

Writing a Job Application Letter

Name _____ Date _____



TASK 1

In a group, discuss the information you are likely to need to include on a letter when you are applying for a job.

Write your list here.

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TASK 2

You will need to read the vacancy and correctly answer the question BEFORE you write your letter. Check answers with your tutor.

Wanted

Casual staff, for our new market stalls

We are looking for people to help with the day to day running of three new market stalls, selling a range of goods to the public, over 6 days a week.

A driving licence is preferred, as you will assist with the delivery and collection of stock.

Working hours can be negotiated to suit, but expect to work between the hours of 7.30 a.m. to 6.00 p.m. Monday to Saturday.

You will be dealing directly with members of the public so should have: cash handling skills, good communication skills and, enjoy outdoor, all weather working. The posts are on a six month trial basis, with the possibility of a permanent contract. References will be checked.

If you are over 16 and are interested, send a letter to:

Dave Simmons
23 Market Lane
Market Town
MT25 1SP

Interviews will be held on 31 August 2010 in Market Town. Details will be forwarded to successful applicants.

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2a Questions

1. What is the job vacancy?
2. How many staff are they looking for?
3. What hours will you have to work?
4. Will you be working inside or outside?
5. Do you have to have a driving licence?
6. What is the age restriction?
7. What are some skills needed for the job?
8. Where are the interviews being held?
9. What date are the interviews?
10. What time are the interviews?
11. To whom should you address the envelope?

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TASK 3a (L1)

In your groups, discuss how a job application letter should be set out.
Use the space below to practise a layout for your letter.

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TASK 3b (E3 template)

In your groups, discuss how a job application letter should be set out.

Use the space below to practise.

<div style="border: 1px solid black; height: 150px; margin-bottom: 10px;"></div> <div style="border: 1px solid black; height: 25px; margin-bottom: 10px;"></div> <div style="border: 1px solid black; height: 25px; margin-bottom: 10px;"></div> <div style="text-align: center; padding: 5px;">Introduction</div> <div style="text-align: center; padding: 5px;">Main body 1 or 2 paragraphs</div> <div style="text-align: center; padding: 5px;">Conclusion</div> <div style="border: 1px solid black; height: 25px; margin-top: 20px;"></div>	<div style="border: 1px solid black; height: 150px; margin-bottom: 10px;"></div> <div style="border: 1px solid black; height: 25px; margin-bottom: 10px;"></div>
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TASK 4



Writing the letter

Imagine you are applying for the job. Look at the information you wrote down during the discussions. Write a letter to apply for the job. Use this space for planning. Use a spider graph, bullet points or your own method but you **MUST** produce a plan, however brief.

- What will you include?
- How much detail?
- Paragraphs
- How will you introduce yourself?
- How will you close the letter?

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Create a rough copy here.

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Task 5

Now proof read, check and correct your rough version.

- Remember to use the correct layout and level of formality required for this type of document and check your spelling and grammar.

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Task 5

Final version

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Speaking and Listening Skills

TASK 6 The Interview

You have been successful and have received a letter saying you have an interview.

a) In pairs, discuss what sort of questions you might be asked. Write down at least three.

b) Discuss your answer with the whole class and tutor.

- Compare questions and discuss which you think are most likely to be asked.
- Choose four questions to be used by everyone.

c) Think about how you would respond to those questions. You might wish to make some notes.

d) **In different pairs** take turns being the job applicant and the interviewer. Use the questions you chose previously conduct a mock interview.

e) Discuss how well you feel you did and how well the other person did in each role. For example: did he or she/you speak clearly? Were the responses relevant? Did he or she/you maintain good eye contact?

f) Plan how you will improve next time.

Writing a Job Application Letter

Teaching notes and curriculum mapping



Criteria: Functional Skills Entry 3, Level 1 and 2

The resource is not designed to be used in isolation or as an assessment tool. I use this pack over a number of sessions. It includes group and pair work.

This pack can be used across the level with few adaptations. Entry learners may simply learn how to write an address using capitals, basic sentences and look at the purpose of a text.

The speaking and listening task could be performed with the tutor on a one to one basis and simplified so that the learner simply talks about any interviews they have experienced or they could take the form of a discussion about any experience with Job Centre staff etc.

Speaking and listening:

The group discussion should be held as whole class and help provided with notes for example by writing responses on the white board. Effort should be made to ensure everyone has the opportunity to contribute and all contributions should be valued and acknowledged.

Entry 1

- Understand the main points of short explanations
- Understand and follow instructions
- Respond appropriately to comments and requests
- Make contributions
- Ask simple questions to obtain specific information

Entry 2

- Identify the main points for short explanations and instructions
- Make appropriate contributions that are clearly understood
- Express simple feelings or opinions and understand those expressed by others
- Communicate information so that the meaning is clear
- Ask and respond to straight forward questions
- Follow the gist of discussion

Entry 3

- Make relevant and extended contributions to discussions, allowing for and responding to others' input
- Prepare for and contribute to the formal discussion of ideas and opinions
- Make different kinds of contributions to discussions
- Present information/points of view clearly and in an appropriate manner

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Teaching notes and curriculum mapping



Writing

The letter writing task has two sheets, one with boxes to use as a guide for Entry learners to practise writing addresses. The emphasis at this level should be on using capital letters for proper nouns. E1 should be encouraged to write at least two simple sentences whilst E2 should write at least 2 compound sentences.

Entry learners should also be supported with the reading task. They could pay particular attention to the address and how it is written. Encourage all learners to highlight any points they think are important.

The writing tasks are progressive and involve basic planning. Letters are written in the following order:

1. Plan
2. Hand written rough draft – marked by tutor and returned with discussion about errors and how to correct them.
3. Hand written or word processed 2nd draft – errors corrected, returned to tutor and checked.
4. Final draft – correctly set out, all errors corrected.

The key to this is that each draft is discussed, written, checked, and that, errors are discussed, corrected, checked and the draft is agreed and approved prior to the final copy being written. The errors which show in the early drafts/work provide an ideal opportunity for group work or teaching/consolidation sessions. Learners should know what they have done wrong and why it is wrong. They should then correct the errors and be able to say, if asked, why they have changed something.

Entry 1

- Construct simple sentences using full stops
- Spell correctly some personal and very familiar words

Entry 2

- Construct compound sentences using common conjunctions
- Punctuate correctly, using upper and lower case, full stops and question marks.
- Spell correctly high frequency words and words with common spelling patterns

Entry 3

- Plan, draft and organise writing
- Sequence writing logically and clearly
- Use basic grammar including appropriate subject-verb and verb-tense agreement
- Check work for accuracy, including spelling

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Teaching notes and curriculum mapping



Levels 1&2

- Write using compound and complex sentences
- Use correct grammar
- Plan writing
- Spell correctly
- Use formal tone
- Identify purpose of text
- Write using appropriate content
- Read for meaning
- Recognise implied meaning

Entry 1 notes

I would not expect an E1 learner to read this unsupported although some may be able and happy to do so. I would normally break the text down into smaller chunks or modify and simplify it depending on the reading skill of the individual learner. The learner should be encouraged to highlight any words they do not understand. These can be used later for word level work e.g. building a word bank. The answers to the questions for E1 can be single word answers.

Entry 1

- Read and understand simple regular words
- Understand short texts on familiar topics and experiences

At E2 expect a bit more development and E3 should certainly write full sentence answers.

Entry 2

- Read and understand simple instructions and directions
- Read and understand high frequency words and words with common Spelling patterns

Entry 3

- Identify the main points and ideas
- Read and understand texts in detail
- Utilise the information contained in texts

Criteria:

November 2011 Functional Skills Criteria for English, OFQUAL.

Individual awarding bodies provide their own criteria codes for assessment purposes.

All clipart is Microsoft Clip Art, Microsoft Word 2003.