

Writing personal information for a job application – lesson plan

Writing personal information for a job application

Topic: Completing a personal statement

Level: Entry 2

Time: 60 minutes

Aims

- To develop learners' ability to use Present Simple and Past Simple to complete a personal statement on a job application form
- To give practice of pronunciation of regular past tense ending
- To give practice of writing a personal statement.

Introduction

This lesson is about writing a personal statement on a job application form. It provides learners with practice of writing a personal statement and practice of regular and irregular past tense forms.

The reading/listening text can be accessed from

<http://esol.britishcouncil.org/content/learners/skills/writing/writing-personal-information-job-application>

Before the lesson:

Open the audio recording here:

<http://esol.britishcouncil.org/content/learners/skills/writing/writing-personal-information-job-application>

Make one copy of the worksheets for each learner.

Copy the writing frame for learners who need extra support with writing their personal statements.

Procedure**Warmer (10 mins)**

- Tell learners to work in pairs to discuss the questions.
- Monitor to support learners and give prompts where required.
- Conduct whole class feedback of ideas and answers to question 2.

Task 1 – what’s in a personal statement? (5 mins)

- Conduct a brief discussion on what information learners would expect to find included in a personal statement on an application form.
- Put learners in pairs. Tell them to read the sentences and tick the sentences that would be appropriate in a personal statement.
- Check answers as a whole class. Discuss what is inappropriate about the ones that can't be included – elicit alternatives from the learners and examples of other information that would not be appropriate on a personal statement.

Task 2 – what’s in Samran’s personal statement? (10 mins)

- Explain that learners that they are going to read a personal statement written by Samran.
- Tell learners to listen and read the personal statement and decide what order the information is in. Explain that they need to choose the correct answer.
- Play the audio again if necessary.
- Check answer as a whole class.

Differentiation

You can challenge stronger learners by asking them to listen without reading. You can support weaker learners by asking them to choose between options *a* or *b* only.

Task 3 – understand Samran’s personal statement

- Tell learners that they are going to watch the personal statement again to answer true or false to the sentences.
- Ask them to read the sentences before they listen.
- Tell them to watch and listen and answer true or false.
- Play the audio again if necessary.
- Check answers as a whole class.

Differentiation

You can challenge stronger learners by asking them to write correct answers to false answers.

Task 4 – what tense is Samran’s personal statement? (5 mins)

- Work as a whole class to discuss the questions.
- Revise the use of the Present Simple and Past Simple if necessary.

Task 5 – Past Simple regular and irregular verbs (10 mins)**Part A:**

- Tell learners to underline the Past Simple verbs in Samran's second paragraph.
- Work as a whole class to discuss the questions.

Part B:

- Write *eat, have, swim* on the board.
- Elicit the Past Simple form.
- Ask learners if they are regular or irregular.
- Tell learners to write the Past Simple form of the irregular verbs.
- Monitor to support learners.
- Check answers as a whole class
- Explain to learners that they can use the verbs when they are writing a personal statement. Elicit ideas of how they can use them.

Differentiation

If learners are finding the task challenging, ask them to do the first two verbs. Stronger learners can write other irregular verbs and the Past Simple form.

Task 6 (15 mins)

- Explain to learners that they are going to write a short personal statement to apply for a job.
- Ask each learner to choose a job that they would like to apply. Give suggestions and ideas to avoid this stage taking too long.
- Elicit from learners what information they need to include.
- Ask learners to tell you what tenses they need to use in the different sections.
- If you think learners need it, elicit ideas for how they could begin the different sections.
- Monitor and support or correct learners.
- When they have finished, put them in pairs.
- Ask them to read each other's personal statements and assess it using the questions in part B. Encourage them to discuss their ideas with their partner.

Differentiation

You can stretch stronger learners by encouraging to include additional information in their personal statements. They can refer to task 1 for ideas.

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There is a writing frame worksheet which can be given to weaker learners if they require.

Cooler

- Put learners in pairs.
- Explain that they are going to revise Past Simple irregular verbs by testing each other.
- Tell them to look at the regular and irregular verbs in Samran's personal statement and in Task 5 and test each other, using the questions.
- Monitor to support and correct learners are required.

Differentiation

- If learners finish early, they can write more irregular verbs to test their partner on.

Homework

- Refer learners to the link on their worksheets.
- They can watch the video again and do the exercises related to it, to practise spelling of regular past tense endings.

<http://esol.britishcouncil.org/content/learners/skills/writing/writing-personal-information-job-application>



Answers**Warmer**

a, b, d, e

Task 1

b, c, e. Sentence a is not appropriate as it is giving negative information about the applicant. It would be better for applicants to say that they are willing to learn the duties of the job. Sentence d is irrelevant – applicants don't generally need to describe interests unless they are relevant to the job they are applying for.

Task 2

present job; education; past job

Task 3

Answers: 1 – true; 2 – false (she enjoys her job); 3 – false (she studied business administration); 4 – true; 5- false (she answered the phone and typed letters)

Task 5**Part A**

moved, lived, studied, learned, finished, started, typed, answered, stopped, married, moved

They are all regular verbs as they end with –ed.

Part B

Answers: 1 – wrote; 2 – had; 3 – spent; 4 – came; 5 – was/were

Writing frame:**1: Present experience:**

I work...

Every day, I

I like my job because....

2: Education

I studied...

I learned...

3. Past job:

Before that, I worked....

I

I liked....