

TEACHER'S NAME: Donna Moss

REEP LEVEL(s): 100 /150

LIFESKILLS UNIT: Work and Technology

LESSON OBJECTIVE: Using a word processing program, create a simplified resume and cover letter using a fill-able form.

Objectives #5-8 of the REEP Technology Curriculum

- Access a word processing program and open a new document.
- Enter and format text.
- Save and exit a document in a word processing program.
- Retrieve and print saved documents.

TECHNOLOGY INTEGRATION: Computer lab, word processing program

LANGUAGE SKILLS TARGETED IN THIS LESSON (X all that apply):

Speaking Listening Reading Writing

ESTIMATED TIME: Approximately 8 hours over several days and two lab sessions.

RESOURCES AND MATERIALS NEEDED:

- Silvia's story handouts: story, resume and cover letter, comprehension worksheets for levels 100 and 150
- Ammar's handouts: story, resume and cover letter, comprehension worksheets for levels 100 and 150
- Pictures of Silvia and Ammar
- Maria's job application, resume and cover letter worksheet
- Sentence strips for Maria's resume
- Student resume and cover letter practice worksheet
- Resume and cover letter typing form in Word
- Tape

Additional Resources:

- Ventures 1, Unit 8
- Survival English 3 (has a simplified resume)
- www.REEPworld.org Work stories

LESSON PLAN AND TEACHER'S NOTES

Pre-requisites:

- 100/150 Word Processing lesson and activities.
- The REEP Work Unit objectives:
 - 100/150: Fill out simplified job application
 - 100: Ask and answer questions about past and present employment; ask and answer questions about future employment goals.

- 150: Describe past and present goals. State future goals.

In the classroom...

Review/Warm up:

Review the work students did on completing a job application to set the context for talking about resumes. What information is required on a job application? What types of applications are there (online and paper)?

Motivation/Background Building:

Tap into students' background knowledge by writing the word 'resume' on the board and showing a sample resume to the class. Ask students what the word means. Do they have resumes? Did they use one in their country? How are they different from job applications? Using large printouts or transparencies, you can put a simplified application and resume side by side and compare the information.

Elicit the same type of information about a cover letter.

Tell students that they are going to practice creating a resume and cover letter on paper and on the computer.

Presentation 1:

To put the concept of a resume and cover letter into context students will read work-related stories and look at the characters' resumes and cover letters.

1. To prepare students for the first reading, show the pictures of Silvia. Ask questions about the pictures. What was her job? Where is she from? Do you think she likes animals? What is she doing in the last picture? (Pet grooming) Tell the class they are going to read about Silvia.

a. Introduce new words from the story (e.g., employment center, job counselor).

b. Hand out Silvia's story worksheet. (There is a 100 and 150 version. The stories are the same, but the comprehension activities are slightly different.) Have students read the story silently and then read it to them as they follow along.

c. Ask comprehension questions. Is Silvia a veterinarian now? Does she live in DC or Virginia? What does she want to do now? What does the job counselor tell her?

d. Do a choral reading of the story and/or ask for volunteers to read it.

e. Instruct students to complete the post-reading activity. Check work.

Management: Use a transparency of Silvia's resume and cover letter so that the whole class can focus together on the content and formats of each.

2. Hand out Silvia's resume and cover letter worksheet. Draw students' attention to the resume. Ask questions about the information found in the resume starting from the top section and working down each section.

Draw students' attention to the cover letter. Read it to the class. Ask comprehension questions about the vocabulary (e.g., applying, position, sincerely). Do a choral reading and/or ask for volunteers to read it. Ask content comprehension questions. Does Silvia want a position as a veterinarian or a pet groomer? Is her resume attached?

Discuss the format of the letter – greeting, paragraph, and closing. The cover letter includes an 'I was', 'I am', and 'I can' sentences.

Practice 1:

Hand out the level appropriate comprehension activity worksheet. Instruct students to answer the questions about Silvia's resume and cover letter. Students can work with a partner (likeability pairs) to check their answers.

Presentation 2: Ammar's Story, Resume, and Cover letter

Follow the same pre-reading and reading activities as described under Silvia's story. To vary the reading activities, you can also:

- Read the story to the class before handing out the worksheet. Ask comprehension question about what they hear and understand. Then, hand out the story.
- Have students work in cross-ability pairs to read the story to each other. In a combo class, a level 150 student can read aloud before the level 100 student reads.

Practice 2:

Hand out the reading comprehension activity sheet (Level 100 and Level 150) for Ammar's story. Have students work individually or in likeability pairs to complete the comprehension questions for the story and the resume. Likeability pairs can check work.

As a whole group, complete Ammar's cover letter using the information from his story and resume.

Practice 3: (Marie's Job Application, Resume and Cover Letter)

1. Hand out Marie's job application. Have students skim and scan the application to answer oral questions. What is her telephone number? What is her last name? Where did she work from 2009 – 2010? Where did she go to high school?

Draw a large resume template on the board. Distribute the "sentence" strips with Maria's information to students. Instruct students to tape the strips in the appropriate area of the resume template. Students who do not have a sentence strip can assist those who do. In a combo class, you can give the strips to the 100 level students and have the 150 level students assist. In a large class, you can draw several resume templates on the board and group students in teams to create her resume.

Hand out the resume and cover letter template worksheet. Instruct students to complete the resume for Maria. They can check their work against the model on the board. Have students work with a partner to complete the cover letter with Maria's information. On an overhead transparency, complete the resume and cover letter as a final check.

In the computer lab...

Practice 4:

Management: Load the resume and cover letter form on students' desktops or on a class wiki. Have computer screens turned off. Upon entering the lab, students sit at a computer. Focus their attention on the projected computer screen. Show the class where to find the resume and cover letter form; demonstrate how to type into the boxes of the form and how to move from one box to another using the Tab key. Review how to save and print a document (if applicable).

Instruct students to copy the information from the worksheet to the resume and cover letter forms in Word.

When students are finished, they can work with a partner to check their work. If there are a few fast finishers, ask them to help you check several students' work.

Application and Evaluation:

In the classroom...

To apply what they have learned to their own lives, hand out a copy of the student resume and cover letter practice worksheet and have students complete them with their information.

Check work for correct information and spelling. This can be done in cross-ability pairs. Either collect the work or tell students to keep it in a safe place because they will need their templates when they go back into the lab to create a resume and cover letter on the computer.

In the computer lab...

In the lab, review where to find the resume and cover letter form. Review how to enter text and move from box to box. Instruct students to create their resume and cover letter. Observe their work. Print their forms.

Reflection:

Ask students to reflect on their learning and self assess their work. Ask a few questions about the content they learned (e.g., the vocabulary, writing a resume, completing a form on the computer, etc.) Ask if it was easy or difficult.

Extension Activity:

Create a resume and cover letter for one of the characters in the REEPworld Work unit.



Ammar's Story

Ammar is from Morocco.

He was a student in his country and he worked part-time as a truck driver.

He came to the United States in 2008.

He lives in Falls Church.

Ammar drives a taxi part-time.

He is looking for a new job.

He wants to work full-time.

He can speak English, French, and Arabic.

Some jobs ask for resumes.



Ammar's Resume

Ammar Bousaidi
Falls Church, VA
(703) 567- 9876

Work Experience

Blue and White Cab Company
Fairfax, Virginia
2009 - present
Driver

Casablanca Moroccan Restaurant
Arlington, Virginia
2007 – 2009
Busboy

Education

REEP English Program
Arlington, Virginia
2010-present

Ecole Mohammadia d'Ingénieurs
Rabat, Morocco
2005 - 2007

Ammar's Story

Read the sentences. **Circle** Yes or No

- | | | |
|---|-----|----|
| 1. Ammar is from Morocco. | Yes | No |
| 2. He was a taxi driver in his country. | Yes | No |
| 3. He can speak French. | Yes | No |
| 4. Ammar wants to work full-time. | Yes | No |
| 5. Ammar lives in Arlington. | Yes | No |

.....

Ammar's Resume

Answer the questions.

1. Where does Ammar live? _____
2. What does Ammar work now? _____
3. Where is Ammar studying now? _____

.....

Ammar's Cover Letter

Ammar wants to apply for a position as a **waiter** at the Desert Stars Restaurant. Help write is cover letter.

Dear Manager,

I am applying for the _____ position. I was a _____
in Arlington. I am a _____ now. I can speak _____,
_____, and _____. Attached is my resume.

Thank you for your _____.

_____,
Ammar Bousaidi
Ammar Bousaidi

Read the sentences. Circle Yes or No

- | | | |
|---|--------------|-----------|
| 1. Is Ammar from Spain or Morocco? | Spain | Morocco |
| 2. Did he drive a truck or a taxi in his country? | Truck | Taxi |
| 3. Can he speak Spanish or Arabic? | Spanish | Arabic |
| 4. Does he want to work full-time or part-time? | Full-time | Part-time |
| 5. Does Ammar live in Falls Church or Arlington? | Falls Church | Arlington |

.....

Ammar's Resume

Answer the questions.

1. Where does Ammar live? _____
 2. What does Ammar work now? _____
 3. What did work before? _____
 4. Where is Ammar studying now? _____
-

Ammar's Cover Letter

Ammar wants to apply for a position as a waiter at the Desert Stars Restaurant. Help write is cover letter.

<p>Dear Manager,</p> <p>I am applying for the _____ position. I was a _____ in Arlington. I am a _____ now. I can speak _____, _____, and _____. Attached is my resume.</p> <p>Thank you for your _____.</p> <p>_____, <i>Ammar Bousaidi</i> Ammar Bousaidi</p>

1



2



3



4



Silvia's Story

Silvia is from Mexico. She was a veterinarian in her country.

She came to the United States in 2008.

Now she lives in Virginia.

Silvia is studying English and she is looking for a job.

She loves animals and wants to work with them.

She can't work as a veterinarian right now.

She looks for work in the newspaper and she goes to the Employment Center.

The job counselor says she needs to have a resume.



Silvia's Story

Read the sentences. Circle Yes or No

- | | | |
|---|-----|----|
| 1. Silvia is from Guatemala. | Yes | No |
| 2. She was a veterinarian in her country. | Yes | No |
| 3. Silvia loves animals. | Yes | No |
| 4. She goes to the employment center. | Yes | No |
| 5. Silvia needs a job application. | Yes | No |

Silvia's Story

Silvia is from Mexico. She was a veterinarian in her country.

She came to the United States in 2008.

Now she lives in Virginia.

Silvia is studying English and she is looking for a job.

She loves animals and wants to work with them.

She can't work as a veterinarian right now.

She looks for work in the newspaper and she goes to the Employment Center.

The job counselor says she needs to have a resume.



Read the sentences. Circle Yes or No

- | | | |
|---|-----|----|
| 1. Silvia is from Guatemala. | Yes | No |
| 2. She was a veterinarian in her country. | Yes | No |
| 3. Silvia loves animals. | Yes | No |
| 4. She goes to the employment center. | Yes | No |
| 5. Silvia needs a job application. | Yes | No |

6. Where does she live now? _____

7. When did she come to the United States? _____

Silvia's Resume

Silvia Fuentes
Arlington, VA
(703) 345-1121

Work Experience

Tanya's Tacos
Fairfax, Virginia
2009 - present
Server

Hospital Animal of Vera Cruz
Vera Cruz, Mexico
1999 - 2009
Veterinarian

Education

REEP English Program
Arlington, Virginia
2010-present

School of Veterinary Medicine
Universidad del Valle de Mexico City
1993 - 1996
Doctor of Veterinary Medicine

Silvia's Cover Letter

Dear Personnel Manager,

I am applying for the pet grooming position. I was a veterinarian in Mexico. I am a waitress now. I can talk to customers and take care of animals. My resume is attached.

Thank you for your time.

Sincerely,

Silvia Fuentes

Silvia Fuentes

Silvia's Resume

Read the resume again. **Circle** the correct answer.

- | | | |
|--|-----|----|
| 1. Is Silvia's telephone number (703) 345-1121? | Yes | No |
| 2. Does Silvia work at Hospital Animal de Vera Cruz now? | Yes | No |
| 3. Is Tanya's Tacos in Fairfax, Virginia? | Yes | No |
| 4. Is Silvia a cashier now? | Yes | No |
| 5. Does Silvia study in Arlington now? | Yes | No |

Silvia's Cover Letter

1. Circle the words in the cover letter.

applying position was can resume attached

2. Write the missing words.

I am _____ for the pet grooming _____.

I _____ a veterinarian in Mexico.

I _____ talk to customers and take care of animals.

My _____ is _____.

Silvia's Resume

Read Silvia's resume. Answer the questions.

1. What is Silvia's telephone number? _____
2. Where does Silvia work now? _____
3. Where is Tanya's Tacos? _____
4. What does Silvia do now? _____
5. Where is the REEP English Program? _____

Silvia's Cover Letter

1. Circle the words in the cover letter.

applying	position	was	can	resume	attached
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2. Answer the questions.

What position is Silvia applying for? _____

What was her job in Mexico? _____

What can Silvia do? _____

Is her resume attached? _____

Maria's Resume

Name City and State Telephone	<hr/> <hr/> <hr/> <hr/>
Company Name City, State From – To Job title	Work Experience <hr/> <hr/> <hr/> <hr/>
School Name City, State From – To Degree	Education <hr/> <hr/> <hr/> <hr/>

Help write Maria's cover letter.

Dear Manager,

I _____ applying for the clerk _____. I was a _____.

Now I am a _____. I can help customers.

Thank you _____.

_____,

Maria Florez
Arlington, Virginia
(703) 227-5432

Grand Hotel
Arlington, Virginia
2010 - present
Housekeeper

Fairview Inn
Washington, D.C.
2008-2010
Housekeeper

REEP English Program
Arlington, Virginia
2010-2011

Marrietta Secondary School
Santa Cruz, Bolivia
1997-2001
High School Diploma

Write your resume.

Name City and State Telephone	<hr/> <hr/> <hr/>
Company Name City, State From – To Job title	Work Experience <hr/> <hr/> <hr/> <hr/>
School Name City, State From – To Degree	Education <hr/> <hr/> <hr/>

Write your cover letter.

Dear Manager,

I _____ applying for the _____ position. I was a _____.

Now I am a _____. I can _____.

Thank you _____.

_____ ,