

Lesson plan

Topic Writing a CV

Level: Entry 2 / Access 3 (Scotland) / A2 (CEFR)

Time: 85 minutes

Aims

- To develop students' ability to identify parts of a CV
- To develop students' ability to write a simple CV
- To give practice of word processing a CV

Tip – A data projector will be useful for using the Powerpoint to show the answers to Task 3.

If possible, use a room with multiple computers available for students to type their CV. Alternatively, this part of the lesson (Task 5) could be set for homework.

Introduction

This lesson is about CV writing and is aimed at lower level ESOL students. It provides students with a simple example of a CV, and uses this as a model for the students to handwrite and then type their own CV.

Tip – There are two versions of Nisa's CV in the students' worksheets. You need to decide which one is more suitable for your students to use, or whether you wish to print and distribute both versions in the lesson.

Procedure**Warmer (5 mins)**

- Introduce the topic of applying for a job. Ask questions such as:
 - *How do you apply for a job?*
 - *What document do you need to write and send when you apply for a job?*
- Tell the students that they are going to talk about CVs. Dictate these questions:
 - *What is a CV? What information is in a CV? Do you have a CV?*
- Ask the students to work in groups of three/four, and to ask and answer the questions. This should only take 2 minutes or so.
- Conduct feedback; tell the class they are going to learn more about CVs, see an example of a CV, and also write their own CV in English.

Task 1: What do you know about a CV? (15 mins)

- Put the students in pairs or small groups. Get them to look at **Task 1** and decide if the statements are true or false. Monitor, and encourage them to give reasons for their opinions if they can.

Differentiation – If some students have already written a CV while others haven't, arrange the groups so that the students who have sit with those who haven't. This will provide them with the opportunity to peer-coach.

- Conduct feedback, eliciting or providing reasons why the statements are true or false.
- Ask if the students know what parts a CV usually has, and elicit suggestions.



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Task 2: What parts does a CV have? (10 mins)

- Tell the students to look at **Task 2**, and work in pairs to write the missing letters in **Task 2a**. Check answers and then model and drill the pronunciation.
- Then set **Task 2b**; Get the students to draw lines between words 1-6 and definitions A-F.
- Conduct feedback.

Task 3: Parts of Nisa's CV (10 mins)

- Show the students the picture of Nisa. (Slide 1 of the Powerpoint). Ask question such as:
 - *What's her job? What country do you think she's from?*
- Explain that Nisa has moved to the UK and has written a CV. Say:
 - *Before you see Nisa's CV, you're going to see six of the things she wrote on her CV.*
- Ask the students to do **Task 3**, writing the phrase under the correct heading, as shown in the example answer.
- Conduct feedback, using slides 2 and 3 of the **Powerpoint presentation**. During feedback, elicit students' ideas about what else should be included in each section of Nisa's CV. Ask questions such as:
 - *On her CV, should she say if she's married, or how many children she has? (no)*
 - *Should she include information about what she did in her own country, before she came to the UK? (yes)*

Differentiation – If the students need more help to understand the layout of a CV, and / or what to include in each section, you could at this stage use **version 2** of Nisa's CV, and get them to write the headings in the right place. You can then use this for Task 4.

Task 4: Looking at Nisa's CV (15 mins)

- Distribute **version 1** of Nisa's CV (Page 3 of Student handout) if you haven't used version 2 – see note on Differentiation.
- Ask the students to discuss **Task 4** in groups, then conduct feedback. Explain that Nisa's CV is a good example of how to write a short CV in English.

Task 5: Writing a CV (35 mins)

- Distribute one copy of the **blank CV** in the worksheets to each student. Using Nisa's CV as a model, ask the students to complete the blank CV, using their own details. Monitor and help with corrections and suggestions.
- Once the students have handwritten their CV, get them to word-process it on computers. Ensure that they save and print the final versions.
- Get the students to compare their CVs with their colleagues. You could set them a task while they do this, such as:
 - *Read your partner's CV, and find one thing that you didn't know about them.*
 - *Try to find any mistakes in your partner's CV.*

Cooler (5 mins)

- To check learning, you could ask the students to write on a blank piece of paper the six headings from Nisa's CV (e.g. *Personal details*) in order.
- Put the students in groups and get them to write some advice (Dos and Don'ts) for writing a CV, e.g. *Don't write a very very long CV; Do check your English carefully.*

Extension

- If time, you could get students to work in pairs and role-play a job interview with Nisa.

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Answer key

Task 1: What do you know about a CV?

1. true
2. true
3. false – because of equal opportunities policies, most companies don't require a photo. In fact, some firms / agencies actually remove photos from CVs sent in.
4. false – 1 to 2 pages is enough; 3 to 4 is too long
5. false
6. false
7. false – only 30 seconds on average.

Task 2: What parts does a CV have?

- | | |
|---------------------------------|------|
| a) | b) |
| 1. Personal details | 1. C |
| 2. Education and qualifications | 2. D |
| 3. Work experience | 3. A |
| 4. Skills | 4. E |
| 5. Interests | 5. B |
| 6. References | 6. F |

Task 3: Parts of Nisa's CV

1. a
2. e
3. b
4. d
5. c
6. f

Task 4: Looking at Nisa's CV

1. Because she wants to get a job in healthcare.
2. She's an ESOL student and a volunteer worker.
3. Headings
4. Extra information to help the reader understand her CV:
 - which country Bangkok is in
 - what Help the Aged is
 - the level of her language skills
 - details about what computer programmes she can use
5. 5. All other information is in note form (without verbs and full stops)
6. Mr Hargreaves is her ESOL teacher; Ms Dangda was her boss in the hospital in Bangkok. As they are giving her a reference to help with her job application, Nisa needs to ask them if this is alright BEFORE she puts their names on her CV.