



Get Job Ready in 2026! Resume Writing, Interviewing and Job Searching Skills

Description: Are you looking for a new job in the hotel or medical field? This 8-week course will help you gain the confidence you need to move into the field or move up to the next level. You will write a resume tailored to your specific experience and career objectives, practice interviewing, learn how to navigate job search sites, and acquire language associated with the hotel and medical field. In addition to the six-week course, you will have one on one coaching to help you with your career goals.

Total Sessions: 6 classroom sessions and 2 individual coaching sessions.

Target Learners: Adult ESL learners preparing for employment in hospitality and healthcare.

UNIT 1 – Introduction to Course, Identifying Skills and Workplace Vocabulary

Language Objectives:

- Targeted language related to personal information and skillset
- Introduction to vocabulary related to skills and jobs in the hospitality and healthcare fields.
- Use simple and compound sentences to describe self and abilities

Career Skills Objectives

- Demonstrate understanding of targeted language in the hospitality and healthcare fields.

- Identify transferable skills

Activities

1. Introductions: Whole Group (20 minutes)
T's model individual and paired introductions
 - Supports: Sentence starters
 - Language: Basic personal information in the 1st and 3rd person
2. Course Overview and Expectations: Whole Group (10 minutes)
3. English In Action pp 177-179 (40 minutes)
 - a. Introduce Jobs Unit
 - i. Model and then have students work in pairs to classify jobs (A & B).
As group, review answers
 - ii. Model and then have students work in pairs or alone to complete C
Review the verbs in Part C. As group, review answers.

Break (10 minutes)

4. "My Work Story": Two groups (50 minutes)
Students share previous and current jobs using simple past and present
Students identify transferable skills
Language Objectives:
Work – present and past tense
Like – present and past tense/ Negative

English. Ex: In the Dominican Republic I worked as an accountant. As an accountant, I need to pay attention to details. I liked my job. In the US, I work as a housekeeper. I also need to pay attention to details in my work as a housekeeper.
As a class, identify one or two skills needed for an accountant, housekeeper.
Highlight crossover skills as a class
5. Career Mapping: Two Groups (40 minutes)
Students identify strengths and future goals/ Share out with group

Freyer Model Template

6. Exit Task: Whole Group (10 minutes)

Learn/ Confused/ Want to Know More/ Other

UNIT 2 – Prepping for an Interview and Resume Writing Preparation

Language Objectives

- Targeted resume related vocabulary: objective, experience, skills, reference, etc.
- Asking and answering WH questions

Career Skills Objectives

- Understand the structure of a US resume
- Identify what employers expect
- Practice small talk
- Practice basic personal information

1. Review: Whole Group (40 minutes)

Brainstorm qualities of a good employee

T's model intros, work history and qualities of a good employee

Supports: Sentence starters

Language: Basic personal information in the 1st and 3rd person

In pairs, students introduce each other, work experience, and at least two qualities related to work. Share out.

2. Small Talk: Whole Group (30 minutes)

Brainstorm topics

Show Small Talk video

<https://www.youtube.com/watch?v=X5Z7LrHRyUE>

Brainstorm Questions about:

Weather

Hobbies

Close – Nice to meet you, see you later, etc

Role Play – Cocktail Party: Introduce self, Ask and answer questions, Close. Modification: Students can be given cards with a job title, place and skill set. Students use cards to guide conversation. (Use same activity to open Unit 3)

Break – 10 minutes

3. Resume Writing: Two Groups (60 minutes)
 - a. Resume comparisons (same/ different)
 - b. Complete resume template
 - i. Name, address, phone, email
 - ii. Education
 - iii. Current Job
 - iv. Other work experience

(This can be time consuming. If there are additional people on hand to help gather the information, that is helpful. Use AI to create resumes from information in template)

4. Workplace Vocabulary Practice/ Resume writing: Two Groups (40 minutes)

English In Action Unit 11

Review previous vocab (5minutes)

Continue in packet. Use Teaching Tips to create opportunities for students to speak.

 - While students work on packets, with teacher to use AI to create individual resumes based on templates.

Unit 3 – Gmail Accounts, Keyboarding and Computing Skills

Language Objectives

- Targeted computing terms: keyboard, mouse, power cord, backspace, enter, delete, etc.
- Review letters of the alphabet

Career Skills Objectives

- Introduction to basic keyboarding skills
 - Introduction to Google Docs
1. Review of language used in Lesson 2 (work experience, qualities of a good employee). Cocktail party or paired discussion. Have students share out (using 3rd person) (20 minutes)
 2. Distribute Chromebooks: Whole Group (60 minutes)
 - a. Create Gmail accounts for all
 - b. Typing Tutorial – typing.com (create accounts). Students who are more self sufficient can use typing tutorial while students needing more attention get help.
 - c. Sign distribution form that allow students to take Chromebooks home.
- Keyboarding/ Google Docs
- d. Online free typing tutorial - typing.com
 - e. For students who need practice with keyboarding skills, (20 minutes with online tutorial.) Encourage students to practice at home
 - f. For more advanced students, introduce Google Workspace (docs, sheets, practice emailing with an attachment) (20 minutes)
 - g.

Break 10 minutes

3. Practice sending and receiving emails with attachments (30 minutes)
4. Introduction to Google Docs (30 minutes)
5. English in Action Book (10 minutes)
6. Anonymous Feedback from students (What did you learn? What are you confused about? Any other information)

Unit 4 – Job Searching and Intro to Interviewing

Language Objectives

- Targeted language related to qualities of a good employee (reliable, punctual, honest, hard-working, dependable, fast-learner, team-player, etc)

- Personal biographical information

Career Skills Objectives

- Identifying skills and personal qualities
- Understanding do's and don'ts in an interview
- Practice with interviewing

1. Review (20 minutes)

Parts of a computer

Practice sending an email with an attachment

2. Interviewing (50 minutes)

Identifying personal skills, sharing personal information in an interview, interview questions. (See handout). T's model. Practice using Job Fair Model (half of the class is an employer asking questions, half of class are job seekers. Switch roles.

Break (10 minutes)

3. G Do's and Don'ts ([what not to do in an interview](#))

Watch once with no intro/no discussion. Ask students to take notes on what is wrong while watching a second time. Discuss.

Interviewing –[good example](#) Discuss.

Role play in pairs.

4. Continue in Workbook
5. Distribute resumes for final edits
6. Feedback from students

Unit 5 - Job Search Strategies, Completing Applications, Google Doc/ Keyboarding Practice, Interviewing Practice

- Review key terms/ concepts from previous lesson
- Job Searching Online
- Job Searching

- Teacher demo of Indeed (10 Minutes)
- Create student Indeed Accounts (20 minutes)
- In pairs practice searching based on criteria (students share one job they found that looks interesting) Focus on location, qualifications, part-time/ full-time, pay/ benefits, etc. Share (40 minutes)
- Upload resumes?? (maybe this can be the following week)
- - Upload resumes to Indeed. If time, show other sites (Salem Hospital, Waterfront Hotel, and demonstrate one needs to create an account in order to apply. (Following week??)
 - Cover Letters, References
 - Students find an apply to at least one job
- Interviewing Skills
 - Practice in a work fair scenario (teachers model, model with student, students rotate between being the interviewer and interviewee)
- Keyboarding Practice
- Completing an application
 - Review parts of an application, abbreviations, writing conventions: using capital letters
- Workbook
- Homework – find at least three jobs to apply for

Unit 6 – Putting It All Together

- Presentation from community partner/ Attending a job fair
- How to network and the importance of networking
- Follow up after the interview

Unit 7 and 8 -Individual Coaching Session

This time is for 40–60-minute blocks for instructors and students to meet individually. Prior to the coaching sessions, program managers and instructors should identify potential employers in the community and a point of contact. The coaching session should be used to identify where the student is at present and create an action plan for each student. This includes following up with applications, using community partners and identifying other challenges students are facing.