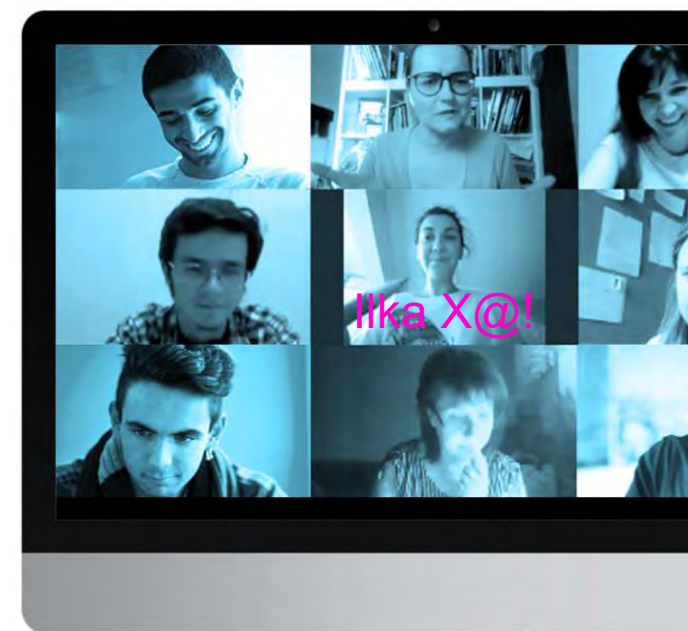


# Personal statement

Theme:  
Writing with a Purpose

## Before we start, please make sure...

- ✓ your name on Zoom is clear (use Latin letters)
- ✓ your camera is on and mic is off (unmute when needed)
- ✓ you are in a quiet area that helps you focus
- ✓ you have a notebook or a note app ready to take notes



# Zoom features

Check your audio and video settings

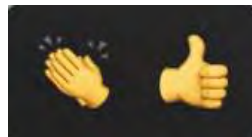


Use Latin letters for your name



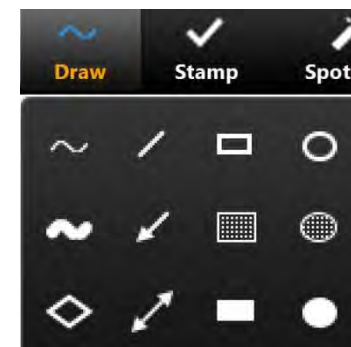
Ask questions in the Chat or use Reactions

Share Screen when the teacher asks



English Online | [www.britishcouncil.org](http://www.britishcouncil.org)

Use Annotate when a screen is shared

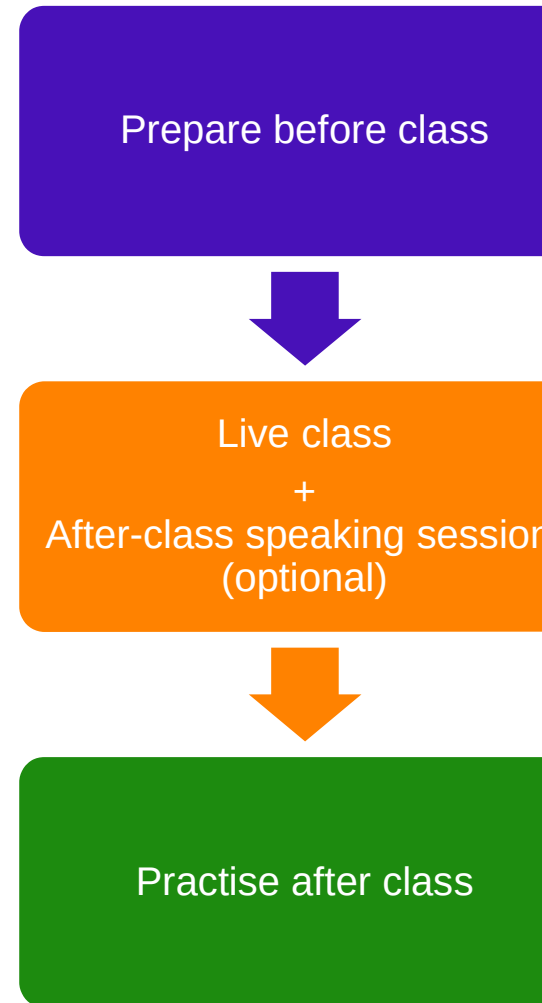


Use Save to make screenshots

# Welcome to English Online

## How does it work?

**You need to complete all three parts to get the most out of English Online.**



# After-class speaking session

**Stay back after class for 5 or 10 minutes to talk to your classmates from around the world.**

**This extra speaking practice will help you...**

- improve your conversation skills
- practise using language learnt in class
- support and help your fellow students
- practise using English in a natural context
- become a part of a global learning community




# Pre-lesson activities

## Before this class, you:


- read a personal statement related to History of Art
- identified the structure of a personal statement
- learnt vocabulary related to a personal statement

### Prepare before class



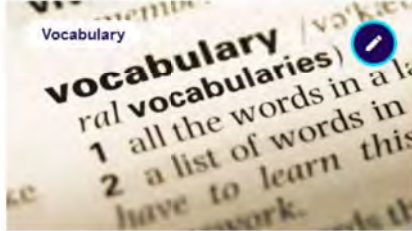
Reading

A personal statement: structure



Reading

A personal statement: themes



Vocabulary

Words related to personal statement

---

## Lesson objective

**What do you expect to learn by the end of this class?**



## Lesson objectives

In this **live** part of the lesson, you will brainstorm and discuss ideas in preparation for writing a personal statement to apply for a course.

You will also review collocations and functional language related to the personal statement that you read **before** the lesson.

**Skills focus:**

**Writing a personal statement**

**Language focus:**

**Vocabulary:** Collocations

**Functional language:** Future statements



## Lead-in

Discuss these questions with your partner.



1. Have you studied in an English-speaking country? If not, would you consider doing so? Why? / Why not?
2. Do many people in your country go to study in an English-speaking country? Why? / Why not?
3. What are the challenges of studying abroad?

---

## Language focus 1: Collocations

Cross out the words in *italics* that are not appropriate collocations.

1. During my professional experience I was *glad* / *lucky* / *happy* enough to be involved in an exhibition.
2. I *intensively* / *thoroughly* / *completely* enjoyed carrying out an in-depth study of the artist.
3. It will greatly *enlarge* / *expand* / *spread* my artistic horizons.
4. I have had the *excellent* / *good* / *agreeable* fortune to be involved in various art and music magazine-based projects.
5. I am also very much a travel *disciple* / *maniac* / *enthusiast*.

## Language focus 1: Answers

Cross out the words in *italics* that are not appropriate collocations.

1. During my professional experience I was ~~glad~~ / *lucky* / ~~happy~~ enough to involved in an exhibition.
2. I ~~intensively~~ / *thoroughly* / ~~completely~~ enjoyed carrying out an in-depth study of the artist.
3. It will greatly ~~enlarge~~ / *expand* / ~~spread~~ my artistic horizons.
4. I have had the ~~excellent~~ / *good* / ~~agreeable~~ fortune to be involved in various art and music magazine-based projects.
5. I am also very much a travel ~~disciple~~ / ~~maniac~~ / *enthusiast*.

## Language focus 2: Functional language

Match the beginnings, middles and endings to create sentences to talk about the future.

1 I would like	<i>turn my passion for</i>	<i>a greater part of my life</i>
2 I would like to	<i>I still have so much</i>	<i>I acquired.</i>
3 I can truly benefit	<i>that an undergraduate course in History of Art presents me</i>	<i>the subject into a career</i>
4 I realise	<i>to make Art</i>	<i>with the perfect opportunity to achieve my goals.</i>
5 I believe	<i>from the cultural background</i>	<i>to learn and discover</i>

---

## Language focus 2: Answers

**Match the beginnings, middles and endings to create sentences to talk about the future.**

1. I would like to make Art a greater part of my life.
2. I would like to turn my passion for the subject into a career.
3. I can truly benefit from the cultural background I acquired.
4. I realise I still have so much to learn and discover.
5. I believe an undergraduate course in History of Art presents me with the perfect opportunity to achieve my goals.

---

# Task



## Task preparation: brainstorming

Imagine you are an international student planning to study in an English speaking country (eg. UK, US, Australia, Canada, New Zealand).

Think of a course you are interested in (eg. Art, Business, Engineering, Languages). Brainstorm ideas and make notes on the following:

- why you like the subject
- where your interest in the subject comes from
- professional experience in the subject
- other relevant interests
- why you want to do the course



---

## Task: planning and drafting

Present your ideas / notes to your partner.

Listen to your partner carefully. Ask follow-up questions to help your partner develop further details and provide specific examples.

*eg.*

- *Why did you choose subject X but not subject Y?*
- *How does your experience in ... relate to your chosen course of study?*
- *What have you done specifically to express your interest in the subject?*
- *What makes you stand out from other candidates?*



# Writing

**Write up your personal statement. Remember to include the ideas you have brainstormed and made notes.**

**Follow the success criteria below:**

## Success Criteria

- The statement contains relevant and convincing information on why you should be chosen for the course.
- The information is organised logically in paragraphs.
- The statement is written in an appropriate and consistently formal style.
- A wide range of vocabulary and structures is used to express enthusiasm and commitment.
- Grammatical and lexical choices are accurate.



# Feedback

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# Lesson materials

## Make sure you have

- **downloaded the \*.pdf with this presentation**
- **saved the Zoom Chat**



# How can you get your writing marked?

1

**Draft your  
email/essay/report  
etc**

2

**Type it up (Use  
Microsoft Word or  
Google Docs)**

3

**Book a private class**

4

**Get feedback and  
correction from  
one of our expert  
teachers**

# How can you make more progress?

Complete the Practise after class activities online.

## Practise after class

**Dos and don'ts of writing a personal statement**

Review what we have practised today.



<https://www.britishcouncil.org/voices-magazine/how-write-personal-statement-uk-university>

# After-class speaking session

**You can talk about any topic that interests you!**

**Use these questions as a guide, if needed.**

- Where do students from your country travel abroad for studies? Why?
- What do they study?
- How do students normally fund their education abroad?
- What are the advantages and disadvantages of studying abroad?
- Do you think travelling abroad for studies will decline in the future due to greater dependence on online learning?

For help, contact: [support.englishonline@britishcouncil.org](mailto:support.englishonline@britishcouncil.org)

## **Dos**

- ✓ Treat everyone with respect
- ✓ Keep your camera on and on mute
- ✓ Let others share ideas too
- ✓ Listen to everyone
- ✓ Click 'Leave' if you cannot attend

## **Don'ts**

- ✗ Don't take pictures or recordings
- ✗ Don't share personal details
- ✗ Don't let your children be onscreen

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# What do you think?

Do you like the new writing lessons?

What did you think of the activities?

What further information do you need?

For more information, write to

**[support.englishonline@britishcouncil.org](mailto:support.englishonline@britishcouncil.org)**



# Teacher's Notes

This slide deck was made by Ee Loon Chwa

## Notes

*Share your thoughts about the lesson with the next teacher*