



Language Support for Migrants *A Council of Europe Toolkit*

Tool 73 – Scenario: preparing a curriculum vitae (CV)

Aims: To introduce language relevant to the topic of the curriculum vitae and to provide support with the preparation of a CV.

Introduction

For many migrants who have leave to remain in the host country, finding work is urgent. This is one of three tools in a series designed to help migrants who already have an elementary level in the host country language (at least A1) with job applications. This is the first tool in the series, which consists of: "*Preparing a curriculum vitae or CV*" (73), "*Writing a job application letter*" (74) and "*Preparing for a job interview*" (75). It is suggested that these three tools should be used in the above order. Be prepared for the need to spread the activities suggested in each of these tools over more than one language support session.

Writing a CV, applying for jobs and attending interviews are difficult for migrants with elementary skills in the relevant language. When working with these tools, the activities should be introduced gradually and where possible work should be individualised. For example, migrants will all need help to learn certain vocabulary and expressions, but each learner needs only to work on the specific vocabulary and expressions necessary to describe his or her work experience, apply for the jobs he or she interested in and prepare for the kind(s) interview he or she will be attending.

Communicative situations

- Talking about workplaces and job roles
- Writing a curriculum vitae (CV)

Material

- A) Template of a curriculum vitae

Language activities

Activity 1

Show learners an invented or real CV (perhaps your own) as an example, and check whether they know what a curriculum vitae is. Then, ask them if they have ever written a CV.

Activity 2

After this introduction, invite migrants to look at the CV template (material A) and think about its structure. Let them ask about words and expressions they don't understand.

First, suggest that, working in pairs, they use their smartphones to take some photos of each other to include with their CVs.

Then, invite participants to work autonomously to complete the first section of the CV related to "personal information".

Activity 3

Divide learners into two teams for an activity involving guessing the names of the jobs illustrated in pictures. On your computer create two folders, one for each team. Allow time for the two teams to find at least 8 pictures of different jobs online and to download them into their folders.

Then, in turn each member of a group selects one picture and projects it on the video projector (or in your computer with a full screen mode). The other group has 5 seconds to name the kind of job illustrated in the picture. The winners are the first team giving 5 right answers.

Activity 4

Activity 3 prepares the ground for focusing on the second section of the CV template, "Work experience".

First, ask learners to think about their own experience in their own countries, in the host country or other countries and to talk about their previous workplaces and job roles.

Then, invite them to write about these experiences in their CVs following the format of the template.

Once this section is completed, ask them in pairs to show another learner what they have written, highlighting the value of peer assessment (you may also refer to Tool 27 - Assessing language learning and offering feedback in a supportive way).

Activity 5

Start work on the next section, "Education and training". Write suggested titles on the board as examples. Then, ask migrants to complete this section in their CVs.

Activity 6

In order to complete the following section related to "Languages", invite learners to think again about the portraits they made using Tool 50 – Plurilingual portrait: a reflective task for migrants.

Activity 7

The last section in the right-hand column of the CV template is "Hobbies and interests". In order to focus on this, divide participants into groups of 4 or 5 learners; give each group a large sheet of paper and pens and ask them to create their own mind map of hobbies and interests (refer also to Tool 35 – Techniques to aid vocabulary learning, page 2).

Each group then presents their mind map, and the other participants can ask questions. Finally, once vocabulary related to this section has been revised or learned, ask migrants to complete this section of their CVs.

Activity 8

Now that the sections in the right column of the template have been completed, ask learners in pairs to exchange information about their CVs. Get migrants to read his/her classmate's CV and then to describe it orally to the group, commenting on the contents, especially regarding work experience, education and languages. To help them with this, practise some language that they may need before the activity, for example: "F. has worked as a builder/cook/nurse etc."; "She has experience of looking after children/old people/as a receptionist" etc; "J. went to school in... He was good at mathematics and science" etc; "W. has an accounting diploma/a teaching diploma" etc.

Activity 9

Invite participants to reflect on the scenario they have just worked on. Try to raise their awareness about what they have done and learned, for example by using Tool 52 – Encouraging migrants to think about their learning activities and Tool 53 – Encouraging migrants to assess their own progress in language learning.

Finally, ask them whether there is something that seems to be missing in the CV template. End the scenario by making a connection with Tool 74 – Writing a job application letter, pointing out that the left-hand section of the CV template on 'personal skills and attitudes' can be completed soon.

Material

A)

CURRICULUM VITAE	
RECENT PHOTO	NAME AND SURNAME
	PERSONAL INFORMATION Place and date of birth e-mail address phone number Home address
PERSONAL SKILLS AND ATTITUDES	WORK EXPERIENCE:
	EDUCATION AND TRAINING:
	LANGUAGES:
	HOBBIES AND INTERESTS:
OTHER INFORMATION	