

5

Applying for jobs

Coverage of Literacy Curriculum

Practise listening and speaking

- Listening for and identifying relevant information from explanations and presentations on a range of topics SLlr/L1.1
- Listening for and understanding explanations, instructions and narratives on different topics in arrange of contexts SLlr/L1.2
- Using strategies to clarify and confirm understanding SLlr/L1.3
- Providing feedback and confirmation when listening to others SLlr/L1.4
- Making contributions relevant to a situation and the subject SLlr/L1.5
- Responding to questions on a range of topics SLlr/L1.6
- Making requests and asking questions to obtain information in familiar and unfamiliar contexts SLlc/L1.2
- Expressing clearly statements of fact, explanations, instructions, accounts and descriptions SLc/L1.3
- Presenting information and ideas in a logical sequence, including detail and developing ideas where appropriate SLlc/L1.4
- Following and contributing to discussions on a range of straightforward topics SLd/L1.1

Practise reading and writing

- Tracing and understanding the main events of continuous descriptive, explanatory and persuasive text Rt/L1.1
- Identifying the main points and specific detail, and inferring meaning from images which is not explicit in the text Rt/L1.3
- Planning and drafting writing Wt/L1.1
- Judging how much to write and the level of detail to include Wt/L1.2
- Using format and structure for different purposes Wt/L1.5
- Proof-reading and revising writing for accuracy and meaning Wt/L1.6
- Using punctuation to help their understanding Rs/L1.2
- Using reference material to find the meaning of unfamiliar words Rw/L1.1
- Recognising and understanding the vocabulary associated with different types of text, using appropriate strategies to work out meaning Rw/L1.2
- Punctuating sentences correctly, and using punctuation so that meaning is clear Ws/L1.3
- Spelling correctly words used most often in work, studies and daily life Ww/L1.1
- Producing legible text Ww/L1.2

Key functions

- Extracting key information from spoken and written text
- Comparing and understanding purpose and content of different forms of information
- Responding coherently to questions
- Obtaining information by asking relevant questions
- Reporting on events orally and in writing
- Providing logical, coherent and relevant information orally and in writing

Key grammar

- Punctuate sentences correctly

Resources to support this unit

- Stereo system and headphones
- A class set of dictionaries
- Pre-prepared audio clips and scripts
- Access to computers and the Internet
- Prompt cards
- Use of telephone, e-mail and / or postal systems

Materials preparation

- Audio clips
- Dictionaries
- Prompt cards for individual talks
- Job advertisements
- Additional materials for help and extension

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 Level 1. It is essential that all learners practise a number of reading strategies to decode and decipher unfamiliar words and their meaning.

Spelling strategy: See the spelling strategy for Level 1 at the end of these notes. In this unit, learners will concentrate on specialist vocabulary associated with job applications and on the use of suffixes.

Page 1

Unit aims

To begin

- Clarify the content, purpose, objectives and outcome of the unit: to plan a concise description of skills and personal experience using detailed reading and questioning, evaluation and planning and drafting writing skills.
- Show how the core curriculum skills for each page are itemised on each page of the learner's material.
- Elicit learners' knowledge about:
 - applying for jobs
 - processes and documentation relating to securing a job
 - what each of these entails
 - their experiences to date.
- Ensure that this opening discussion is short and to the point. The purpose is to focus on the topic and move quickly and smoothly on to the first skills page.
- Emphasise the definition of personal statement - a personal statement is a concise description of your skills and experiences that are relevant to a particular job or position.

Pages 2 and 3

The right person for the job

Materials

- Sample job advertisements
- Audio clips 1 and 2
- Flipchart
- Local newspaper (optional)
- Additional text / audio clips about jobs (help and extension)
- Pre-prepared bullet pointed notes (help)

Rationale

- To read and extract information from a job advertisement
- To listen for, identify and understand relevant information about a job
- To listen and take notes

Activity A *Listening and writing*

Pre-task

- Discuss with learners what kind of information they expect to see in a job advertisement.
- Encourage them to talk about job advertisements they have seen or jobs they have applied for. Ask them to share their memories of what was required of the applicants.
- Stress the purpose of job advertisements, i.e. to encourage applications while informing potential applicants what is required for the job.
- Display a variety of examples and discuss them.
- Ensure learners understand that it is important to grasp all relevant information from an advertisement if they are to make effective applications.

Task

- Direct learners to the job advertisement at the end of the learner's material.
- Ask learners to skim for overall sense (skimming has been taught at Entry 3) and then to read each bullet point in detail, using a dictionary as necessary.
- Divide learners into pairs and ask them to discuss the information in each bullet point, noting down their findings.
- Ask learners to select the categories from the information found and to enter the points into the boxes.

Help

- Give practice in extracting information from the other examples of job advertisements you have provided.
- Discuss as a group.
- Talk about what kinds of information you would include in the category education.
- Discuss each of the other categories in the same way.
- As a group, extract and categorise the information. Display the results on a flipchart.

Extension

- Ask more-confident learners to choose an advertisement for a job that they wish to apply for.
- Encourage them to repeat the exercise with their own advertisement.

- Provide examples which may be useful to them, or direct them to possible sources of job advertisements in their field, such as the local paper or adverts pinned on notice boards at supermarkets, newsagents etc.

Task continued

- Play audio clip 1.
- Ask learners to listen and make notes as they do so.
- Then ask them to add to the points they have listed in the boxes.

Help

- Play the audio clip once and ask learners to listen carefully.
- Discuss the information they can remember.
- Note their feedback on the board.
- Talk about any further questions they want to ask about the requirements of the job.
- Draw up a list of what they are listening for, from their discussion.
- Replay the audio clip and ask each learner to listen for one or two points specifically and to note down a key word for each point.
- Discuss the findings.
- Ask learners to add the points to the boxes.

Activity B *Listening and writing*

Pre-task

- Talk about what learners would do next after reading a job advertisement and finding that they fit the requirements.
- Elicit all possible follow-up, such as calling in to see the manager, writing a letter, e-mailing etc.
- Discuss the advantages and disadvantages of each. Focus on the advantages of telephoning.

Task

- Ask learners to look again at the advertisement to note the various contact routes offered (telephone, address, e-mail).
- Direct learners to the task.
- Play the first part of the telephone conversation between Tony Wilkinson and Davinder Kapur (audio clip 2).
- Ask learners to discuss what Tony tells Davinder about himself. Write any difficult words or key prompts on the board as they come up.

- Talk to learners about the importance of seeing themselves as applicants from the manager's point of view.
- Tell them to imagine that they are Davinder, the manager of the Balloons Day Nursery.
- Talk about the kinds of things that Davinder will be listening for when she speaks to Tony.
- Ensure that learners can relate what Davinder is listening for to the points they have recorded in the boxes.
- Ask learners to listen again to the audio clip and jot down one word or a phrase against each bullet point on the notepad.
- Stress the need for quick writing that learners can read themselves but which will not need to be read by any one else.
- Remind them that each point must show one way in which Tony does – or does not – satisfy the requirements of the job.
- Tell them they can add further bullet points if they need to.
- Replay the audio clip.
- Allow learners to follow the text at the same time if appropriate.
- Encourage learners to check their notes against the written script.
- Compare findings. Talk about Tony's overall suitability for the job.
- Allow the group to discuss their views of Tony's suitability for the job. Draw out his strengths and skills.

Help

- Practise note-taking with learners, recapping on work undertaken at Entry 3
- Prepare a text that can be read aloud or played as an audio clip about the requirements of a job.
- Prepare a bullet-pointed list of notes that pinpoint the requirements.
- Read the text or play the audio clip. Ask learners to circle each note as they hear it in the text.
- Check that everyone has heard each point.
- Discuss the notes. Look at how many points are noted as one word only, such as experience, or as a phrase such as, *age – over 18*.
- Compile a list of points about note-taking such as writing 18 as a number not as eighteen.

Extension

- Provide a tape of another conversation about a job from which learners must take bullet-pointed notes.

Page 4 Finding out more

Materials

- Sample job advertisements
- Audio clip 3
- Local newspaper (optional)
- Pre-prepared list of questions (help)

Rationale

- To ask questions to gain information about a job
- To use strategies to confirm understanding of that information

Activity A *Speaking and listening*

Task

- Refer back to the advantages and disadvantages of different ways of answering a job advertisement.
- Elicit ideas about the possible disadvantages of talking on the telephone.
- Refer learners to the task and discuss with them what can be done to clarify understanding.
- Encourage them to pool their experiences.
- Draw up a list on the board of the possible strategies, which will include asking questions, repeating what has been said etc.

Activity B *Speaking and listening*

Task

- Play the second part of Tony's conversation with Davinder (audio clip 3).
- With the group discuss Tony's strategies for giving and obtaining information.
- Ask learners what kinds of things they must remember to do when telephoning to discuss a job.
- From the list on the board and the discussion, ask learners to complete a checklist for

themselves and to compare it and amend as necessary with the 'Rules and Tools' section.

Activity C *Speaking and listening*

Task

- Draw on the earlier examples of job advertisements used as an extension activity or direct learners to find their own advertisements.
- Ensure that learners have read and understood the requirements of the job from the advertisement.
- Using their checklists, ask learners, in pairs, to compile questions they will need to ask about the job and to write them down.
- Make a list of all the questions from each group.
- Suggestion – have a prepared list of questions to assist discussion.
- Encourage discussion to decide on the best questions to ask and the order of questioning.
- Encourage learners to role-play, taking turns as applicant and manager. Discuss their findings.
- Record any tips on the board, such as things they might forget to ask or ways of making sure about a point. Share questions that worked well or discuss the order of questions – what should be asked first, how soon should the questions about holidays or salary be put etc.

Help

- Provide a pre-prepared list of questions about a job.
- Ask learners to consider the questions and to adapt them in relation to the job they have chosen.
- Discuss the questions with learners and prompt them with ideas until they are confident with the questions they have prepared.

Activity D *Speaking and listening*

Pre-task

- Prepare learners to reply to the advertisement.
- Recap on e-mailing and planning and drafting a letter as necessary.
- Refer back to Entry 2 and 3 for revision.

Task

- Ask learners to complete the task, using their prepared questions.
- Ensure that they take bullet-pointed notes from a telephone conversation.
- Encourage them to check their notes as soon as they have finished the call, to see if anything is missing or is not noted clearly.
- If necessary, ask learners to make a second (apologetic) call to clarify anything missing.
- Ask those learners who write or e-mail to check and keep / print off the replies.
- Be prepared with back-up advertisements in case the first attempt does not pay off, e.g. the job has already been taken and the manager does not want to talk about it.
- Reassure learners that although they may have many failed attempts, this is common and they must not give up.

Page 5 Getting it right

Materials

- Copies of the Balloons Day Nursery job description
- Copies of the Balloons Day Nursery person specification

Rationale

- To recognise and understand words relating to employment
- To identify skills and qualities needed for a chosen job

Activity A

Reading

Pre-task

- Discuss some of the feedback from the real jobs of the last page.
- Check the information received. If anyone has been sent or promised a job description or person specification, focus on this and share with the group.

Task

- Hand out copies of the job description for the Balloons Day Nursery.

- Draw out ideas about what a job description is.
- Ask learners to read each point as well as they can for overall understanding.
- Direct them to the task.
- Discuss the words learners have found in the document and encourage them to use decoding strategies, context and grammatical forms to find their meaning.
- After discussion, direct learners to confirm the meanings in a dictionary and then to write down the definitions so that they understand them.

Help

- Revise reading strategies as necessary with learners.
- Practise using strategies to work out the meanings of other words that they find difficult in the job description.

Activity B

Reading

Task

- Hand out copies of the person specification for the Balloons Day Nursery.
- Help learners to read and understand what is required of the appointee, using appropriate reading strategies.
- Ask learners to use this person specification as a basis to complete the task, which is to identify their personal skills and strengths.
- Direct them to fill in the boxes about the job they have chosen (see Activity D, page 3).

Page 6 Planning your personal statement

Materials

- Copies of Tony's personal profile
- Spidergram exercise with pre-prepared personal statement (help)
- Back up examples of real job descriptions / person specifications

Rationale

- To plan and draft a personal statement using a spidergram.

Activity A

Writing

Pre-task

- Check the feedback from the real-life requests learners have made for job information (page 3).
- Focus on those jobs, which ask for written applications. Stress that written applications are often requested, even if none has been requested here.
- Discuss why an employer might want a written application.
- Elicit ideas about formal records, convenience of re-reading and checking information, confirming motivation, judging a person from written presentation etc.
- Discuss what qualities might be required of a personal statement.

Task

- Direct learners to the task.
- Go through the main points listed about a personal statement.
- Relate them to the pre-task discussion.
- Hand out copies of Tony's personal profile.
- Divide learners into pairs and ask them to discuss and complete the spidergram.
- Pool the points recorded by each pair and compile a full list on the board.
- Draw attention to the main sections noted in the learner's material and discuss with learners what points they will include in what section.
- Colour code the points according to the section on the board.

Help

- Revise spidergram planning with learners.
- Provide an example of a personal statement and extract the main points to complete a spidergram, i.e. go backwards through the planning process to aid understanding.
- Encourage learners to colour code the results according to section.

Activity B

Reading and writing

- Refer back to the real job descriptions and person specifications received.
- Provide back-up copies in case none has been sent.
- Ask learners to complete their own personal profiles.
- Discuss the results with learners individually and make prompts.

Activity C

Reading and writing

Task

- Ask learners to repeat the task of extracting relevant information from their personal profile and showing it as a spidergram.
- Discuss the results with them individually but sharing points of common interest with the group.

Page 8

Drafting your personal statement – part one

Rationale

- To plan, draft and write the opening paragraph of a personal statement

Activity A

Reading and writing

- Proceed to the task of planning an opening paragraph.
- Ensure that learners read and understand Tony's first paragraph.
- Discuss the paragraph with the group.
- Draw attention to the way in which the facts he gives tie in with his reason for applying for the job.
- Ask learners to write two or three facts about themselves in the space provided.

Help

- Ask learners to highlight each fact in Tony's paragraph.
- Ask them to think of a similar fact from their own lives which is similar, e.g. their own age.

- Ask them to jot down each fact in the space on the page.

Activity B

Writing

Task

- Using Tony's paragraph as a guide, ask learners to complete the opening paragraph using their own facts.

Page 9

Drafting your personal statement – part two

Materials

- Pre-prepared revision materials on paragraph planning and key words (Entry 3) (help).

Rationale

- To plan, draft and write the second paragraph of a personal statement

Activity A

Reading and writing

Task

- Direct learners to read the second paragraph of Tony's statement.
- Check for understanding.
- Discuss and ask learners to pick out the key information.
- Ask them to complete the paragraph plan.
- Explain that in this activity learners are working backwards to unpick the paragraph and learn how Tony planned and prepared his ideas.

Help

- Revise paragraph planning as necessary, referring to work done at Entry 3.

Activity B

Writing

- Direct learners to complete the task, using their own information in place of Tony's.

Help

- Revise work on key words and spelling strategies as necessary with learners, referring to work done at Entry 3.

Page 10

Drafting your personal statement – part three

Materials

- Copies of Tony's third paragraph.

Rationale

- To plan, draft and write the third paragraph of a personal statement

Activity A

Reading and writing

Task

- Direct learners to Tony's plan for a third paragraph.
- Ensure that learners have read and understood it.
- Ask learners to write a draft paragraph using the relevant materials from previous activities to help them.
- Ask each learner to swap drafts with another person and to discuss similarities and differences.
- Give out Tony's paragraph and discuss differences with the whole group.
- Talk about what can be learnt from these.
- Note down tips on the board.
- Ask learners to note down their own tips.

Pages 11 and 12

Proof-reading

Materials

- Help exercises on punctuation, grammar etc. for proof-reading
- An unedited personal statement (extension)
- A4 paper for letter writing
- Pre-prepared gap fill letter (help)
- Alternative job details (extension)

Rationale

- To proof-read, correct and rewrite the draft of a personal statement
- To plan and write a covering letter of application

Activity A Reading and writing

Pre-task

- Ask learners to consider the paragraph drafts they have prepared.
- Ask them to decide what would need to be done before the personal statement could be sent.
- Elicit ideas about making the piece look good and accurate.
- Lead on to the importance of proof-reading.
- Discuss what they may need to put right.
- Discuss or demonstrate the ways of proof-reading when word processing.
- Provide a practice text on the computer for proof-reading.
- Demonstrate and discuss the good and bad points of the computer as a proof-reading tool, e.g. when a misspelling is still a correctly spelt word or when the computer does not recognise a proper name.

Task

- Direct learners to the task and discuss what needs to be checked.
- Suggest that they tackle one point from 'points to think about' at a time and correct any additional points as well.
- Encourage learners to use colours to circle, highlight or underline particular points that need correction or amendment.
- Ask learners to rewrite the paragraph correctly, to check it and swap with another person for checking.
- Discuss the corrections they have made as a group.
- Draw out any points of common interest and note them on the board.
- Encourage learners to write down a checklist of things to look for when proof-reading.

Help

- Revise grammar, punctuation and sentence structure as necessary to facilitate the proof-reading process.
- Refer back to work done at Entry 3.
- Provide pre-prepared practice exercises.

Extension

- Provide an unedited personal statement prepared by another job applicant. Ask learners to proof-read and rewrite, using the computer as an additional tool.

Activity B Speaking and listening

- Draw up a checklist of the main points to remember about writing a personal statement. Ensure that learners keep a record of this list as an ongoing tool.

Activity C Reading and writing

- Ensure that learners are clear about all the possible written documents they may need to complete / send in when applying for a job.
- Read and discuss Tony's letter with learners and the purpose of the marked features.
- Direct learners to write their own covering letter, using all available help from work already done in the unit and from 'Rules and Tools'.
- There are different views on the layout of letters, especially when word processed.
- Provide other examples of layouts, e.g. CLAIT guidelines if appropriate. The one included in the learner's material can be handwritten or typed.

Help

- Practise letter writing skills.
- Provide a pre-prepared draft letter for a gap-fill exercise together with a choice of words. For instance:

I wish to _____ for the _____ of _____.

Choose from:

receptionist apply post

Extension

- Ask learners to write a copy of the letter on the computer and to amend it as necessary to apply for two or three other jobs.
- Emphasise the fact that all letters, CVs and personal statements have to be amended for each new job application.

Page 13

The interview – answering questions

Materials

- Audio clips 4 and 5

Rationale

- To respond appropriately to questions in an interview

Activity A *Listening and speaking*

Pre-task

- Discuss with learners what they would expect to happen next.
- Encourage learners to share experiences of job applications – good and bad.
- Talk about the ways in which applicants are selected for interview and show how selection relates to the person specification.
- Bring out learners' experiences of interviews.
- Stress the need to prepare for an interview.
- Talk about how things may go wrong.
- Draw out examples that will be reflected in the next audio clip.

Task

- Play the audio clip of Tony Wilkinson (audio clip 4).
- Ask learners to listen and then to look at the script.
- Divide learners into pairs and ask them to complete the task.
- Discuss their findings as a group.

Activity B *Listening and speaking*

- Play the audio clip of Tony's improved interview (audio clip 5).
- Direct the pairs to discuss the audio clip while looking at the script.
- Ask learners to compare their own suggested improvements with Tony's better version.
- Pool all findings with the group and identify what can be learnt.
- Draw up some agreed rules on a flipchart and display.

Activity C

Writing

- Using outcomes from the previous discussion, ask learners to draw up their own checklist of dos and don'ts.

Page 13

The interview – asking questions

Materials

- Blank cue cards for completion
- Pre-prepared role-play cards (help)
- Job scenario details (extension)

Rationale

- To ask and answer questions in an interview

Activity A *Writing and speaking*

Pre-task

- Discuss the importance of asking as well as answering questions in an interview.

Task

- Ask learners to work in pairs to complete this and the next task.
- Emphasise the need to use the work they have prepared so far.
- Circulate, prompting questions if needed.
- Ensure that all learners have written and discussed the questions.

Activity B

Writing

Task

- Help learners to draft answers as necessary.
- Ask them to share their answers with a third person in their small group.
- Ask them to adapt questions and answers as necessary and to write them on cue cards.

Activity C Speaking and listening

Pre-task

- Set the scene for a role-play.
- Encourage learners to think themselves into the appropriate role.
- Talk about the kinds of characteristics the manager / interviewer might demonstrate – can these be incorporated?

Task

- Encourage learners to role-play the interviews, using the cue cards.
- As a group, discuss what went well and what was not so successful.
- Record the main points on the board.
- Ask learners to record their own tips and hints.

Help

- Provide pre-prepared role-play question and answer cards.
- Try a practice role-play exercise and discuss successes and difficulties.

Extension

- Provide a different job scenario and ask learners to plan questions, answers and cue cards.
- Conduct the role-play and discuss.

Page 15

Present a short talk about yourself

Materials

- Prompt cards for completion
- Pre-prepared prompt cards (help)
- Flipchart

Rationale

- To plan and deliver a short talk about themselves

Activity A

Writing and speaking

Pre-task

- Introduce the idea of beginning an interview by talking about yourself.
- Recap on the work done at Entry 3 and on the skills needed when giving a short talk.

Task

- Direct learners to the note headings in the learner's material.
- Stress the importance of planning what they are going to say.
- Draw learners' attention to the 'remember' section on the page.
- Demonstrate the use of prompt cards.
- Give out prompt cards for completion.
- Allow learners to practise their talks in pairs.

Help

- Distribute some pre-prepared prompt cards.
- Ask learners to practise delivering a short talk to another person using the prompt cards given (3–5 each).
- Discuss how helpful learners found the prompt cards.
- Encourage learners to develop their own prompt cards along these lines.

Activity B

Speaking

Pre-task

- Prepare learners to be observers as well as speakers.
- Elicit ideas about what they should look out for.
- Record a full checklist on a flipchart and display.

Task

- Complete the task.
- Encourage learners to say three good things about each talk and then to make two or three suggestions for improvement.
- Ask learners to amend their notes, tips and prompt cards for next time.

Extension

- Ask learners to repeat the talk, incorporating all suggestions.

Pages 16 and 17 Spelling

Materials

- Dictionaries

Rationale

- To spell using suffixes
- To spell words related to job applications using a range of strategies

Pre-task

- Recap on suffixes. Refer to Entry 3.

Activity A

Activities B and C

Tasks

- Complete the activities. Reinforce all spelling strategies.

Help

- Have all root words and suffixes on separate cards for group activities.

Page 19 Integrated skills

Materials

- Yellow pages
- Suggestion sheet for the observer

Rationale

- To apply the skills learnt in this unit in a real life context.

Task

- Complete the tasks.

Page 19 Check it

Rationale

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

Help

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

Photocopiable resources

Photocopy 1

Job description

Duties and responsibilities

- You will work as part of a team with other childcare provision members to maintain and develop a quality service.
- Your role will include caring for the children and contributing to the daily running of the provision.
- Your role will involve working closely with other staff.
- You will be required to work closely with other team members to maintain child development records.
- You will actively participate in projects and tasks relating to the provision.
- You will adhere and implement child protection procedures.
- You will promote the policies and procedures relating to Equal Opportunities, Financial Regulations, Quality, Health and Safety and Data Protection.

Photocopy 2

Person specification

- You will have experience of working with children within childcare provision.
- You will have excellent caring, interpersonal and communication skills.
- You will have regard to confidentiality at all times.
- You will deal supportively and sympathetically towards parents / carers.
- You will have the ability to care for children professionally.
- You will have the ability to liaise with other internal staff.

Photocopy 3**Tony's profile**

Surname	Wilkinson
First name(s)	Tony
Date of birth	24/09/75
Education / qualifications	<ul style="list-style-type: none">● NVQ 2 in Early Years Education● GCSE Art and Design Technology● Level 1 Literacy, Level 2 Numeracy● First aid certificate● Word processing level 2● Mini-bus driver certificate
Skills	<ul style="list-style-type: none">● Basic computer skills word processing● Full clean driving license and car● Ability to drive a mini-bus● Enjoys art and craft● Belongs to a local drama group and enjoys helping out backstage with lighting, making props and set design
Work experience	<ul style="list-style-type: none">● At college doing work experience on the NVQ 2 Early Years Course● Volunteering at the summer school playgroup, which his 3-year-old son attends● Member of the baby-sitting circle● Member of the Parent Teacher Association at the primary school that his 6-year-old daughter attends● Temporary job for 6 months as a nursery assistant● Factory work before going to college full-time
Strengths	<ul style="list-style-type: none">● Good with people● Enjoys getting involved● Wants to get more training and qualifications● Mature and reliable● Enjoys working with children● Loves doing practical things
References	<ul style="list-style-type: none">● Previous temporary nursery assistant employment● Manager of summer school play-group