

Listening dictations – Advice for writing a CV

This is part of our series of dictations, where you can listen to someone speaking and try to write down **everything** that you hear. Doing lots of dictations regularly will not only develop your general listening skills, but will also help you improve your spelling and punctuation.

You are going to listen to a dictation based on creating a CV (curriculum vitae). Before you start, make some notes about what you should include in a CV.

You will be able to check at the end of this activity whether your suggestions were included.

Now do activities 1 – 5 to help you prepare for the dictation in activity 6.

If you prefer to just do the dictation, without the preparation, go straight to activity 6.



Activity 1 - Gap-fill dictation

Listen and fill in the gaps with the words or phrases that are missing. When you've finished, check your answers.

Pause the recording if you need more time to write.

Employers choose who they want to interview 1. _____
 _____. Therefore, it's
 2. _____ that it's easy to understand and
 3. _____. Spelling mistakes,
 poor grammar 4. _____ on a CV 5.
 _____. If it's
 6. _____ make any sense, employers may
 simply 7. _____.

There's no 8. _____, but there
 are some standard sections 9. _____.
 These are: 10. _____,
 11. _____ work history, 12. _____
 _____ interests and references.

References should be 13. _____ and can
 tell an employer 14. _____.
 They are usually 15. _____. If you
 haven't worked before, you can use 16. _____
 _____.

When you're describing your interests

17. _____
 that employers look for. Some really good things to include are: 18. _____
 _____, relevant voluntary work or work
 experience, 19. _____ and any activity
 that shows off using initiative.



Activity 2 - Similar sounding words

In this activity you will listen to some phrases from the dictation. Underline the correct words that you hear.

1. employers / employs / employees
2. employers / employs / employees
3. contain / contained
4. said / set / sat
5. work in / working
6. personal / personnel
7. personal / personnel
8. positions / possessions
9. though / throw / threw

Activity 3 - Counting words

In this activity you will focus on counting the number of words in phrases that you heard in the dictation. This will give you practice in identifying individual words in a stream of sound. Underline the number of words you hear.

1. five / six / seven
2. ten / eleven / twelve
3. seven / eight / ten
4. nine / ten / twelve
5. eight / nine / ten
6. eleven / twelve / thirteen



Activity 4 - Linked sounds

In spoken English we often add extra sounds between words to link our words together. As a result, when you listen to a continuous stream of sound of English, it can be very difficult to identify the individual words.

These extra linking sounds are:

/j/ e.g. the ^{/j/} end of the film

/w/ e.g. who ^{/w/} are you?

/r/ e.g. Here ^{/r/} it is

Complete the following task which will focus on listening for these linking sounds in phrases from the dictation. Underline the sound you hear.

1. throw in the bin

Which extra sound can you hear between 'throw ... in' /w/, /j/, /r/

2. or a tutor

Which extra sound can you hear between these 'or a' /w/, /j/, /r/

3. they want to interview

Which extra sound can you hear between 'to ... interview' /w/, /j/, /r/

4. any activity that shows initiative

Which extra sound can you hear between 'the ... ingredients' /w/, /j/, /r/

5. good things to include

Which extra sound can you hear between 'to ... include' /w/, /j/, /r/

6. tell an employer about what you've done

Which extra sound can you hear between these 'employer about' /w/, /j/, /r/

Activity 5 - Syllable stress

In natural, spoken English, we don't pronounce each syllable with the same emphasis (word stress)



For example: 'guarantee'

In a phrase, we also have a mixture of weak and strong stress sounds:



For example: 'a single to Leeds'



turn left at the lights'

Now do the activity on the following page:

Dictations

Listen to these words and phrases from the dictation and match them to the correct stress pattern.

Draw a line from the word or phrase to the correct stress pattern (see example). Say the words aloud as you work.

Stress patterns to match

Words to match

oOo

Ooo

ooO

ooOo

OooO

oOoo

education

employers

employees

experience

incomplete

information

interview

personnel

positions

references

relevant

voluntary work



Activity 6 - Full dictation

Do the dictation by listening to the audio and writing down everything you hear. Pause the recording if you need more time to write.

When you've finished, check your writing with the transcript in the answer section.

Employers choose who they want to interview ...

Now look at the notes you made at the beginning of these activities about what to include in a CV. Were your suggestions included?

The information used in this dictation was based on an article on the DirectGov website which may have been updated.

For the most up-to-date version of the article and the latest advice on preparing a CV, go to this link: http://www.direct.gov.uk/en/YoungPeople/Workandcareers/Gettingyourfirstjob/DG_066151



Answers**Activity 1 (Gap-fill)**

1. from what is contained on your CV
2. really important
3. shows off your plus points
4. and missing information
5. looks really bad
6. incomplete or doesn't
7. throw it in the bin
8. right or wrong way to set out a CV
9. that they should contain
10. personal and contact information
11. education and qualifications
12. skills relevant to the job
13. from people who know you well
/ from people who know you well
14. about what you have done in the past
15. your last two employers
16. a teacher or tutor from school or college
17. highlight the things that show off the skills
18. any examples of working in a team
19. positions of responsibility



Activity 2

1. employers
2. employees
3. contained (in)
4. set (out)
5. working (in a team)
6. personal (information)
7. personnel
8. positions (of responsibility)
9. throw (in the bin)

Activity 3

1. six (When you're describing your interests)
2. ten (If it's incomplete or doesn't make any sense)
3. eight (employers may simply throw it in the bin)
4. nine (References should be from people who know you well)
5. ten (It's really important that it's easy to understand)
6. twelve (Highlight the things that show off the skills that employers look for)

Activity 4

1. throw ^{/w/} in /w/
2. or ^{/r/} a /r/
3. to ^{/w/} interview /w/
4. any ^{/j/} activity /j/
5. to ^{/w/} include /w/
6. employer ^{/r/} about /r/

Activity 5

- | | |
|------|-------------------------------------|
| oOo | employers, positions |
| Ooo | relevant; references;
interview |
| ooO | employees, incomplete,
personnel |
| OooO | voluntary work |
| ooOo | education; information |
| oOoo | experience |



Activity 6

Employers choose who they want to interview from what is contained on your CV. Therefore, it's really important that it's easy to understand and shows off your plus points.

Spelling mistakes, poor grammar and missing information on a CV looks really bad. If it's incomplete or doesn't make any sense, employers may simply throw it in the bin.

There's no right or wrong way to set out a CV, but there are some standard sections that they should contain. These are: personal and contact information, education and qualifications, work history, skills relevant to the job, interests and references.

References should be from people who know you well and can tell an employer about what you have done in the past. They are usually your last two employers. If you haven't worked before, you can use a teacher or a tutor from school or college.

When you're describing your interests, highlight the things that show off the skills that employers look for. Some really good things to include are: any examples of working in a team, relevant voluntary work or work experience, positions of responsibility, any activity that shows off using initiative.

