

Planning a Resume

A. Keywords

Before you write or edit your existing resume, make sure you know what type of job you are applying for. Identify at least ten nouns that are related to this job. Keywords include industry words, technology words, and product names. The keywords in the job description should be in your resume. This makes it searchable by recruiters and job search engines.

Task 1

Identify a career or job that you are interested in.
Write ten keywords (nouns) that are related to this career or job.

Job: _____

Keywords:

- | | |
|----------|-----------|
| 1. _____ | 6. _____ |
| 2. _____ | 7. _____ |
| 3. _____ | 8. _____ |
| 4. _____ | 9. _____ |
| 5. _____ | 10. _____ |

B. Header

At the top of your resume, include the following contact information:

- full name
- email address
- mailing address
- phone number

Task 2

Write down all of the contact information that you want to include in the profile section (header) of your resume.

Note:
You may also want to include one or two social media accounts, such *LinkedIn* and *Twitter*.

Full Name	
Email Address	
Mailing Address	
Phone (or Cell) Number	
Social Media Accounts	

Planning a Resume cont.

D. Format

There are two standard resume formats to choose from.
Think about which one makes more sense for you at this point in your life.
Each type of resume includes a summary at the beginning.

Type of Resume	Notes
Functional	<p>This type of resume is also called a <i>skill-based resume</i>. It highlights your abilities first and then your job experience.</p> <p>A functional resume is ideal for students as well as people who are ready to change careers or who have wide gaps in their work experience.</p>
Chronological	<p>This type of resume lists your work experience first. Education and other skills come after work experience.</p> <p>List your work experience in point form from most to least recent (reverse-chronological). If your work experience is extensive, do not include every job and position.</p>

Task 4

Fill in the blanks with the information that you will need to include in either type of resume. You will decide which type of resume is best for you later in this lesson.

Skills

include personal and job-related skills

Education & Achievements

include honours and awards

Experience

include work and volunteer experience

Planning a Resume cont.

E. References

It is unnecessary to include your references in a resume. It is necessary to have a reference page ready in case a potential employer asks you for it. Adding the note "References available upon request" to your resume is considered cliché by some recruiters.

Prepare a list of references on a separate page from your resume, and bring it to every interview. Double-check the phone numbers and email addresses.

Note:

Don't forget to ask permission from the people you want to use as references. It's also a good idea to give them a copy of your resume in case a potential employer calls for a reference.

Task 5

Who can provide a good personal or professional reference for you? Typical references include former bosses, teachers, coaches, and colleagues. Prepare a typed list of three or four people. Include contact names, workplaces, titles, and contact information (email and phone number). Use the space below to come up with ideas.

Example:

REFERENCE FOR MARK KING

Kate Stone
Human Resources Manager
Success Tutoring Service Inc.
katehr@successtutoringinc.com
(604) 449-8901

1. _____

2. _____

3. _____

4. _____

Resume Dos & Don'ts

A. Resume Don'ts

CLICHÉS ETC.

Do not...

- list every job you've ever had if you have a lot of work experience
- list your secondary school(s) if you also have post-secondary education
- use an inappropriate email address
- use the first person (I, my, me)
- add a picture of yourself
- use a fancy font or formatting
- attach your resume to an email
- forget to spell-check
- include a list of hobbies*

Task 6

Below are some examples of what NOT to do on a resume. Identify the problem with each example.

1. Please find my resume attached to this email.
2. I am a hardworking sales clerk.
3. oversaw lemonade stands
4. cuteguytony@yahoo.com
5. gradutate of Millford College
6. **enthusiastic team player**

***Note:**

It's okay to add one or two interesting facts about yourself to make your resume stand out. For example, you might include your golf handicap in your achievements. Don't add a list of hobbies or include childhood experiences.

Resume Clichés

Here are a few overused words and phrases to avoid using on a resume.

- team player
- problem solver
- good communicator
- go-to person
- strong track record
- good organizational skills

Resume Dos & Don'ts cont.

B. Resume Dos

POWER WORDS

You have already learned the importance of keywords (nouns). These are the most important words in your resume. You should also use powerful verbs and adjectives. Some of your power words will be job-dependent.

10 Powerful Verbs

- advanced
- coordinated
- collaborated
- maximized
- implemented
- launched
- pioneered
- represented
- secured
- spearheaded

10 Powerful Adjectives

- amicable
- attentive
- diligent
- disciplined
- enthusiastic
- flexible
- thorough
- productive
- prompt
- resilient

Sample Resume

A. Reading

Maria Montague
 eslmaria@teachermail.com
 c: 647-555-5052
 2-70 15th Street
 Toronto, ON M4B 1B4
 @mariamoesl

Enthusiastic CELTA-trained English language teacher with five years of overseas teaching experience seeking full-time position in an English language school in Toronto.

Teaching Experience:

Moscow ELL Inc., Russia (May 2016–January 2019)
 IELTS teacher and private tutor

- taught low- and high-intermediate classes of 4–20 students
- tailored lessons according to student needs
- used English Experts 2, Communicate Now, and Business English Professionals
- supervised a team of three ESL teachers
- launched a homework help room for special needs students

Tokyo School of Languages, Japan (June 2014–February 2016)
 English language teacher

- taught private TOEIC lessons to business workers
- taught TOEFL, essay writing, public speaking to high school students
- coordinated and launched a school newsletter

The English School (December 2013–April 2014)
 English language teacher and social events coordinator

- taught private lessons to elderly learners
- coached young English learners in pronunciation using IPA
- spearheaded an extracurricular program for teens

Skills:

- confident teacher of English grammar, speaking, reading, writing, listening, and pronunciation
- amicable and approachable (“Maria the Singing Teacher”)
- thorough in lesson planning and whiteboard work
- experienced in classroom and 1:1 settings
- fluent in English and Russian
- competent in supervising and training new recruits

Education:

Bachelor of English 2009–2012
 University of Toronto, Toronto, ON

CELTA Summer 2012
 ESL Teacher Training Institute, Toronto, ON

Achievements:

Teacher of the Year 2017 – Moscow ELL Inc.
 Comedy fiction writing contest winner 2015 – Expat News Japan

Contact Info
 Name
 Email Address
 Cell and/or Phone Number
 Home Address
 Social Media

Career Summary

Heading

Details
 bulleted list with details in short form (most recent first)

Note:

There are many styles of resumes to choose from. You can find templates and samples online. Use a basic font and a simple style. Your name should appear in large, bold text at the top of the page.

Heading

Details
 bulleted list with details in short form (most important first)

Heading

Details
 bulleted list with details in short form (most recent first)

Heading

Details
 bulleted list with details in short form (most recent first)

Sample Resume cont.

B. Reflection

Is the resume in Part A functional or chronological?
Why do you think Maria chose this type of resume?
How would you change it into the other format?

Comprehension

What have you learned so far?
Answer and discuss these questions in pairs or as a class.

1. Why is it important to use keywords in a resume?
2. What goes directly beneath the contact information on a resume?
3. What is the difference between a *functional* resume and a *chronological* resume?
4. What are two things you should NOT do on a resume?
5. Name two powerful verbs and adjectives to use on a resume.

Vocabulary Review

Complete the sentence in the chart with a word or phrase from page 2.
In the last column, indicate the part of speech.

#	Sentence	Part of Speech
1	I don't have the necessary _____ for that job.	
2	Under each heading, list a few _____ .	
3	Please list your job experience in reverse-_____ order.	
4	I sent my resume to a _____ employer.	
5	Don't use the word "team player." It's a _____ .	

Write Your Own Resume

A. Writing

Find a job ad that interests you and write a resume with this job in mind. Plan your keywords, summary, and format before you type your resume. Refer to the sample on page 9 as well as other samples that you can find online. Prepare a page of references to go with your resume.

B. Proofreading

After you write your resume, save it as a “draft.” Don’t send or deliver it yet. Come back a few days later and read the document out loud to yourself. Fix any mistakes you see and run a spell-check program through it.

Review the resume checklist and make any necessary changes. Then ask a classmate or teacher to proofread your document.

Resume Checklist

- Did I include all keywords that employers or search engines will look for?
- Did I include a header with necessary contact information, and is it correct?
- Did I add a career summary beneath my header?
- Did I choose a format (chronological/functional)?
- Did I include skills, work experience, education, and achievements?
- Is there something that stands out about me?
- Do I have a page of references available?
- Did I use a simple, clean format?
- Did I proofread and check spelling?
- Did I ask a friend or teacher to proofread my resume?

*Are you ready to start applying for jobs?
Print your resume and page of references.
You may also need a cover letter.*

Answer Key

LESSON DESCRIPTION:

In this lesson, students are introduced to resume writing. They learn about formatting and useful vocabulary. They also learn how to avoid resume clichés.

LEVEL: High Int

TIME: 2–3 hours

TAGS: resume, writing, work, job, résumé, resume, resumé, application, employment, career, cliché

Warm-Up

Read about our editor’s decision to spell *resume* without accents in ESL Library materials: <http://blog.esllibrary.com/2013/05/23/resume-resume-or-resume/>

A. WRITING

Give your students time to write on one related topic. The topic they choose may help them decide on an appropriate resume format.

B. VOCABULARY PREVIEW

- | | | | | | |
|------|------|------|------|-------|-------|
| 1. b | 3. a | 5. l | 7. c | 9. j | 11. e |
| 2. k | 4. d | 6. h | 8. g | 10. i | 12. f |

Planning a Resume

A. KEYWORDS

Task 1

Have job ads (or computers/mobile devices) available, and encourage students to look up keywords in job descriptions.

B. HEADER

Task 2

Individual answers. Your students may also want to examine the different header styles that people use (centred, left justified, bold, large font, abbreviations, etc.).

C. SUMMARY

Task 3

This may be the most difficult part of resume writing. It is also the most important part. Help your students with phrasing. You can also ask students to write mock career summaries for celebrities.

Extra (Optional):

Even though many recruiters think an objective statement is outdated, some applicants still prefer this style of resume. You can decide whether to assign an additional task of learning about and writing an objective statement.

Optional Lesson Component:

An **objective statement** is used when applying for a specific job. It should be tailored, concise, and informative.

Style A – Begin with to + base verb:

- To obtain the position as head chef at Mountainview Hotel, where I can apply my three years of catering experience and serve guests in the Muskoka region with high-quality French cuisine.

Style B – Begin with adjective + noun:

- Well-trained catering specialist seeking to become head chef at Mountainview Hotel to serve guests in the Muskoka region with high-quality French cuisine.

Optional Task:

Now try writing an objective statement in styles A and B. Use the job you chose in Task 1.

(continued on the next page...)

Answer Key cont.

Planning a Resume cont.

D. FORMAT

Review the difference between functional and chronological resumes and assign Task 4. Work on appropriate wording in short-form bullet points.

E. REFERENCES

Task 5

Review the format of a reference page. It may be easiest to assign Task 5 for homework as students may not have the necessary information available. Alternatively, have your students write fictional references for themselves or for a celebrity.

Resume Dos and Don'ts

A. RESUME DON'TS

Task 6

1. Indicates that an attachment is included in an email.
2. Uses the first person.
3. The information is a childhood experience.
4. Has an inappropriate email address.
5. Has a spelling error (graduate). For fun, have your students look up common spelling errors that are found on resumes.
6. Uses a fancy font and contains a cliché.

B. RESUME DOS

Your students can use this list as a reference. Have them look up words they don't know.

Sample Resume

Have students review and discuss the sample. Look at other samples for jobs that your students identified in Task 1.

Comprehension

1. It is important to use keywords in a resume so that it is searchable by a potential employer (or online recruiting agency).
2. A career summary goes beneath the contact information on a resume. Alternatively, some applicants use this space for a tailored objective statement.
3. A functional resume lists education and skills first, while a chronological resume highlights job experience. A functional resume is more suitable for a student or someone who is changing careers or has a large hole in their resume. A chronological resume (which lists work experience in reverse-chronological order) is useful for people with extensive work experience.
4. Answers will vary from Resume Don'ts list (page 7).
5. Answers will vary from Resume Dos lists (page 8).

Vocabulary Review

- | | |
|------------------------------|--------------------------|
| 1. qualifications (noun) | 4. potential (adjective) |
| 2. bullet points (noun) | 5. cliché (noun) |
| 3. chronological (adjective) | |

Write Your Own Resume

A. WRITING

Have students write their own resume tailored to a real job ad that they are interested in. They can draft it on paper and then type a good copy.

B. PROOFREADING

Give students time to go through the resume checklist. Ask students to spend time proofreading each other's work.

Resume Checklist

Have students refer to this checklist when writing and proofreading their resumes.

Extra Vocabulary Practice (optional)

Write definitions in your own words. Cut up these vocabulary strips.

Challenge a partner to match the vocabulary to your definition.

curriculum vitae	
qualification	
career	
keyword	
objective	
bullet point	
functional	
chronological	
potential	
recruiter	
cliché	
extensive	