WORKBOOK

ENGLISH COURSE - L3 S5

The CV - Job interviews

Contents

Assessment

CC1 - Written test (50%)
Duration : 1h30
Questions about grammar and vocabulary
Questions about the content of classes 1 - 8
Reading comprehension

CC2 - Video CV (50%)
You are going to introduce yourself in English to a potential employer, in a short video.
You will not use notes. The clip will be 1'30 to 2' long.
Shoot your own video and send it in through CELENE
(Read Filming Guidelines first)
Deadline: ………………………………………..

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Class 1 - Class organisation
How to make a video CV – Written CVs

1. Class organisation
Presentation of schedule, assessments, etc.

2. How to make a video CV (CC2)

Watch a tutorial and a sample video profile. <u>How To Make A Video Resume</u>

Your video profile is the ideal complement to your CV because there are _____, _____ of candidates applying for the same position. With a video profile, you will _____.
Before you start, ask yourself these questions:
- What _____?
- What are your _____?
- What is your _____, what _____?
- What are your _____, what _____, what makes you special?
- How would you _____?

Structure :
1. Establish warm contact, thank viewers for watching and potentially considering you for employment
2. Introduce yourself : name, age, current occupation, background
3. Present your professional objective, the type of position you are looking for
4. Describe your major strengths
- qualities: why you would be a good employee, what you can do for the company that hires you
- training, professional experience (placements, employment...)
- personal experience (voluntary work, sports, foreign languages and travelling...) if relevant
5. End the talk with a strong statement ! Show that you wish to get in touch with recruiters. Mention contact details or your professional website / page.

TIPS :   → use spoken English
                → your video may be seen by multiple employers, so don't be too specific
                → time yourself to stay within the time limit

Sentence match: match the beginnings and the endings of these sentences

A - "beginnings"
First of all I'd like to thank you for considering my application ...
I want to improve my current skills in different technologies ...
I have previous experience in software development ...

In my last internship, I learned how to listen to people ...
Right now I'm looking for a 6-month internship ...
At work, I am resourceful, reliable, dedicated I like to challenge myself and that's why ...
My previous internship supervisors have always trusted me ...
I led a 6-person team during a semester project last year I am a volunteer fireguard, ...
If you're interested in my profile, ...
Please let me know if you have any further questions for me ...

B - "endings"
 … or if you'd like to meet face-to-face.
 … and I can adapt easily to any type of environment.
 … and we succeeded in releasing a well-finished product.
 ... I went to study in Poland during one semester as part of my studies.
 … and I've often been hired for a summer job after a training period.
 … and for taking the time to look at my video profile.
 … please get in touch with me at ...@...
… as well as earn new ones.
 … which proves I am committed and reliable.
 … from my internship in Sopra in the last year of my Bachelor's degree.
 … and provide solutions to match their expectations.
 … in a company where I would be contributing to large projects.

Now prepare your video profile in writing

1. Making contact
_____
_____
_____

2. Self-introduction
_____
_____
_____

3. Professional objective
_____
_____
_____

4. Strong points / Experience / Personal qualities
_____
_____
_____

5. Ending
_____
_____
_____

Formal and friendly ways of introducing yourself and the subject of your presentation. For each formal sentence, choose an expression you would feel more comfortable using.

a) Well, perhaps we should begin. _____
_____

b) Good morning, ladies and gentlemen _____
_____

c) On behalf of …, may I welcome you to…   _____
_____

d) My name is….. _____
_____

e) For those of you who don't know me already,... _____
_____

f) This morning I'd like to … _____
_____

g) Perhaps we can leave any questions you may have until the end of the presentation.
_____
_____

3. The written CV

1. Decide which of these you would include in a CV and which you would not.

Give reasons for your answers.
- your photo
- your home address
- your hobbies
- any work experience you have had
- the name of the school/university you went to
- your gender
- your marital status
- your biggest achievement
- a list of languages you speak
- your date of birth

2. Advice for CVs

Explain what the speakers in a–e mean by matching the statements with their follow-ups 1–5.

a) "I use online CV templates." ___
b) "I like to use bullet points in my CV." ___
c) "When I write about my work experience, I put the information in chronological order." __
d) "I only write about relevant experience and education." ___
e) "I put my CV objective at the top of the CV and it is usually very short." ___

1) "I write a couple of sentences about myself and my career goals."
2) "For instance, I once did a painting course but I won't write about it if I decide to try and get a job in accounting."
3) "They have nice designs and when I use them I don't have to think about details like where to put my email address."
4) "This way, the most recent job is at the top and the first job is at the bottom."
5) "I can use them to clearly list what my jobs involved."

3. Mistakes on CVs
What do you think are the main sources of CV rejection?
Explain the figures in the infographic.
Give examples and predict how an employer could react.

Résumé mistakes by the numbers

13% of companies will exclude a candidate who puts a **picture** on a résumé.

30% of hiring managers will ditch a résumé that doesn't include a **list of skills.**

61% of recruiters will trash a résumé with **typos.**

35% of employers will disqualify a candidate with an **inappropriate email address.**

Bankrate

Source: CareerBuilder survey of hiring managers
Designed by: Summer Schrader

	Examples of mistake	Employer's predictable reaction
picture	_____ _____	_____ _____
list of skills	_____ _____	_____ _____
typos	_____ _____	_____ _____
email address	_____ _____	_____ _____

Then, brainstorm three more mistakes frequently made by candidates and how employers might feel about them.

1. _____

_____

2. _____

_____

3. _____

_____

4. Video "Résumé basics"

Watch the first part of a video (00:00 to 01:23) about writing a résumé (another word for CV) and match the types of résumés with the statements.

Resume Basics | Tips for Resume Format, Type, and Sections

This type of résumé is good for people who have had a long break from work. _____

_____

Your skills are as important as your work experience in this résumé. _____

_____

In this résumé the earliest experience is written at the bottom. _____

_____

Watch the second part of the video (from 01:24–02:58) and decide if the statements are true or false according to the speaker. Correct the false statements.

a) You have to include your phone number in the contact information section.

_____

b) The résumé objective should say something about your skills.

_____

c) You should write at least two bullet points under each job title.

_____

d) You should only list soft skills.

_____

e) You don't have to write where your school/university is.

_____

Class 2 - Choosing careers / IT jobs

1. Video "Choosing careers"

1/ What adjective does the journalist use to describe choosing a career? And what does it mean?
dreaded (= feared / *redouté*)

_____

_____

2/ What will this decision affect? _____

3/ Why does the journalist say that choosing a career is "especially hard"?

_____

4/ Cath Roan, Managing Director careershifters.org, says that most people choose their first job quickly. What negative comparison does she make?

_____

_____

5/ Why might some students be tempted to take the job that offers the highest paycheck according to Ms Roan?

_____

_____

6/ What two problems does Terry Jones indicate?
Problem 1: you don't know what's _____
Problem 2: you don't really know what's _____

7/ What does he think is important for everyone to do?

_____

8/ According to Mr Jones what are people ready to accept?

_____

9/ Explain what happened to someone Ms Roan met through work.

_____

_____

10/ Look at this part of the script. How would you translate the underlined word into French?
"Research shows emphatically that people are actually conditioned to do what is expected of them and this is where so many people go wrong, so rather than doing what's expected of you, if you actually do what feels right for you then you've got a greater chance of success."
emphatically : _____

11/ What expression does the journalist use to indicate that something seems like a good idea but it would be difficult to do?

_____

12/ Look at this part of the script. How would you translate the underlined word into French?
"But how do people <u>figure out</u> what's right for them?"

_____

13/ What expression did Ida Rezvani use? Fill in the gap.
"Because there may be something in the _____ of your stomach that says:" You know what, I've got to be an astronaut", and if that's what it is, you should go all out to do that.

14/ What is a value set? How is it described in the report?

_____

_____

15/ Fill in the gaps:
To be honest, that _____ like it's going to take up a lot of _____, can't you just do it for the money?
Don't do it for the money because if you come in here and you sit here for 12 hours a day just because you think you're going to _____ a dollar and it's not the thing that you love, first of all you will be _____ and no amount of money can compensate for the _____ and second of all you will be _____ at it because you're not enjoying it and so you won't actually end up earning any money _____.

16/ Trevor Jones says that there are two approaches to graduate jobs, what are they?
People interested in: _____
People interested in: _____

(STOP 3:43)

2. Grammar: Indirect questions

Questions can be introduced by statements. In this case we do not use inverted word order for a question, or auxiliary words, or a question mark. These questions are generally called indirect questions.

I was wondering when the train leaves.   *I'd like to know what her name is.*
It's not clear what I write here.   *I'm not sure who I'm talking to.*

In indirect questions the verb usually changes to the past:
How old are you? She asked me how old I <u>was</u>.

1) Here are some of the questions you were asked at an interview for a job (you can start with: she wanted to know whether / she enquired):

a. What do you do in your spare time?

_____

b. Can you use Java Script?

_____

c. Why did you apply for the job?

_____

d. Have you got a driving licence?

_____

e. How long have you been studying IT?

_____

2) Complete the sentence so that it contains an indirect question and means the same as the first sentence.

a. What time does the lecture finish?

_____

b. Where is the projector?

_____

c. How does this work?

_____

3) Find a mistake.

a. She asked me where do I come from.

_____

b. Tell us how much do you expect to earn.

_____

3. IT jobs

Think about these questions

• What kind of people do IT jobs?
• What sort of companies or industries would they work in?
• What skills and qualities would someone need to succeed in an IT job?
• Name some negative traits that wouldn't help someone in a tech job.

Study the job descriptions (job roles) given by your teacher and:

1. guess the job title

2. select some skills and qualities in the following list that are most needed for this position.

Eye for detail / Strong attention to detail / Meticulous
Keen / Motivated
Creative / Innovative
Able to work under pressure / Able to thrive in a fast-paced working environment / Hard working
Can-do attitude / Proactive
Synthetic mind / Able to see the bigger picture
Communication skills / Interpersonal Skills / Good communicator
Can think from a customer view point
Understanding a team's needs / Teamworker
Likes to solve problems
Able to work with large amounts of data
Knowledge of design software / Knowledge of marketing / Knowledge of financial services / Knowledge of application development languages

Job role 1
I think this job role is: _____
Skills and qualities needed: _____
_____

Job role 2
I think this job role is: _____
Skills and qualities needed: _____
_____

Job role 3
I think this job role is: _____
Skills and qualities needed: _____
_____

Job role 4
I think this job role is: _____
Skills and qualities needed: _____
_____

Class 3 - Get your CV past the bots
Graduate assessment centres

1. Warm-up

Answer the questions, and then share your answers.

1. What font and font size do you usually use when you write something for work?
E.g. Arial 12 or Calibri 11

2. Why do you use that font and font size?
E.g. - out of habit / because it's the one I've always used
- because it's what my boss wants
- because it is the cleanest / most professional / easiest to read

3. What font and font size do you use on your CV?

4. When did you last update your CV?

2. Key words

Match the key words and expressions with the definitions below. Find and underline them in the article to see how they are used in context.

achievement	applicant	bot	candidate	column
get fancy	industry term	mess	recruiter	
screen	skim	remove from the equation		

1. someone who applies for a job _____
2. someone whose job is to get someone to work in a company _____
3. get information in order to decide whether someone is suitable for something, for example a job _____
4. someone competing for a job _____
5. a computer program that works automatically, especially to find information _____
6. not consider for something _____
7. short lines of writing or numbers arranged one below the other on a page _____
8. do something that is too unusual or stands out _____
9. chaos, when things are very unclear _____
10. something that you have managed to do by working hard _____
11. read something quickly and not very carefully _____
12. a word or expression that is typical for one type of business _____

CAREERS & MANAGEMENT HOW TO …
Get your CV past the bots

Many companies now use computer programs to decide who makes it through the first round of a job-application process. DEBORAH CAPRAS has tips on how to get your CV past the computer.

1 Many large companies now use applicant-tracking systems (ATSs). As the name suggests, such systems help recruiters track and manage applicants. They also screen for the best candidates – and filter out the rest. How can you make sure your CV gets past the bots and reaches a human recruiter? Here's what the experts say.

2 **Use the right format**

"Most applications are removed from the equation because they are not formatted in a way these systems can read and interpret: Amanda Augustine, a career expert at TopResume, explains to CNBC Make It. Check which format is specified in the job ad before you upload your application. It's usually Microsoft Word format.

3 **Keep it simple**

Avoid columns and tables, as many systems have problems recognizing where these start and end. According to Alldus, a specialist recruitment company, you should keep the structure and format simple. "Don't get fancy," advises Alldus on its blog. "Use standard fonts (Arial or Calibri). Excessive formatting or decorative elements might present an unreadable mess to the ATS."

4 **Stick to traditions**

Use traditional categories, such as "Achievements", "Education", "Professional qualifications", "Skills" and "Work experience". These systems are programmed to sort the information into such categories. "There is no standard you have to follow," says Nick Francioso of SkillSyncer, a CV-optimization tool, "but you should stick to the most popular or most frequently used ones to be safe," he tells CNBC Make It.

5 **Understand the algorithms**

"ATS algorithms aren't that different from the human algorithms," Jon Shields, marketing manager at Jobscan, tells The Muse. "We're all kind of skimming for the same things," he says. The system first skims your application for specific key words, then it ranks candidates who match the job description well. This doesn't mean you should copy and paste directly from the job description into your CV. You should, however, reuse any expressions that are recognized industry terms. This is especially important when listing your job titles, qualifications or achievements. If you're not sure which ones to include, use an online tool, for instance Jobscan or SkillSyncer, to help you find the right key words. Basically, even if you are highly qualified, unless you include the right search terms in your CV, a human recruiter will never meet you.

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3. Understanding the article

Decide whether the statements are true (T) or false (F) according to the article.
Correct any that are false.

1. You should use different fonts and put images in your CV to make it stand out.
_____

2. Many large companies now use human recruiters to skim applications before they get passed onto bots.
_____

3. Include categories and headings that the ATS expects to find.

_____

4. Copy and paste words from the job ad into your CV to make it more industry specific.

_____

5. Check the job ad to see if you should use a specific font in your application.

_____

4. Vocabulary

a. Complete the table with words from the article.

person	noun	verb
an applicant	_____	_____
a recruiter	_____	_____
an advertiser	_____	_____

b. Complete these questions with the best words from task a.

1. When did you last apply for a job? _____
2. Where did you see the job advertisement ? _____
3. How did you send your application ? _____
4. Did you talk to a human recruiter ? _____

5. Video "Graduate assessment centres"

1.Look at the following sentences. How would you translate the two underlined words?
So your CV managed to get you a telephone interview and you didn't muck it up, so you've been invited back to the all important assessment centre. Now this really is the final hurdle guys, so I asked my CareerPlayer friends for some advice.
muck up = _____
hurdle = _____
2.Who do the following people work for / what are their jobs?

	job / department	company
James Meachin	_____	Pearn Kandola
Janet Cowell		_____
Michael Weary	_____	UBS Investment Bank
Matt Sevenoaks	Forensic department	_____

3. How long does a candidate stay at an assessment centre? _____

4. What might a candidate be asked to do?
- _____
- _____
- _____

5. What does the final example of an activity/exercise involve?
_____

6. What might the exercise be?
It might be a _____ where you are having a
_____ about a business problem.
It might be a _____ we are presenting to other people.
It might be a written exercise where you are asked to give your _____
on a particular type of business problem.

7. Why are these given?
_____

8. What sort of performers must they be? _____

9. What do a lot of companies say about graduate recruiting?
_____

10. In a competency based interview, what are all the questions going to be around?
- _____
- _____

11. Gap Fill:
To succeed at a competency based interview you need to know what kinds of things
_____ are looking for. That's quite easy to find out. Generally there are a
similar set of _____. Once you've really _____ what those
things are, you can then look at what your experiences are and try and _____
those to those specific areas employers are interested in. Probably the biggest way _____
can stand out in my experience is actually having something _____ to talk about
that's very work _____. An awful lot of graduate _____ hear very
similar examples of experience from candidates especially where candidates talk about their
_____ and their exams. Answer the question that you've actually been asked
and I think that is a really big mistake that many people make is that you go off at a _____.

12. What is an e-tray exercise?
- _____
- _____

13. What may happen at the end of the e-tray exercise?

_____

14. And why is this done?

_____

15. What advice is given about giving presentations?

- _____
- _____
- _____

16. According to the report there are two important aspects to a presentation:

- _____
- _____

17. What should you not be during your presentation?

_____

18. Look at the script for this part of the report. How would you translate the underlined word?
Lastly, group exercises. Is it all about team-bonding and being the <u>keenest</u> person in the room?
keenest = _____

19. What is one myth about group exercises?

_____

20. What really matters to an organisation?

- _____
- _____

21. What expression (phrasal verb) used in the report means when someone does not listen to what someone else is saying and carries on speaking without paying attention.

_____

22. According to the report, what do assessment centres create and what is their aim in so doing?
Create: _____
Reasons: 1. _____
            2. _____

23. What expression is used to improvise, to do something without preparation?

_____

24. What is a big mistake that candidates often make?

_____

Class 4 - Body language

1. Warm-up

Nonverbal communication makes up about two-thirds of all communication between two people or between one speaker and a group of listeners. So body language *is* important.
How much do you know? Match the gestures with their meanings

Torso

1. torso forward

2. torso backwards

3. torso upright

a

c

Hands and arms

1. Hiding hands

2. Palms held out, upwards

3. Palms down

4. Arms apart, palms parallel, cutting

5. Palms moving up and down

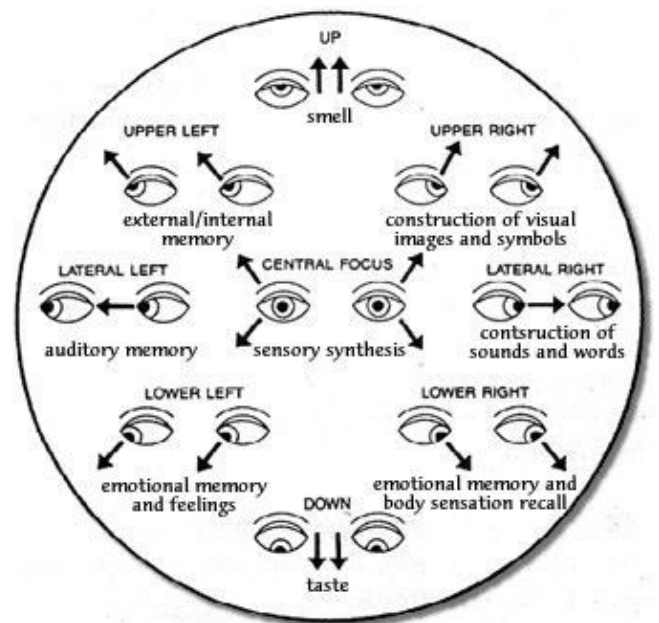6. Palms downwards sideways

7. Pointing (with finger)

a

b

c

d

e

g

Eyes

1. looking right

2. looking left

3. direct eye contact (when speaking)

17

2. Video "Your body language may shape who you are"

Give an equivalent or a translation for these words from the video.

words from video	equivalent	words from video	equivalent
_____	innovative change	_____	a result, a consequence
_____	to reveal	_____	a doctor
_____	to bend your body	_____	to take to court
_____ (informal)	to make a minor change	_____	striking
_____	embarrassing	_____	de gouverneur
_____	*méprisant, dédaigneux*	_____	*orgueil, fierté*
_____	*un clin d'oeil*	_____	the fact of being able to see
_____	a deduction	_____	*s'enrouler dans qqch*

Watch the Ted video and answer the questions.

1. What does Amy Cuddy want her audience to do?
_____

2. What is interesting to observe in others' body language?
_____

3. Which term is used by scientists for 'body language'?
_____

4. What can be predicted simply by watching someone's body language?
_____

5. Explain the anecdote with the doctor.
_____

6. What about political candidates?
_____

7. Who else is influenced by non-verbals?
_____

8. What's her job? What does she study? Where does she work?

_____

9. What is she especially interested in?

_____

10. How do animals and humans express power?

_____

11. How do people express their pride of winning at a physical competition?

_____

12. What unexpected category of people does the same thing?

_____

13. What happens when we feel powerless?

_____

14. What happens when we are facing someone powerful?

_____

3. Video "Body language in a job interview"

Complete the 10 tips

1 Greet modestly with an equal handshake

It's always difficult greeting someone for the first time. Humm, a little aggressive. Your interviewer knows you want the job so don't _____ them with an _____ gesture. Avoid noise flicking, high fives, air kisses or jazz hands. Play it simple and _____ _____ to avoid dominant vibes.

2 Relax into your chair

The interviewer will show you to your chair. This is the all important hot seat and the way you sit conveys a lot of information. Take a moment to position and _____ ...but not too comfortable. Look relaxed. It encourages your interviewer to feel at ease in your company. However, no matter how informal the discussion, avoid _____. You're not at home watching the telly now.

3 Don't form body barriers

An interview is not the time to come over all shy and retiring. _____ across your chest or _____ conveys a nervous, negative or even aggressive attitude. That's it! Use your upper torso to define an open and honest attitude. Keep the back straight and_____ to demonstrate interest.

4 Keep your hands away from your face

Children cover their mouths when they're telling lies. As we get older, this subconscious habit turns into _____, _____ or the tweaking of the tool shed. If you're stroking the nose, caressing sideburns or chin scratching, these actions can make your interviewer feel _____. Right! Avoid touching your face by keeping your hands _____ or relaxed in your lap.

5 Stay focused

It's important to concentrate during your interview. Stop _____or repetitive looks to the floor or ceiling. By moving the eyes around the room, you risk looking _____, _____ or just plain _____. Give your interviewer your full attention. Look and listen.

6 Sit still

During the interview, don't transfer your butterflies into _____, like _____. Watching your legs perform a neat rendition of Riverdance under the table is one distraction the interviewer doesn't need. Channel your nerves into _____, yet _____ hand gestures to endorse what you say.

7 Stop being picky

Yes, that's a nice tie but _____ or grooming of your garments conveys an element of _____ or _____. Even if you're certain there's a speck on your clothes, leave it alone. No one else will notice but you.

8 Maintain eye contact

Keep your eye contact _____ and _____… but remember to blink. An interview can be intense so avoid adopting a serial killer stare. Instead _____ _____ on your interviewer's face and look within that zone. Try not to _____ _____ below the triangle though. Any further south and things start to get a little intimate.

9 Steer your body

Crossing your legs during the interview is agreeable and will not appear as _____ as crossing your arms. It's useful if you _____ the interviewer with your knees or your feet. This will help you position your body so you're _____ on them alone. But don't overdo it.

10 Use your hands

Being physically expressive as you speak shows _____ in what you're saying. Use your hands to _____ answers or _____ to your ideas. That's it! The interviewers think that you know what you're talking about. However, don't exaggerate the gestures. You're not breaking moves at the local discotheque. And avoid _____. Instead, motion with your hands _____ as this signifies an offering gesture.

4. Body language preparation for the video profile

Here are some basic principles that you need to keep in mind:

1 Body language in general

Hands and arms gestures must start from you towards the audience (shows willingness to share and open mindedness), below your face, above the desk.
Eye contact is of course essential and must be expressive.
Any object you place between you and the audience may indicate you place an "obstacle" or protect yourself.

2 Voice

• Make it expressive and interesting by varying intonation and pace.
• When stressed out, people have a tendency to speak too fast. Be aware of your own pace and, if necessary, slow it down (by 20%).
• Lower your voice. This will give more meaning to what you are saying.
• Pause before and after important words or phrases.
• Make sure your voice does not go up at the end of sentences. This would create doubt in what you are saying.
• Articulate
• Speak up. Avoid mumbling. Be confident. What you are saying is interesting.
• Make sure you pronounce the names of degrees, places, schools correctly

Class 5 - Skills (1)

1. Warm-up

Can you give some examples of skills (e.g. camping skills: building a campfire, putting up a tent)?

English skills _____
_____

Life skills _____
_____

Communication skills _____
_____

• Which skills do you have?
• Which skills did you develop when you were a child? Did anyone teach you these skills?
• Which skills would you use at work? Give some details.
• Which skills would you like to work on? Why?
• How could someone improve their:
    - presentation skills?
    - communication skills?
    - computer skills?

Look at the pictures. What is the difference between hard and soft skills?

2. Video

Watch a video about hard and soft skills and check your ideas.

_____
_____
_____

Decide which sentences are about soft skills and which are about hard skills. Then, watch the video again and check your answers.

a) You can't do your work without them. _____
b) They are also called "people skills". _____
c) Communication is an example of this type of skill. _____
d) You can learn them in school or when you work. _____
e) You need to practise them with other people. _____
f) You can measure them easily. _____
g) You need them if you want to be successful in your job. _____

Match the halves to create different skills.

a) being a _____   1) player
b) being a team _____   2) creative
c) project _____   3) good leader
d) driving a _____   4) management
e) being _____   5) management
f) time _____   6) speaking
g) public _____   7) car

Look at the skills in the previous exercise and discuss the questions.

• Which of the skills are hard and which are soft? If you think that some skills can be both hard and soft, explain why.

Hard skills: _____
_____
Soft skills: _____
_____

• Why are soft skills important in a workplace?
_____
_____

• Should soft skills be a school subject? Why/Why not?
_____
_____

• Is it easier for you to develop soft or hard skills? Can you give examples?
_____
_____

Vocabulary exercise

noun	adjective ("I am …")	meaning ("I can …")
self-confidence	_____	_____ _____ _____
trustworthiness	_____	_____ _____ _____
empathy	_____	_____ _____ _____
assertiveness	_____	_____ _____ _____
inquisitiveness	_____	_____ _____ _____

3. Employability

What does employability mean to you?
_____

Watch a video to see what experts think employability means and discuss the questions.

Are their thoughts similar to yours? To what extent do you agree with their views?
_____

How can we develop employability skills while still at school / university?
_____

4. Prove your skills

Recruiters look for hard evidence that candidates have the skills their vacancy requires.
An instructive exercise is to list your skills together with examples of when you applied them.

Typical skills are:

problem-solving	written communication	verbal communication	adaptability
computer	project management	organisation	teamwork
interpersonal	decision making	conflict resolution	public speaking
leadership	planning & organizing	role modeling	dedication

And typical qualities include:

practical	evaluative	meticulous	creative
logical	open to new experiences	analytical	adaptable

What skills and qualities from above do you think you have?
Choose one, and find instances in your personal experience, or your training to prove it.
(use the list of action verbs)

Here is a list of action verbs to describe skills and accomplishments under the professional experience heading. Use them to describe any skills or accomplishments you want to highlight.

achieved	assembled	collaborated
constructed	decided	displayed
expanded	graded	improved
led	outlined	promoted
sampled	specialised	surveyed
adapted	assessed	collected
consulted	defined	distributed
experimented	guided	increased
maintained	overhauled	purchased
scheduled	spoke	taught
administered	assisted	combines
contacted	delegated	drafted
explored	handled	informed
managed	participated (in)	reduced
selected	streamlined	tested
advertised	authorised	communicated
contributed	delivered	drew
expressed	harmonised	initiated
marketed	performed	reorganised
serviced	structured	trained
advised	bought	compared
controlled	demonstrated	edited
facilitated	headed	inspected
managed	pinpointed	researched
set up	summarised	translated
aided	budgeted	compiled
co-operated	described	ensured
explored	hired	installed
modelled	planned	resolved
simplified	supervised	treated
analysed	built	computed
co-ordinated	designed	established
focused	developed	integrated
modified	hosted	restored
sold	prepared/ studied	troubleshot
applied	calculated	concentrated
created	diagnosed	evaluated
forecasted	identified	investigated
negotiated	presented	revamped
solved	supplied	updated
approved	classified	conducted
debugged	directed	examined
found	implemented	launched
operated	produced	reviewed
sought	supported	wrote

Class 6 - Skills (2)

1. Warm-up

Match the words from box A with the words from box B to make common phrases. Then, match them with their meanings.

BOX A	BOX B
draw	action
commit oneself	activities
extracurricular	an opportunity
experience something	conclusions
grasp	first-hand
take	to the task

Meanings:

decide what to believe about something after you have considered the facts: _____

dedicate or devote oneself to something: _____

take advantage of something when it happens: _____

experience in a direct way by doing something yourself: _____

things that you do at school or college that are not part of your course: _____

do something to achieve an aim or deal with a problem: _____

2. Video "Tony Walker, deputy MD at Toyota"

Discuss the questions in pairs

What skills will you gain from your degree?
_____

What advice would you give to students in your course about their future employment?
_____

What are the most important skills people look for in an employee?
_____

What is your career plan once you finish university?

_____

Watch a video and note down how the speaker answers the four questions above.

What skills did you gain from your degree?

_____

_____

What advice would you give to students about their future employment?

_____

_____

What are the most important skills people look for in an employee?

_____

_____

What was your career plan once you finished university?

_____

_____

3. Motivation

Discuss whether you agree with the statement.

"Don't work for the money, work to do a good job!"

Complete the quotes with the words *motivate*, *motivating*, *motivated* or *motivation*.

"If you must have _____, think of your paycheck on Friday."
Noel Coward, English playwright

"I tend to be... they say 'workaholic,' which I just find to be '_____.'"
Sarah Hay, American actress and ballerina

"People want to be part of something that's bigger than themselves. It's _____,.
It helps all of us to work harder."
Paul Jacobs, American businessman

"The best way to _____, me is to tell me I can't do something."
Jimmy Graham, American football player

Discuss the quotes and say if you agree or disagree with them.

Read the sentences and complete the tasks below

a) It's motivating to have an interesting and creative job.
b) If people are happy with their salaries, they are more motivated to do a good job.
c) I'm very motivated when I work in a team of people I like.
d) I think it's important that you can develop in your company and that it provides a lot of promotion opportunities.
e) Offering employees cool perks such as a gym membership is a great idea to motivate them.

Tasks
1) Find two synonyms of 'give': _____
2) Find a noun that means a move to a more important job or position in a company: _____
3) Find a noun that means an additional payment or advantage that you get in your job: _____

Guess three synonyms of the word 'perk'. The letters should help you.

a) b o __ __us
b) ex __ __ a
c) b __ __ __ __ i t

Video : "Cool perks"

You're going to watch a video in which employees are talking about 'cool perks' their companies offer. Look at the list below and mark four which you think the employees will mention.
• private healthcare
• happy hours
• car wash service
• language classes
• travel discounts
• free food
• company car
• parental leave
• company kindergarten
• sports tournaments

Watch the video and check your answers

Watch the video again and match the benefits to the companies: AOL, Adobe or Yahoo.
a) meditation room _____
b) yoga classes _____
c) fitness centre or classes _____
d) massage _____
e) lip sync battles _____

Read the sentences and match the words and phrases in bold to the meanings below.

a) The company offers a lot of perks that are a **magnet** for millennials.
b) I'm **jealous** of his amazing life and all the things he can do.
c) They provide many **sweet** extras that their employees just love!
d) It's one of the **perk-packed** companies that everyone wants to work at.
e) I think everyone will **say yes** to such a great offer.

Meanings:
1) having a lot of perks _____
2) unhappy because someone has something that you would like _____
3) awesome _____
4) agree to something or think that something is great _____
5) something or someone that attracts many people or things _____

Discuss the questions

• What motivates you at work? Are you motivated by perks?
• Which of the benefits that were mentioned in the video would you say yes to?
• What sweet extras are a magnet for people looking for a job now?
• Are you jealous of any bonuses that your friends or family get from their employers?
• Which benefits are useless in your opinion?

Class 7 - Written test

Class 8 - The job interview (1)

1. Warm-up : Audio interview

Choose the best answer for each question below:

1. How long has Kate been working for KP Lewis?
a. 3 years   b. 4 years   c. 8 years

2. How long has she been working in the accounting department?
a. 3 months   b. 4 months   c. 8 months

3. Why is she leaving her job?
a. she is not well-paid   b. her skills are under-used   c. Her boss is horrible

4. Is travelling a problem for her?
a. yes   b. no   c. maybe

5. Why was she successful as a sales representative for a language school?
a. the school increased its profit   b. it sold more books   c. more people registered

6. What are her short-term goals for the future?
a. buy a house   b. develop her skill set   c. become a manager

7. What are her long-term goals?
a. move to a senior position   b. start her own business   c. work for a school

8. What is her greatest weakness?
a. perfectionism (working too hard)   b. time management   c. shyness

9. How well does she work under pressure?
a. she stresses a lot   b. she is okay   c. she does better under pressure

2. Reading

Look at the list. Do you think these are good or bad things to say in an interview?
Put 'G' (Good) or 'B' (Bad) next to each sentence.
1. I'm looking for new challenges.
2. I'm really nervous.
3. How much will I earn?
4. In the short-term I want to develop my sales skills and gain more experience in selling.
5. My weakness is that I work too hard.
6. I really need this job!
7. I work quite well under pressure. I find it very motivating.
8. My current boss is horrible.
9. No, I don't have any questions for you.
10. I love the idea of free snacks on Fridays!

Complete the text below with statements from above.

Here are 7 things you should never say in a job interview:

1. If you don't know your potential salary, you shouldn't ask about it too early in the interview. If you do this, the interviewer will think you are only interested in money and nothing else. Employers want people who are a good match for the position that they are offering. Salary negotiations should wait till the end of the interview.

_____
_____

2. Companies do not want to hire someone who doesn't have any confidence. So, it's not always good to be honest. If you are nervous, you should try not to show it.

_____
_____

3. If the interviewer asks about your weaknesses, you should not reply with a standard response that sounds like a hidden strength. Experienced interviewers know this trick. Instead, tell the employer about a real weakness, but a weakness that isn't so important for the job.

_____
_____

4. Don't mention how much you like some of the company's benefits, such as free snacks. The interviewer will think that you do not care about the success of the company.

_____
_____

5. Try not to show that you are desperate for the job. Desperation is a sign of weakness.

_____
_____

6. Never criticize a former boss or company. It's not classy, and it will make you sound negative.

_____
_____

7. When the interviewer asks if you have any questions, don't say "no." This makes you look unprepared for the interview or not interested in the job or company.

_____
_____

Discussion

Do you agree with the advice in the article?

3. How you really sound in job interviews

Watch the video, then complete the column "What they hear" and give advice.

Job interviews are all about making the right first impression. Put things the wrong way, and they may hear something you never intended to say.

	What you say	What they hear
The first impression	*Hi, I'm really excited to meet you. I saw on your daughter's blog that she has a gluten allergy, so I got these gluten-free cookies, I hope she likes them.*	_____ _____ _____
	Oh, I'm sorry, I didn't bring any copies of my résumé with me.	_____ _____ _____
	Sorry I'm late due to traffic.	_____ _____ _____ _____

Advice

Do not _____

_____

instead, _____

_____

| **What happened with your previous job?** | *They really didn't know how to take advantage of my skills.* | _____ _____ _____ |
| | *My old boss Tim, do you know him? I love Tim to death. He didn't really get social media, but god I love that guy.* | _____ _____ _____ |

Advice

Do not _____

_____

instead, _____

_____

What is your biggest flaw?	*My biggest flaw is that I'm a perfectionist.*	_____ _____ _____
	Well, I'm not good at public speaking, or delegating, or working in Excel.	_____ _____ _____
	I really don't have any flaws.	_____ _____ _____ _____

Advice

Do not _____

_____

instead, _____

_____

Where will you be in five years?	*Where will I be in five years? In your job! Just kidding...*	_____ _____ _____
	I wanna invent the next Uber.	_____ _____ _____ _____
	I mean, honestly, I would just like really love to get away from the clients and this like business setting... Maybe I'll move to Europe or Africa or Asia, or open up an Etsy store... something like that.	_____ _____ _____

Advice

Do not _____

_____

instead, _____

_____

Do you have any questions	*What kind of medical insurance do you provide?*	_____ _____

for me?		_____
	What's your vacation policy like?	_____ _____ _____
	Do you think I'll get an office?	_____ _____ _____

Advice
Do not _____

_____
instead, _____

_____

Anything you'd like to add?	*Sorry, I'm expecting a call.*	_____ _____ _____

Advice
Do not _____

_____
instead, _____

_____

Why should you get the job?	*I really want this job.*	_____ _____ _____
	I'm a team player and I'm a people person.	_____ _____ _____
	I'm not really looking right now, but I would consider taking it if the price was right.	_____ _____ _____

Advice
Do not _____

_____
instead, _____

_____

4. Questions YOU ask at the end of the interview

What is the point of asking questions to the interviewer(s)?

_____

_____

There are 3 types of questions that you could ask. Guess what they are about.

Type 1: (tip: show you're interested in working here!)

_____

Type 2: (tip: demonstrate interest about your future role)

_____

Type 3: (tip: dare to be bold!)

_____

Now brainstorm example questions for each category.

Type 1:

_____

_____

_____

_____

_____

Type 2:

_____

_____

_____

_____

_____

Type 3:

_____

_____

_____

_____

_____

Do you think there are questions a candidate should NOT ask?

_____

_____

_____

_____

_____

Class 9 - Job interviews (2)

1. Fifty standard interview questions

Behavioral questioning is based on the idea that the best way to predict someone's future performance is by looking at their past performance in a similar situation. This type of questioning is tough but it is made way easier when following the STAR method.
Can you recognize which of these questions are behavioral questions ? Circle them.

1. Tell me about yourself.
2. Tell me about your experience.
3. What is your most important accomplishment to date?
4. How would you describe your ideal job?
5. Why did you choose this career?
6. When did you decide on this career?
7. What goals do you have in your career?
8. How do you plan to achieve these goals?
9. How do you personally define success?
10. Describe a situation in which you were successful.
11. What do you think it takes to be successful in this career?
12. What accomplishments have given you the most satisfaction in your life?
13. If you had to live your life over again, what one thing would you change?
14. Would you rather work with information or with people?
15. Are you a team player?
16. What motivates you?
17. Why should I hire you?
18. Are you a goal-oriented person?
19. Tell me about some of your recent goals and what you did to achieve them.
20. What are your short-term goals?
21. What is your long-range objective?
22. What do you see yourself doing five years from now?
23. Where do you want to be ten years from now?
24. Do you handle conflict well?
25. Have you ever had a conflict with a boss or professor? How did you resolve it?
26. What major problem have you had to deal with recently?
27. Do you handle pressure well?
28. What is your greatest strength?
29. What is your greatest weakness?
30. If I were to ask one of your professors (or a boss) to describe you, what would he say?
31. Why did you choose to attend your college?
32. What changes would you make at your college?
33. How has your education prepared you for your career?
34. What were your favorite classes? Why?
35. Do you enjoy doing independent research?
36. Who were your favorite professors? Why?
37. Why are your exam results not better?
38. Do you have any plans for further education?
39. How much training do you think you'll need to become a productive employee?

40. What qualities do you feel a successful manager should have?
41. Why do you want to work in this firm / company?
42. What do you know about our company?
43. Why are you interested in our company?
44. Do you have any location preferences?
45. How familiar are you with the community that we're located in?
46. Are you willing to relocate? In the future?
47. Are you willing to travel? How much?
48. Is money important to you?
49. How much money do you need to make to be happy?
50. What kind of salary are you looking for?

2. How to prepare for behavioural questions: The STAR Method

Behavioural questioning is based on the idea that the best way to predict someone's future performance is by looking at their past performance in a similar situation. This type of questioning is tough but it is made way easier when following the STAR method.

The STAR Method
The STAR method is a framework for organising your response in order to provide a complete answer without rambling.
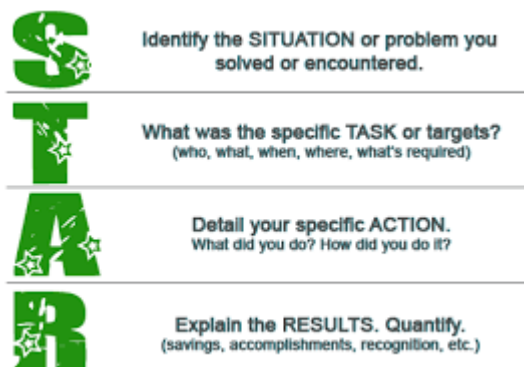   • S – Situation: Give a situation you were involved in that resulted in a positive outcome.
     • T – Task: State the tasks involved in that situation. At times, the 'Situation' and the 'Task' can be very similar or the same.
     • A – Action: Discuss the various actions you took to complete the task.
     • R – Result: End with the results of your actions.

Build Your Stories

Turning your experiences into STAR stories will give you a variety of succinct answers to draw upon. When you're preparing for an interview, find the key skills that are required in the job description like strong leadership or organisational skills. This will help you figure out the themes of potential questions such as explaining a time when you took a leadership role on a project.
Now that you know generally what the questions may be, identify specific experiences about these skills from your past that you could use. Turning these experiences into stories in the STAR framework will allow you to have a wide selection of succinct answers at your disposal.
If you spend time developing stories for a variety of skills or potential questions, it is much easier to find answers that can be slightly modified to respond to any behavioural question.

S — Identify the SITUATION or problem you solved or encountered.

T — What was the specific TASK or targets? (who, what, when, where, what's required)

A — Detail your specific ACTION. What did you do? How did you do it?

R — Explain the RESULTS. Quantify. (savings, accomplishments, recognition, etc.)

A simple example:

Interviewer: "Tell me about a time when you recognized a problem and took steps to address it."

Your brilliant answer:

Situation: "During my internship last summer, I was responsible for managing various events."

Task: "I noticed that attendance at these events had dropped by 30% over the past 3 years and wanted to do something to improve these numbers."

Action: "I designed a new promotional packet to go out to the local community businesses. I also included a rating sheet to collect feedback on our events and organised internal round table discussions to raise awareness of the issue with our group members."

Result: "We utilised some of the wonderful ideas we received from the community, made our internal structure more transparent, and raised attendance by 18% the first year."

Video explaining the STAR method

Now choose a behavioural question and prepare an answer, using the STAR method:
(See the "List of Interview Questions" and "List of Action Verbs".)

Question: _____

Your brilliant answer:

Situation:

_____

_____

Task:

_____

_____

Action:

_____

_____

Result:

_____

_____

3. Pair-work: Simulating a job interview

Find a partner. In turn, you will play the role of the recruiter and that of the candidate. As the recruiter, you will have to prepare some questions and, as the candidate, you will have to be prepared to answer your partner's questions while controlling your body language.
(See the "List of Interview Questions" and "List of Action Verbs".)

Class 10 - The future of job search

1. Look at different ways to find a job and decide how relevant they are today.

classified ads in newspapers   LinkedIn

online job sites   Google job search

2. Complete each idea and explain your position.

a) If I were to give advice to somebody who'd like to *land a job* [a] in my sphere,…

b) To me, going above and beyond in *finding my next gig* [b] would mean…

c) *Being on a job hunt* [c] today means…

d) The use of AI by HR managers to *sift through applications* [d] can lead to...

e) While *job hopping* [e] might seem a bit of a negative phenomenon to some, it can also be a sign that people…

f) Nowadays, being *a good fit for a job* [f] often goes beyond just technical skills, with employers placing greater emphasis on…

g) In my professional sphere, what you might need to do in order to *get your foot in the door* [g] is…

h) With HR managers using AI to analyse applications, the best way to *jazz up your résumé* [h] would be…

Make sure you understand the phrases in italics:

_____ go through applications
_____ make a résumé more interesting
_____ get a job
_____ someone who meets all the job requirements
_____ get a short-term job
_____ changing jobs frequently
_____ on the lookout for a new job
_____ enter an organization at a low level

3. Read the opinions about the use of AI in the recruitment process and decide who might have expressed them. Then, say which opinion resonates with you most and why.

a) I can't help but be excited about how AI is transforming the hiring process. Hands down, it's a game changer on so many levels. Apart from increased efficiency, AI-powered tools can also help eliminate bias in the hiring process. We all know how our own biases can influence our decision-making, don't we? I mean, think back to ten years ago when we had to sift through stacks of résumés and conduct interviews that could drag on for weeks. Not to mention that we had to rely more on gut instincts and face-to-face interactions, which could be hit or miss, really.

_____

b) I couldn't be more frustrated with all these AI gimmicks in the hiring process! I remember back in the day, say ten years ago, things were so much simpler. While on a job hunt, you could just submit your résumé, maybe go in for an interview, and then actually have a good chance of landing the job. But with all this AI stuff, it's like the system doesn't even care about my qualifications or my experience – all it cares about is some algorithmic match between my résumé and the job description. How can a machine decide whether I'm a good fit for the job? It's not fair, to say the least!

_____

4. You're going to watch a video about a new recruitment app which some people call 'The Tinder for jobs'. Why do you think it is called this?

_____
_____

5. Watch the first part of the video (to 01:29) and answer the questions.

a) What was Sam doing after COVID hit?

_____

b) What inspired Sam to create a recruitment app?

_____
_____

c) What does a job seeker need to do if they want to use *getahead* to find their next gig?

_____
_____

6. Complete the notes about the *getahead* app based on what you have learned about it from the first part of the video. Watch the second part of the video (from 01:30) and check your answers.

a) Apart from creating your account, you can also use *getahead* to DM the companies and

_____

b) The app has been popular with big companies and _____

c) Industries that are gaining the most traction include hospitality, _____

d) What makes getahead different from other recruitment apps is user experience and _____

e) The average industry hiring time is 24 days, but *getahead* hopes to reduce it to _____

f) The way the popularity of the app has been growing so far is purely organic but… the marketing campaign will start next week. _____

7. Discuss the questions.

How helpful might the getahead app be in landing a good job in your field?

_____
_____

Would you be interested in having a go at finding your next job using this app? Why/Why not?

_____
_____

What are some pros and cons of using this app while on a job hunt? What are some pros and cons of using this app for employers?

_____
_____

How might apps like getahead change the face of recruitment in the near future?

_____
_____

How can an employer measure the success of the *getahead* app and its impact on the hiring process?

_____
_____

Do you think your company would consider using the getahead app?

_____
_____

Do you think that recruitment apps like getahead will eventually replace traditional hiring methods?

_____
_____

Explore the site of the getahead app https://getahead.com.au/

Does the site provide more in-depth information about the app than the video? If yes, what else did you learn about this app?

_____

What do you think employers and employees base their decisions on when swiping left or right?

_____

If you were to create your profile on this app, how could you make sure it stands out?

_____

8. Paraphrase the descriptions of other recruitment apps using the phrases in brackets. Make any other necessary changes.

a) Reed enables you to be the first to know about new job ads and allows you to look for jobs throughout the day, wherever you are, increasing your chances of being hired.
(be on a job hunt, sift through, land a job)

_____

_____

b) With Glassdoor, you can use the 'Know Your Worth' tool to adjust your salary expectations based on your experience, achievements and qualifications to end up with a job at your dream company.   (a good fit for a job, get your foot in the door)

_____

_____

c) With CareerBuilder, you can apply for jobs without creating a profile or signing in, which allows you to freely look through job listings, but you can also use it to create your CV quickly and easily and showcase it for potential employers.   (find your next gig, sift through, jazz up)

_____

_____

d) Zoek uses AI-based technology and helps you find the most relevant vacancies that correspond to your skillset so you can finally stop changing jobs frequently.
(sift through, a good fit for a job, job hopping)

_____

_____

e) Snagajob is a go-to app for you if you're looking for a part-time or temporary job, or if you're a student who needs flexibility around their schedule.   (on a job hunt, job hopping)

_____

_____

9. Study the spidergram and discuss the questions.

43
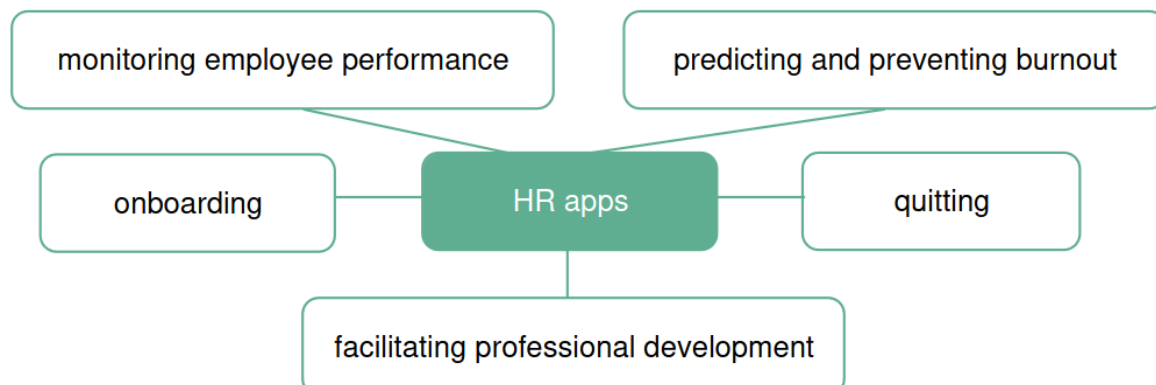
Do you know any apps that help with the HR processes mentioned in the spidergram? If not, what features might they include to make a difference in each of these processes?

_____

_____

Which of these apps, in your opinion, are already supported by AI/will soon be supported by AI/will never be supported by AI? Explain your position.

_____

_____

Complete the lines of a dialogue using the phrases from the lesson (initial letters are provided), then put the lines in the right order.

A 1: Hello! Have you heard of JobAware? It's a recruitment app that can help you l_____ a great j____ in no time.

A 2: JobAware can definitely help with that too. Our app allows you to easily create a professional-looking résumé that will grab the attention of hiring managers as they s_____ t_____ tons of applications.

A 3: That's great to hear. With JobAware, you can easily search for job opportunities and filter them based on your skills and experience. We can help you find positions where you'll be a g_____ f_____ for the j_____.

A 4: Absolutely. And even if you're not a perfect match for a job, we can help you g_____ your f_____ in the d_____ by connecting you with hiring managers and providing you with valuable interview tips.

B 1: Oh, interesting! I'm actually on a j_____ h_____ right now, so I'm definitely on the lookout for effective ways to f_____ my n_____ g_____.

B 2: That sounds perfect. I don't want to end up j_____ h_____ again, so finding the right position is really important to me.

B 3: That's great to know. I've been trying to j_____ u_____ my r_____ but it can be tough to stand out among all the other applicants.

B 4: That sounds like a really comprehensive solution for job seekers. I'm definitely interested in learning more about JobAware.

Correct order : _____

ANNEXES

Writing a CV

Look at the CV on the next page and discuss the questions.

• Is it a chronological, functional or combination CV?

• Which pieces of advice did the writer use?
  - You have to include your phone number in the contact information section.
  - The résumé objective should say something about your skills.
  - You should write between three and five bullet points under each job title.
  - You should include both hard and soft skills.
  - You should write where your school/university is.

• Which of the skills in the CV are soft and which are hard? Why do you think so?

• Would you add any of those skills to your CV? Why/Why not?

• What do you like or dislike about the CV?

DANIEL MORALES

✉ danielmo@mailbox.com   ☎ 123-456-7890

I am a human resources professional with over five years of experience. I specialise in employee training and development. I would like to work for a company that helps employees unlock their full potential.

EDUCATION

B.A. in Psychology

San Dias University
2014-2017

SKILLS

Communication skills

Finance skills

Knowlege of HR software

Public speaking

Teamwork

Time management

EXPERIENCE

HR PROFESSIONAL

Really Great Company | 2020-Present
- Organised and conducted employee training
- Carried out surveys among employees
- Collaborated with managers to improve employee satisfaction
- Managed and planned HR budget

HR COORDINATOR

Great Company | 2017-2020
- Created and posted job ads
- Scheduled interviews with candidates
- Collected job requirements
- Improved the onboarding process
- Assisted with benefits administration

Look at the CV objective again and complete the notes.

a) name of Daniel's profession: _____

b) how much experience Daniel has in the profession: _____

c) the important skill Daniel includes: _____

d) Daniel's career goal: _____

Objective or Career Aim

Your CV should include an aim / objective. This is an excellent way to grasp attention and to give the reader some focus to the sort of career you want to enter.

• avoid overgeneralized statements, such as "*A position allowing me to utilise my knowledge and expertise in different areas.*"

• avoid statements that focus only on what a company can do for you: "*A position where I gain experience in working on IT problems.*"

Prefer: "*To find employment as a junior scientist or technician to launch my scientific career.*"

or "*To develop my skills/acquire hands-on experience in the field of……through an internship.*"

→ Write your Aim / Objective

_____

_____

Exercise

Chronological CV "Jane Moore" - **Find the equivalents for these words**

à la recherche de: _____

un poste d'ingénieur: _____

un stage: _____

compétences mises au service de...: _____

Licence en sciences : _____

obtenir son diplôme avec les félicitations du jury: _____

résoudre (des problèmes): _____

effectuer (une tâche): _____

recueillir (des données): _____

mettre en place: _____

faire office de: _____

Jane Moore
1414 West Wilson, Seattle, WA 98105, 206-555-1212
jmoore@anymail.com
http://www.linkedin.com/janemoore

OBJECTIVE

Seeking an entry-level software engineering position in which my internship experience in programming, Unix/Linux environments, and cloud computing, and my creativity and strong problem-solving, interpersonal, and communication skills can be effectively utilized to help assist users and increase profits.

EDUCATION

Stanford University, Stanford, California, 2010–2012
   Master of Science in Computer Science-Mobile and Internet Computing Track

Stanford University, Stanford, California, 2006–2010
   Bachelor of Science in Computer Science
   Graduated cum laude
   President of Campus Leadership Society

WORK AND INTERNSHIP EXPERIENCE

September 2011 – Current : Genius
      • Work at Genius Bar to troubleshoot customers' hardware and software problems
      • Named "Employee of the Month" for December 2011

Amazon - Seattle, Washington
June 2011–August 2011 - Software Engineering Internship
      • Performed code-level troubleshooting of traffic anomalies
      • Helped engineers build new automation infrastructure
      • Collected and analyzed statistical data

COMMUNITY INVOLVEMENT

Tech Corps, Seattle, Washington, Summer 2011/Summer 2012
      • Taught programming to young people ages eight to 18
      • Set up technology infrastructure at schools and community centers

Google Student Ambassador, Stanford University, 2010
      • Acted as campus contact for Google teams
      • Planned and hosted fun and informative tech-related events on campus
      • Educated fellow students about Google's culture and products

COMPUTER SKILLS
C, C++, Java, Python, Unix/Linux, Windows

Functional or skill-based CV "Leo N. Bize" - **Find the equivalents for these words**

poste à temps plein : _____

à dominante … : _____

moyenne des notes obtenues [acronyme] : _____

interface de programmation [acronyme]: _____

étudier, concevoir et mettre en œuvre: _____

récolter des données sur (un projet) : _____

mettre à niveau : _____

concours : _____

Leo N. Bize

e:mail: leo.n.bize@rose-hulman.edu   - http://www.rose-hulman.edu/~bizeln

School Address: Permanent Address:
5500 Wabash Ave, Box 19887,   2160 Greentree Road,
Terre Haute, IN 47803   Pittsburgh, PA 15212
(812)877-1511   (412)256-5688

Objective   Full time position in the field of computer science with emphasis on both
             hardware and software

Education   B. S. Computer Science, May 2005   GPA 3.33/4.0
             Rose-Hulman Institute of Technology, Terre Haute, IN

Skills   Computers
        • C, Visual/Turbo C++, Maple, Matlab, Glut, OpenGL, Ada, BASIC, LISP, CadKey, AutoCAD, Pro/Engineer, and LogicWorks
        • Wrote programs now in use at Inland Steel Bar Company for metallurgical calculations

                 Robotics
        • Custom circuit board fabrication, computer interfacing
        • Robotic gantry cranes, remote exploration vehicles, all home-built
        • Voice and screen menu driven control, robot control program APIs
        • 2-D ultrasonic area mapping and robotic vehicle location through wireless data links
        • 3-D computer simulation/virtual reality with a Nintendo Power Glove

Experience   CYBO Robots, Indianapolis, IN
                        Software Development Intern   Summer, 2014
        • Researched, designed, and implemented a new robot move database which was "generic, expandable, and flexible"
        • Used MAPLE for circular interpolation, representation, and translation prototyping
        • Code currently being used in new controller to be shipped to Caterpillar Oct. 2015

                        Software Testing Intern   Summer, 2013
        • Designed, executed, and documented a testing scheme for a robotic welding platform

- Wrote robotic control code, debugged electrical/electronic systems
- Test results are now begin used to upgrade and further develop current systems

Field Robotics Center, Carnegie-Mellon University, Pittsburgh, PA
REU Intern   Summer, 2012

- Assisted in the development of a prototype robot, Houdini
- Developed and tested the mechanical systems and hydraulic assemblies

Honors
- Kauffman Foundation Entrepreneurial Internship Program, Summer 2003
- First Place, American Society of Computing Machinery Programming Contest

Combination CV "BLIMEY James" - **Find the equivalents for these words**

diplôme de … : _____

actuellement : _____

obtention du diplôme : _____

circuit imprimé ARM : _____

excellente connaissance de ...: _____

en langage courant : _____

mener des recherches : _____

notes de synthèse : _____

groupes de discussion : _____

enquêtes : _____

acquérir de l'expérience à travers … : _____

former les nouveaux employés : _____

sites institutionnels : _____

fournir un accompagnement de niveau II : _____

tenir à jour un inventaire : _____

assurer un service client efficace et courtois: _____

engagement, enthousiasme : _____

BLIMEY James

123 Main St., Victoria, BC V8W 3P6 • Email: james.blimey@uvic.ca • Phone: (250) 555-5555

EDUCATION
Computer Science Major / Business Option (Co-op) University of Victoria.
Currently in 3rd year; GPA : B+; seeking Work Term 3. Graduation anticipated for 2014.
Trout Lake High School, Trout Lake, BC. Graduated in 2010.

TECHNICAL SKILLS
- Programming experience with C, C#.NET, Python and Java, as well as some database experience using MySQL and Postgres.

- Design and Animation: AutoCAD, 3D Studio Max
- JavaScript, HTML and CSS: created a variety of websites, commercial and personal
- Assembly Language: Programmed an ARM board; coded a lunar landing game
- Currently learning VB.net and C#
- Operating Systems: Linux, Unix, OS 10, Windows XP
- Troubleshooting and configuration experience in both Windows and MacOS based systems
- Strong understanding of various data structures and algorithms
- Application experience in a variety of office suites, multimedia and graphics programs, network utilities
- Able to explain high-level technical concepts and ideas in plain language to end users/clients

BUSINESS SKILLS

Conducted marketing and statistical research, writing up results in concise briefing notes; organized and lead both focus groups and surveys.

Gained project management experience during co-op work term and through university software engineering courses

WORK EXPERIENCE

Internet Multimedia Developer (Co-op Work Term #2)   Fall 2011 - Dewey, Cheatem and Howe Corp.
- Designed social media solutions for marketing department
- Integrated new and upcoming media technologies into existing infrastructure
- Worked with small team to plan for upgraded internal streaming infrastructure
- Trained new employees in a rapidly expanding team environment
- Collaborated with external customers and business partners to determine best practices for user interface design for corporate websites.

Computer Help Desk Consultant (Co-op Work Term #1)   Spring 2011 - University of Victoria
- Provided tier two support to University faculty, staff and students in their use of the campus network, dial-in services, applications, operating systems, and various hardware.
- Solved variety of user problems, including account set-up, password issues, software configuration.

Sales Associate/Computer Assistant   Summers, 2009-2010 - Trout Lake Computers Ltd.
- Configured PCs for customers, installing software and attaching peripherals
- Maintained inventory of parts, sourcing and ordering additional inventory as required
- Provided friendly, effective customer service; skilled at solving programs and explaining technical concepts in plain language.

AWARDS

Paige Turner Memorial Scholarship for computer studies and citizenship, Trout Lake High School
Passport to Education Scholarship Award
Various soccer awards for "leadership, sportsmanship, and dedication to the game"

HOBBIES AND INTERESTS

Camping, hiking, cycling, skiing.
Playing piano and trombone.
REFERENCES
Available at interview.

Degree equivalents

You do not have a "Bachelor's degree", you have a French "Licence", equivalent to a Bachelor's degree. Here are the equivalents.

Age or number of years	France	Great Britain	The United States
16	Diplôme National du Brevet (DNB)	GCSE (General Certificate of Secondary Education)	No equivalent
18	Baccalauréat Mention TB Autre mention	A-Levels (mention main subjects) With higher honours With distinction	High School diploma With highest honors With distinction
	DEUG (before 2004, no longer delivered)	French two-year university degree	Junior College Degree
After 3 years of university studies or 4 years in some British universities and in the USA	**Licence** Mention AB Mention B Mention TB	**Bsc** (Bachelor's degree of science) **in** + specialist subject or BA (Bachelor of Arts) 2.2 (two-two) 2.1 (two-one) first	**Bsc** (Bachelor's degree of science) **in** + specialist subject or BA (Bachelor of Arts) Cum laude Magna cum Laude Summa Cum Laude
After 4 years of university studies or 5 in some British universities		**Master's degree** **Msc (**Master of science)	"**graduate school**"
5 years of university studies	Master	**Master's degree**	**Master's degree**
After a minimum of 8 years of university studies	Doctorat	**Ph.D + in** specialist subject or **Doctorate in** + specialist subject	**Ph.D + in** specialist subject or **Doctorate in** + specialist subject

Other useful equivalents

MIAGE	Computer methods applied to Business Management
Formation en alternance	Sandwich course, work-study course, course with in-company periods
D.U.T. / B.U.T..	Technical degree or HND (Higher National Diploma)
IUT	University Institute of Technology / Polytechnic school
Ecole d'ingénieur	Engineering school
B.T.S.	Degree of Qualified Technician or HNC (Higher National Certificate)
Classes Préparatoires aux Grandes Ecoles (CPGE)	Preparation for the competitive entrance examination to French Advanced Engineering Schools
Diplôme de secouriste / secouriste du travail	First Aid Certificate / Occupational First Aid Certificate
GSON	Data Science Skills Certification (complementary to Master's degree)

How to assess your level in foreign languages

1. Make sure you know what these words mean and practise pronunciation

fluent in - proficient in - bilingual - multilingual - native speaker - intermediate - advanced

2. Discuss the following issues

What are the various language skills commonly included in CVs?
What is the importance of each language skill in various professional contexts?
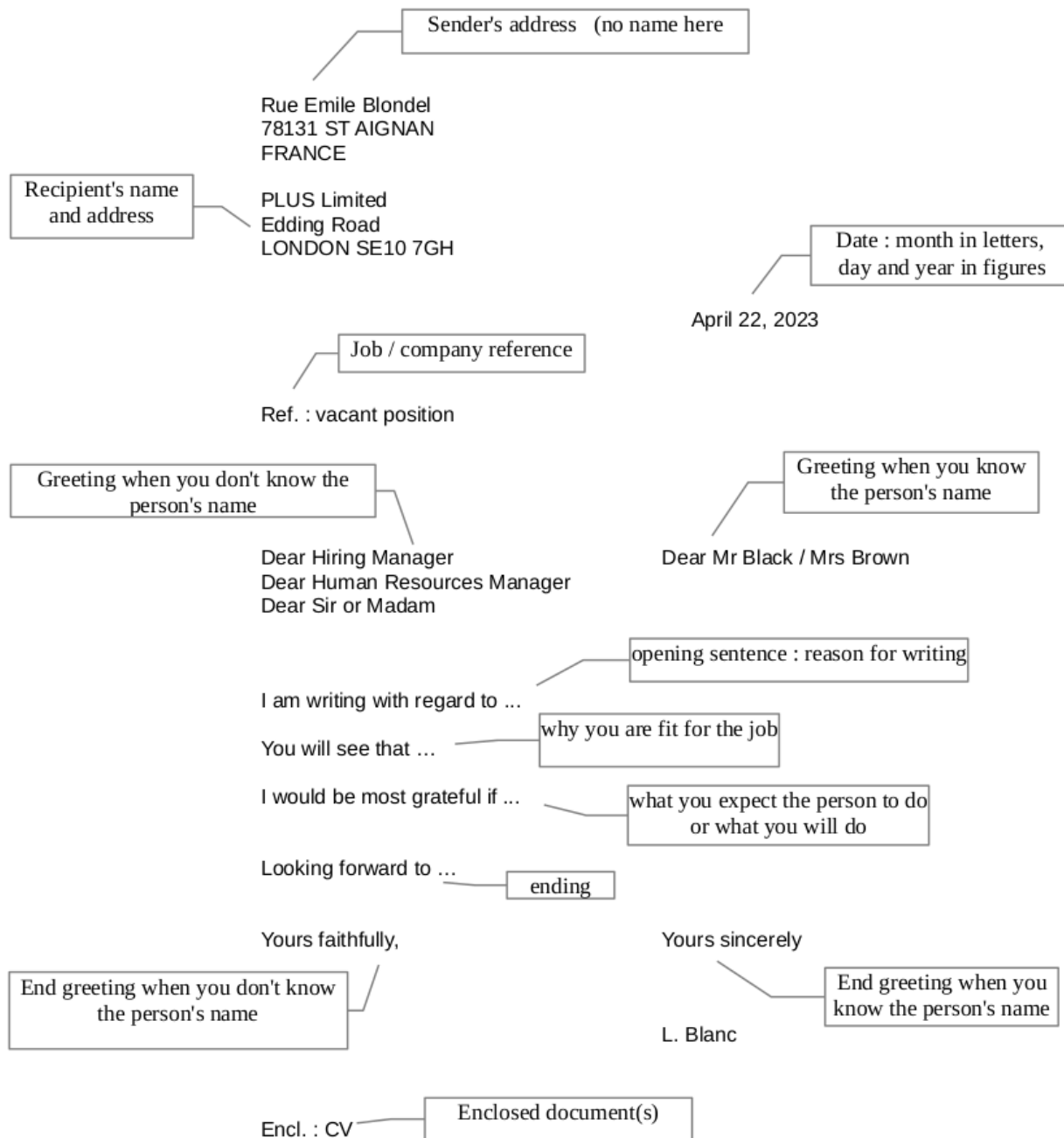
Do's and Don'ts for CV writing

Don't
- Write about yourself in the third person, for ex. He has worked to a consistent level...
- Attempt to be humorous.
- Leave gaps.
- Split an important point between two pages
- Overdo your hobbies.
- Use colourful paper or designs, fancy fonts, colours etc.

Do
- Read the details of the post carefully and tailor your CV to meet the requirements of the job
- Be brief and to the point : keeping your sentences short makes your CV sound punchy and concise.
- Focus on your strengths : stress the skills you have which are particularly relevant for the post ; if you have no employment experience, focus on your education
- Place temporary jobs not relevant to the position together, e g: 2012-2014: Various temporary jobs
- Include hobbies relevant to the job, such as those demonstrating teamwork and commitment
- Space = importance. Give more space to those parts of your CV that sell you better.
- Check spelling, punctuation (capitals !), grammar

Writing a cover letter

1. Layout

Sender's address   (no name here

Rue Emile Blondel
78131 ST AIGNAN
FRANCE

Recipient's name and address

PLUS Limited
Edding Road
LONDON SE10 7GH

Date : month in letters, day and year in figures

April 22, 2023

Job / company reference

Ref. : vacant position

Greeting when you don't know the person's name

Greeting when you know the person's name

Dear Hiring Manager
Dear Human Resources Manager
Dear Sir or Madam

Dear Mr Black / Mrs Brown

opening sentence : reason for writing

I am writing with regard to ...

why you are fit for the job

You will see that ...

I would be most grateful if ...

what you expect the person to do or what you will do

Looking forward to ...

ending

Yours faithfully,

Yours sincerely

End greeting when you don't know the person's name

End greeting when you know the person's name

L. Blanc

Enclosed document(s)

Encl. : CV

General guidelines

A cover letter should be **short**: one page maximum, no more than 4 paragraphs .
It must be **typed** and conform to the standards of English business correspondence .
Use **spell-check** (first select English as the language for the document) .
Mister, Mr, Ms and Miss must be followed by a last name (family name).
DO NOT translate your French letter .DO NOT include the city when you write the date.
DO NOT use contractions or slang (I'd, can't, guys, gonna, etc)

Structure

The use of the **AIDA pattern** (ATTENTION, INTEREST, DESIRE, ACTION) will result in a cover letter that is both pleasing to read and effective.

The first paragraph (A I)

Two or three sentences in length.

Start with an interest-creating sentence in which you appeal to the employer's needs.

Be as specific as you can about the position desired.

Give information to show your specific interest in the company.

The second paragraph (D)

Usually three to five sentences in length.

- Create desire. Give details of your background that will show the reader why he should consider you as a candidate.
- Emphasize a match between the skills which you possess and those required by the employer. Always say what you can do for the organisation, how you can contribute.
- Tell your story but keep it brief and to the point.
- At the end of this paragraph make a reference to your CV/resume.

The third paragraph (A)

Two to three sentences in length.

In your closing paragraph you ask for action. Tell the employer how to get in touch with you, and thank the person for taking time to give you consideration.

Useful language

Qualifiers

Do not hesitate to be specific when relating to your experience or knowledge. To do so, use a qualifier. Match adjectives and what they can describe.

Use...	To describe...
hands-on, strong, solid, excellent, wide, extensive, broad, varied, successful	experience
in-depth, detailed, thorough, first-hand, extensive	knowledge
outstanding, excellent, proven, strong	ability / background / skil
leading, pioneer, small-sized, medium-sized, top-ranking, large, major, fast-growing, reputation of excellence	a company
challenging, rewarding, responsible, entry-level,	a position
leading-edge, cutting-edge, latest, most advanced	a technology
innovative, highly organized, strongly / highly motivated, deeply committed, outgoing, enthusiastic, keen to join a team	personality
can meet deadlines, can deliver on time, good time management	respecting deadlines

Exercises:

a- Greetings See https://youtu.be/ITiPEQ2kL18

When you are writing to a woman but you don't know her name, use:
_____

When you are writing to a man but you don't know his name, use:
_____

When you know the job title of the person but not their gender or name, use:
_____

When you don't know exactly who will read your letter, use:
_____

If you begin with: *Dear Ms / Mrs / Mr James*, use the closing salutation:
_____

If you begin with: *Dear Sir or Madam*, use the closing salutation:
_____

b- Translate these sentences from a cover letter:

The first paragraph

Je souhaite postuler pour le poste de stagiaire publié dans…. J'obtiendrai mon Master en juin.
_____
_____

Je suis très intéressé par le poste de….
_____

Professeur Watson m'a recommandé XL Computer pour un poste de stagiaire.
_____

The second paragraph

Un stage chez [company] sera la meilleure occasion d'élargir mes connaissances dans le domaine de …
_____

….d'acquérir savoir-faire et expérience pratique
_____

…et de me familiariser avec les pratiques professionnelles à l'étranger.
_____

Veuillez trouver ci-joint mon CV qui vous procurera une vue plus complète de ma formation/de mes compétences/aptitudes.
_____

The third paragraph

Si vous désirez de plus amples renseignements, vous pouvez me contacter au…..

_____

Je suis disponible pour un entretien à votre convenance.

_____

Dans l'attente de votre réponse…

_____

Je suis convaincu que ma formation universitaire et mon expérience seront utiles à votre entreprise.

_____

c) Choose the best word(s) to complete each blank.

1. I'm writing _____ your advertisement in the Los Angeles Times.
   in response to   to respond at   in respond to
2. I'm writing to _____ the possibility of employment with your company.
   question about   inquest about   inquire about
3. I have a _____ deal of experience in web development.
   lot   large   great
4. I'm a _____ motivated self-starter.
   high   highly   heightly
5. I have been _____ for my ability to manage others.
   noticed   notified   recognized
6. I would very much like to meet with you _____ to discuss this position.
   in person   personal   for a chat
7. I would very much like to meet with you to discuss this position _____.
   in detail   in details   in detailed
8. I will call you on Tuesday to arrange a _____ meeting.
   eye-to-eye   nose-to-nose   face-to-face
 9. My main area of _____ is ...
   expert   expertise   experience
10. As the _____ CV/resume illustrates, ...
    attached   enclosed   encapsulated

d) Fill in the blanks in the cover letter below

You will need to use the English equivalents of these French expressions

chef du personnel : _____
eu connaissance de : _____
offre d'emploi (poste vacant) d'ingénieur informatique : _____
dès l'obtention de mon diplôme : _____
correspondent à vos attentes : _____
j''ai la responsabilité de ... : _____
une solide formation en … : _____
ces compétences seraient utiles à … : _____

explique plus en détail : _____

répondre à vos exigences: _____

si vous souhaitez de plus amples renseignements: _____

dans l'attente de votre réponse: _____

Cover Letter Sample

Charles S. Maines,

1127 Irving Road,

Columbus, OH 43215,

(740)-460 9366.

Date: May 1, 2024.

Mr. Ira A. Blea, Personnel Manager,

National Solutions,

2197 Lighthouse Drive,

Springfield, MO 65804.

Dear Mr. Blea,

I heard about a vacant software engineer position at National Solutions from an online research through Career Services at Virginia Tech, where I am completing my Master's degree in Computer Engineering. I believe that my qualifications match your expectations and would like to apply for the position upon completion of my degree in May this year.

As a graduate student, I am one of the six members on a software development team writing a computer-aided aircraft design program for National Space Center. My responsibilities include designing, coding, and testing of a graphical portion of the program for graphics input and output. I have a strong background in computer-aided design, software development, and engineering, and believe that these skills would benefit the designing and manufacturing aspects of Template software. Enclosed is my resume that further outlines my qualifications.

I am confident that my skills will meet your requirements, and I would appreciate the opportunity of an interview with you. Should you wish for any other information, feel free to call me at your convenience.

Thank you for your time and consideration. I look forward to hearing from you soon.

Sincerely,

Charles S. Maines,

Senior Student,

ISTech., Columbus

Enclosures:

1. Resume - myresume.doc