

## CAREERS & MANAGEMENT HOW TO ... Get your CV past the bots

**Level:** Intermediate–upper intermediate

**Time:** 90 minutes

**Summary:** This lesson is about the importance of having a CV that will get an applicant past computer programs that companies now use to filter job applications. In this lesson, students:

1. study a text detailing how to avoid their CV being filtered out by a bot;
2. translate their current and previous job titles into English and try to improve on them;
3. research and discuss differences in CV styles between their country and an English-speaking country of their choice;
4. update or write their CV in English.

**Materials:** One copy of the worksheet per student

**Group size:** Any

**Note:** This lesson plan is for both pre-experience and in-work business students based on an original article first published in *Business Spotlight* issue 6/2020.

### Warmer

As an introduction to the topic, students answer the questions and then share their answers. If necessary, pre-teach the words *font* and *CV* (= curriculum vitae; the American word is *résumé*).

### Key words

Students match the keywords and expressions with the definitions, and then find them in the article before reading carefully through the article and noticing how they are used in context.

**Key:**

- |                                    |                          |
|------------------------------------|--------------------------|
| 1. <i>applicant</i>                | 7. <i>column</i>         |
| 2. <i>recruiter</i>                | 8. <i>get fancy</i>      |
| 3. <i>screen</i>                   | 9. <i>mess</i>           |
| 4. <i>candidate</i>                | 10. <i>achievement</i>   |
| 5. <i>bot</i>                      | 11. <i>skim</i>          |
| 6. <i>remove from the equation</i> | 12. <i>industry term</i> |

### Understanding the article

a. Students read the statements and decide whether they are true or false according to the article. They then use information from the article to correct any statements that are false.

**Key:**

1. *F – Use standard fonts and avoid columns, tables, excessive formatting and decorative elements.*
2. *F – Many large companies now use bots to skim applications before they get passed onto human recruiters.*
3. *T*
4. *F – You do not need to copy and paste words from the job ad, but you should try to use industry terms that the bot has been programmed to recognize.*
5. *T*

### Vocabulary

In task a, students find words from the article to complete the table.

**Key:**

person	noun	verb
<i>applicant</i>	<i>application</i>	<i>apply</i>
<i>recruiter</i>	<i>recruitment</i>	<i>recruit</i>
–	<i>ad</i>	<i>advertise</i>

In task b, they use the best words from the box to complete the questions.

**Key:**

1. *apply*
2. *ad*
3. *application*
4. *recruiter*

Lastly, in task c, they talk to a partner or in groups and share their answers to the questions.

### Job titles

For task a, ask students what their job title would be in English. Get the students to help each other.

In task b, they do the same for jobs they have had in the past. Tell them to adapt the number of lines as needed.

In task c, have them share their job titles and discuss whether they sound good enough to put on a CV. If they could be improved, now is the time for them to make any small changes that would make them sound

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more professional on a CV. For example, instead of *Shop Worker*, they could write *Sales Assistant* or *Deputy Store Manager*. Tell them that they will need this information in a later task.

### Research and discussion

Students choose an English-speaking country – the USA, the UK, Australia, New Zealand, Canada etc. – and do some research to find the main differences between how to write a CV in their country and in the English-speaking country that they have chosen. Then, they talk about the differences that they have found. For example, should they include a photo, the age of the applicant, exam grades? What order should the information appear in? And so on.

### Writing

Using the information from the previous tasks as well as the article, students write or update their CV in English. This task can be set as homework if you do not have enough time in class.