'.

Sample answers

My good points are that I'm always on time and I get on well with people.

My strong points are that I'm always on time and I get on well with people.

My strengths are that I'm always on time and I get on well with people.

I'm a good listener.

I listen attentively.

I think I would be a good person for the job.

I think I would be the right person for the job.

I think I would be the best person for the job.

I'm good with people.

I am a 'people person'.

I am personable and friendly.

I get on well with people.

I have a good imagination.

I am very imaginative.

I am highly imaginative.

Help

- Write the sentences above on cards and let learners find the phrases that could be a substitute for phrases with the word 'good' in the passage.

Extension

- Ask learners to describe other things besides a personal statement such as a film they have seen, a sports event they have watched or an area of adult working life.
- They aren't allowed to use the word 'good'.
- Invite them to read their sentences to another person in the group and discuss the sentences.

Activity D *Reading and writing*

- Highlight the difference between 'strengths', which are personal characteristics (reliable, punctual, team worker) and 'skills', which are those things that you have developed and learned (computers, languages, driving).
- Sometimes strengths and skills overlap but they are phrased differently. Compare, 'My strengths are that I'm good with people' with 'I have good people skills.'

Education CLAIT course	Skills Computer skills People skills, listening skills
Work experience Currently works as a trainee technician at the local city learning centre Worked as a waiter for five years	Strengths Punctual, reliable, good imagination Good listener Works well on his own and as part of a team

Help

- Revisit the personal statements from Entry 2 if necessary.
- If you feel that learners will struggle with the reading, prepare sections of the personal statement that can be cut up and worked on as individual words and then sentences.

Activity E *Speaking and writing*

- Photocopy the profile form for each pair (see appendices).
- Tell learners that they are going to take turns to ask each other the questions that the job adviser asked Ayesha.
- It might help learners to write down some of the questions before they start. They need to note down information about another person. The other person then checks the information is correct and keeps his or her own information.

Help

- Point learners to the vocabulary and model questions already used and ask them to complete the task as an individual exercise.
- Ensure that learners help themselves by referring back to the questions already devised.

Page 4 Choosing the right job

Materials

- Photocopy 2 – the job adverts
- Local jobs page for extension activities

Rationale

- To match people skills and job requirements

Pre-task

- Photocopy the three adverts and hand a different one to each pair.
- Ask learners to read the advert and report back to the group.
- Ask learners to ideastorm these issues and write the ideas on the whiteboard under the headings of the three adverts, as shown below.

	Advert 1	Advert 2	Advert 3
Job name	Coffee shop worker	Driving instructor course	Reception
Place	Hawthorn Hotel	Let's Drive Driving School	Beeches Medical Centre
Job description			
Important info			

Activity A

Reading (part 1)

Task

- Ask learners to find the best job for Ayesha. Learners should refer to the audio script.
- Show them how the job adviser worked out a suitable job. E.g. He wrote down the job description and compared Ayesha's profile with it.
- Explain that this is what they are going to do in the next activity.

Job choice	Receptionist, Beeches Medical Centre
Job description	Person needs to be organised, friendly. Needs computer skills.
Ayesha's profile	Ayesha has computer skills (she has already started her NVQ). Good opportunity for Ayesha as training is given on the job. She can work flexible hours. This will fit in with her family life.

Help

- Focus on the written text.
- Read the text aloud for learners to follow.
- Pause and check understanding as you go.
- Ensure that learners have a grasp of all the essential words.
- Focus on the task and ensure that learners know what information they are to find through listening and reading.
- Remind them that they can get most of the detail from listening and can use the text as a check afterwards.

Extension

- Ideastorm other factors that help match people to jobs e.g. location, contract permanent work etc.

Part 2

- Give learners a local jobs page.
- Ask them to choose a job that they feel would suit them.
- Ask learners to take their partner's profile from Activity E on page 3 and work out which advert would match what they can and would like to do.

Pages 5, 6 and 7 Making a telephone call

Materials

- Push-button phone – connected if possible
- Audio clips – Ayesha's telephone calls

Rationale

- To prepare well for finding out information about jobs
- To speak clearly and slowly to get the information needed

Pre-task

- Have learners ever asked for information about a job on the telephone?
- Discuss with the group any problems they have experienced asking for information over the telephone.

- Elicit from the group some examples of when they have had to ask for information on the telephone, e.g. asking for train times, council tax inquiries, bank, etc.
- Ask learners if they have ever used a push-buttonphone to obtain information from answer messages. Go through an example with them. Give learners a push-button phone to practise on.
- Write down some scenarios on paper and ask a learner to pick one out.
- Read out the scenario, e.g. ask how much a single ticket from London to Stevenage costs.

Example:

Bring Bring (phone rings)

Teacher – Welcome to Great Western. For travel information, press one.

Learner – (shouts out) One

Teacher – For travel today, press one ... etc.

Learner – (Two)



Activity A

Listening

Task

- Ideastorm some of the differences between telephone conversations and face-to-face conversations.
- Explain that learners are going to listen to a phone call of Ayesha and her friend. Ayesha wants to practise her telephone technique.
- Explain the layout of the table.
- After learners have completed the ideastorming exercise on the whiteboard, ask them for ways in which Ayesha could improve.
- Learners can write these points down.

Read the question	Tick if true	Write comments e.g.
Has she:	Done?	Did she speak clearly? Write rough notes below:
Asked for the correct person to talk to?	✓	

Help

- Pause the audio clip after each speaker to give learners time to think about their answers.

Activity B

Reading

Task

- Explain that it helps to write down what you are going to say before you start a telephone call.
- To prepare for her call, Ayesha has written down some phrases.
- Ask the group to read the phrases and think of the answers that the person she's calling would respond with.

Activity C

Speaking and listening

Pre-task

- Ask the group, 'What questions do you think Ayesha should ask about the job?'
- Ask the group to look at what Ayesha already knows about the job from the advert.
- They know that Ayesha can't drive and she also has a young son.
- Ask the group to make up questions that Ayesha needs to ask from the prompts provided.

Task

- Ayesha also needs to prepare her own questions to ask the practice manager.
- Ask learners to work in pairs to devise questions for a telephone call to make sure Ayesha gets the information listed below.
- Add to the list any more information Ayesha might want to find out.
- Check the questions with the group.

Ayesha's questions	Answers
transport	Are there good transport links to the surgery?
flexible hours	What do you mean by flexible hours?
crèche for Simon	Do you have crèche facilities?
last day to apply for job	When is the last day I can apply for this job?
how to apply	Can I apply by e-mail or should I send my application by post?
training	What kind of training will I receive?



Activity D

Listening

Activity E

Speaking

Task

- Explain that Ayesha is ready to call the practice manager.
- Ask learners to listen to Ayesha as she calls the medical centre.
- Ask learners to write down the answers Ayesha gets to her questions.

Ayesha's questions	Answers
Are there good transport links to the surgery?	Yes, there's a bus from the city centre that stops at the end of the road.
What do you mean by flexible hours?	If the other receptionist is ill or on holiday we will expect you to work her shift.
Do you have crèche facilities?	No, we don't but there is a good nursery very near by.
When is the last day I can apply for this job?	On 14 August – in two weeks time.
Can I apply by e-mail or should I send my application by post?	You can send your CV to me by e-mail to me.
What kind of training will I receive?	You will receive training on answering the telephone and on using our computer system for booking appointments.

Help

- Pause the audio clip after each speaker to give learners time to think about their answers.

Extension

- Ask learners to discuss how Ayesha's communication skills have improved.
- Did she speak clearly? Was everything she said well thought out?

Task

- Explain the following role-play scenario to the learners.
Learner A is the candidate for the receptionist's job. Ask for information on the phone. Ask them to send you a job description through the post. Use the questions you have prepared earlier in the group. Write down the answers.
Check by asking the practice manager to repeat information that all your information is correct.
Learner B is the practice manager.
Learner C is the observer – give feedback on how learners A and B could improve their communication skills.

Activity F

Writing and speaking

Task

- Ask learners to prepare a telephone call for a job that they are interested in. It can be a fictional (e.g. pop star, actor, etc.) or real job.
- Ask learners to write down the important phrases they should use.
- When they have finished, ask them to practise asking for the job details on the telephone with another person.

Extension

- If you have access to video camera / recording facilities, you could record the learners' conversations.
- Ask the group to give feedback as before.

Pages 8 and 9 Information on the job

Materials

- No extra materials needed

Rationale

- To understand and write a job description.
- To ask the group what they think will be in a job description
- To elicit what the headings refer to.

Activity A

Speaking

Task

As a group, learners answer the question 'what information might be provided in a job description'. Use the headings below to lead a group discussion.

Responsibilities and duties	Essential requirements of the post	Desirable skills	Additional information
About the job	About the person	About the person	About the job / company

- Ask the group to write down the information that should go under the different headings.
- Stress the difference between **essential** and **desirable**.
- Use a practical example, e.g. chef, to illustrate.

Activity B

Reading and writing

Task

- Tell the learners that they are going to sort out the information from the jumbled sentences and put it under the correct headings on the job description on page 9.

Help

- Write the key words from the sentences onto cards so that they can work out the meaning of the words and then place them under the heading in the correct position.

Activity C

Speaking and writing

- Reinforce the headings below again using the examples of fitness instructor, hospital porter and trainee chef.
- Write the group's ideas on the whiteboard.

Responsibilities and duties	Essential requirements of the post	Desirable skills	Additional information
About the job	About the person	About the person	About the job / company

- Using the model in Activity B, learners write a job description of their choice.
- This is a good opportunity for the learner to look at his or her handwriting skills and discuss ways of improving handwriting with the teacher.
- Show learners how to look at their work and check:
 - that sentences start with a capital letter and end with a full stop
 - correct spelling of personal details and specialist words
 - that learners have used the sample material in the unit to help them fill in the appropriate details clearly.

Help

- Use phonic and other decoding strategies to help learners work out the meaning of the words.
- Work individually with learners until they understand what information should go under each heading.

Pages 10, 11 and 12

The CV

Materials

- No extra materials needed.

Rationale

- To see a template for a CV and to pinpoint missing information on a CV

Pre-task

- Show the learners a basic CV.
- Make sure learners are clear about the meanings of the headings.

Personal details

Name
Address and post code
Phone number
e-mail address

Experience

Job title
Dates of employment
Company name
City / town

Job responsibilities / achievements

Education

School name

City / town

Dates of attendance

Qualification

Interests

References

- Give practical examples to illustrate each heading.

Extension

- Again, use the example of well-known jobs such as the prime minister or other famous people. Learners can use their imaginations to illustrate the headings to each other.

Activity A *Reading and writing*

Task

- Explain to learners that Ayesha has missed out some important information on her CV.
- Ask learners to use the checklist of the CV template to identify what Ayesha has missed out in each cell of the table.
- Ask learners to check the punctuation; has Ayesha used capital letters where she should?

Help

- Put the key words on cards.
- Build up sample sentences using the key words as prompts.
- Put the sentences on the whiteboard and around the walls to remind the learners of the meaning of the words that they will use over the next few pages.
- Build up a page of the key words for personal information so that learners can refer back to them if they forget.

Activity B *Speaking and writing*

Task

- The checklist should include reference to the headings given on the CV template.
- For more tips on how to write the CV, refer learners to the presentation of the CV.

Help

- Learners who are unsure should make a checklist of the personal details and work on these before progressing to the full CV.

Activity C *Writing and speaking*

Task Part 1

- The aim of this activity is to compare the job requirements with the person applying for the job.
- Explain that it is easier to do this when you isolate information under different headings.

Help

- Encourage learners to think of job descriptions of any kind.
- Encourage less confident learners to make a list of features of their chosen job.
- Learners will need to have the completed job description in front of them first and then Ayesha's profile for **Part 2**.

Part 3

- Ask learners to weigh up the job skills and Ayesha's skills.
- Learners assess Ayesha's suitability by comparing the two tables.

Part 4

- Ask learners to design similar tables to assess their own suitability for a job of their choice.

Pages 13 and 14 Spelling

Spelling: In this unit, the learners will concentrate on words using the prefix **un-**, **dis-** and **mis-**. Spelling strategies should be developed to cater for the needs of the individual learner. Examples of strategies are given below.

Materials

- Pre-prepared cards showing prefixes
- Pre-prepared cards showing root words

Rationale

- To recognise, use and be able to spell words with the prefixes 'un-', 'dis-' and 'mis-'
- Reinforce spellings using a range of **spelling strategies**:
 - play word recognition games
 - use prepared cue cards bearing common adjectives
 - help learners to make connections between the sound of the word and its appearance
 - practise 'look-say-cover-write-check' method
 - reinforce spelling rules
 - become familiar with spell check on the computer.
- Give a sample sentence for each with the root word and the prefix + root word to illustrate meaning.
- Give out cards with 'un-', 'dis-' and 'mis-'.
- Give out cards with these words on (make sure that the meanings are understood.)

judge
print
use
behave

do
fair
dress
important
happy
similar
approve
obey
trust
agree

- Ask learners to use the prefix and word cards to make new words. The group decides if the word is possible and what it means.

Activity A

Reading

Task

- Explain to learners that this activity tests knowledge of the prefix 'mis-'.

Activity B

Writing

Task

- Explain to learners that this activity tests knowledge of the prefixes 'un-' and 'dis-'.

Activity C

Reading

Task

- Explain to learners that this activity investigates the 'Look' – 'Say' – 'Cover' – 'Write' – 'Check' method for spelling.

Page 15 Integrated skills

Materials

- Job adverts from a local paper

Rationale

- To ask learners to use the skills learned from the unit to prepare their own CV
- To explain that they will also prepare and make a telephone call

Activity A

Speaking

Task

- Give learners the job adverts from the local paper.
- Ask learners to circle a job that interests them.
- Ask learners to prepare a telephone call with another person in the group.
- Ask learners to refer to 'making a telephone call' (pages 5–7) for additional help.

Activity B

Writing

Task

- Ask learners to review the CV template and Ayesha's CV. This can be found in the answers section at the back of the booklet.
- When learners have finished, ask them to check their work against the sample CV and for correct spelling and punctuation.

Page 16

Check it

Materials

- Audio clip – Carla’s interview
- Advertisements from the appendices

Rationale

- To check and consolidate key learning
- To ensure that learners can complete the Check it page

Help

- Prepare additional exercises for those who are still unsure. Recap as necessary.

Review

Refer learner: back to page 1 of the learner’s booklet. What objectives have been covered? How has the work of the unit reflected the needs identified in the ILP?

What new skills and knowledge have been acquired by the learner? What makes the learner feel more confident?

What skills still need to be practised? What needs clarification? What should the learner do next?

There are four other units at this level. There are five more units at Level 1. Direct the learner to the next stage.

Photocopiable resources

Photocopy 1

Role-play – Ayesha's profile

Surname	
First name(s)	
Date of birth (DOB)	
Education / qualifications	
Skills	
Work experience	
Type of work	Full-time Permanent Part-time Temporary
Referee	

The Haworth Hotel's coffee shop ...

... needs professionals to work in food preparation and customer service.

The role is 'hands on' and varied.

You must be able to work in a very busy cafe.

The duties will consist of preparing food,
serving at the cash desk and all round cleaning duties.

Are you quick to learn?

Can you work long hours?

Previous food preparation experience is essential.

All applicants must be eligible to reside and work in the UK.

Rates of pay: £4.10 – £5.65 per hour (plus tips from central fund)

A short job specification / skills list for this post will be sent to all applicants.

Contact Sam Mustafa

sam.mustafa@haworthhotel.co.uk

18 Devonshire Road Lincoln

LC2 5RH Tel: 0507 2492

Let's Drive Driving School

(your road to success)

Become a driving instructor

A new career – a secure income – flexible hours – smart car included

Your starting salary could be £19 000 pa

No previous experience – meet interesting people

Discover the rewarding experience of teaching someone to drive

Two references will be required

Phone for a free information pack and application form

Tel: 0114 589 6873

Reference 12

**Beeches Medical Centre,
Old Lane, Wadheath, Lancashire L46 8HN**

Starting pay £9000 pro rata

We are now looking for two part-time receptionists to help out at our busy surgery.

Are you organised and friendly?

Do you have computer skills?

Can you work flexible hours?

We need two part-time receptionists to work two days during the week and every other Saturday. Training given / good salary / five weeks holiday plan.

Telephone or e-mail for an application form.

Gemma Stevens, telephone 07711 6782 3431

e-mail: gStevens@beechesmedicalcentre.com