

ENGLISH FOR ECONOMICS AND ADMINISTRATION

5TH ADVANCED



THE ECONOMY: ITS ROLE

READING COMPREHENSION

Before You Read

1- What does the picture stand for? What do people need? Why?

How do they obtain what they want?



2- Read the following text and answer the questions in exercise 1. Compare your answers: were your ideas before reading similar to the ones expressed in the text.

Part I

Many people think that our economy and the study of economics are concerned primarily with money—how to get it, how to spend it, and how to get more of it. But money is often assigned more importance than it is due, and economics does not focus exclusively on the study of money. To understand the role of money, we first need to understand the role of an economy. Let's begin our trip there.

People have many needs and wants—cars, tables, taxi rides, medical services, computers, doors, pens, tires, theatres, and on and on and on. People need and want goods and services for two primary reasons: (i) to survive (which involves such necessities as food, clothing, and shelter) and (ii) to enhance the enjoyment and comfort of life (which involves things that make life better than what is required for mere survival). The economy's job is to try to respond to these desires for goods and services—to produce the goods and services and, we hope, continually enhance people's ability to obtain them and live their desired lifestyle.

Although the economy produces goods and services in response to people's needs and wants, people learn very early in life that they can't have everything they want. The economy does not satisfy everyone's needs and wants. Why?

The main reason is that society's resources are limited. Our resources—our natural resources, our available labour and capital (plants, factories, equipment), along with existing technology—are in limited supply. These resources are brought together by entrepreneurs to produce goods and services for our economy. Entrepreneurs examine the needs and wants of people in a society and then respond by using resources to initiate new ventures. If our resources weren't

limited, every society could produce everything that everyone wanted. We could all have ten computers, five houses, twelve cars, three boats, and so on. But there are only so many trees, so many minerals, so many people. The limitations imposed by our resources pose an economic challenge to our society. We have to decide how to use our available resources in the best way possible. We can't have everything we want. Choices and trade-offs have to be made.

Complete the chart with information from the text

Topic:	
People's wants and needs:	
The economy's aim:	
Main limitations of the economy:	

Choose the best translation

1. **economics:** a- económicos b- economía c- economistas
2. **due:** a- debida b- hace falta c- esperada
3. **primary:** a- primitivas b- principales c- primera
4. **enhance:** a- mejora b- mejorado c- mejorar
5. **existing:** a- existente b- existiendo c- existencia
6. **examine:** a- examinar b- examina c- examinan
7. **trade-offs:** a- intercambios b- comercio c- concesiones

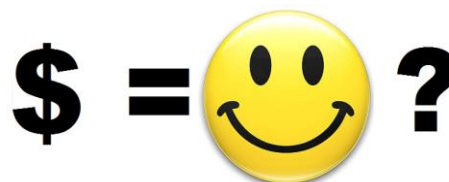
Part II

1) Discuss in pairs:

a- Can money buy happiness?

b- Are "standard of living" and "quality of life" synonyms?

2) Read and confirm the ideas discussed with your partner.



But how do we determine how well an economy is meeting our needs and wants? There are two ways of looking at how well our economy is responding to people's needs and wants. One way is to look at our standard of living. The other is to consider our quality of life.

It is important to understand that one way we assess how well an economy is meeting society's needs and wants is to divide the value of goods and services that a nation produces by its population, making sure to factor out the effects of changing prices.

However, it is important to remember that when we calculate the standard of living in a nation, we still don't know anything about how wealth and income are distributed in a particular country. Some get less. Some get more. Standard of living is an average.

Standard of living measurements are used as one means to assess how "well off" a society is. At the same time, though, I'm sure you've heard the expression: "Money can't buy happiness." There are other considerations in life besides material well-being. These include environmental quality, peace, freedom, happiness, and so on. To assess a society's well-being in this broader sense, we need to look at quality of life. Measuring the quality of life in a society is much more difficult than measuring the standard of living. How do we measure the value of clean air, clean water, park land, animals, peace of mind, happiness, and freedom?

The primary challenge for any economy, then, is to decide how to use available resources to produce goods and services in response to needs and wants. Money can help. But how? So far, we haven't identified a role for money. Let's move along.

2) Find in the text a word or expression that means:

(VERB) To not include a particular fact when you are calculating something - LINE 6

(NOUN) the money that a person, a region, a country, etc earns from work, from investing money, from business, etc LINE 8

(NOUN) the result of adding several amounts together and dividing the total by the number of amounts LINE 9

(NOUN) the act or process of finding the size, quality or degree of something LINE 10

(NOUN) a new or difficult task that tests somebody/something's ability or skill LINE 17

3) Find the meaning of the following connectors:

But	CONTRAST	CAUSE	SEQUENCE
However	ADDITION	PURPOSE	CONTRAST
At the same time	SEQUENCE	SUMMARY	SEQUENCE
Then	CONSEQUENCE	REASON	ALTERNATIVE

BEFORE WATCHING

a- What does specialization mean?

b- What examples of specialization can you mention?

c- Does it have positive or negative effects in the economy of a country? Why?

1) Watch the video and answer the questions

2) Watch the video again and do the quiz:

<http://www.econedlink.org/interactives/EconEdLink-interactive-tool-player.php?iid=185>

SPECIALIZATION, TRADE, AND BARTER SYSTEM



READ AND ANSWER THE FOLLOWING QUESTIONS:

- 1- Define in your own words: SPECIALIZATION, TRADE, AND BARTER SYSTEM
- 2- Why did specialization occur?
- 3- What was the consequence?
- 4- What is *BARTER*?
- 5- Does *BARTERING* suit the needs of a modern diversified economy? Why/why not?
- 6- How was trade simplified?

People in early civilization were not preoccupied with thoughts of money. They were too busy worrying about survival—food, clothing, shelter. But, over time, people and societies sought ways to improve their economic lot in life. They sought ways to produce more goods and services, better goods and services, and to produce them efficiently so that better use was made of resources. As a result of this search for better ways, a major evolution occurred—specialization. Rather than trying to do everything independently, people began to specialize, perhaps in house building, or clothing or food production. Through specialization, people's skills improved, enabling each person, and hence the society, to produce more things of better quality.

However, as specialization occurred and each person focused his or her economic activity on producing only one or a few things, another challenge arose. If individuals specialized in one or a few areas of production, how were they to acquire the other things that were needed and wanted? How would a farmer acquire things not related to farming? The answer—trade.

A consequence of specialization is the need for trade. Specialization results in a person being able to provide more than he or she needs or wants of a particular good or service. There is a surplus beyond the personal or household need. The surplus is then available to trade in order to acquire the goods and services produced by others. The farmer's surplus food can be traded to acquire clothing, dishes, tools, and so on. The more productive the farmer, the greater the surplus. The greater the surplus, the more the farmer can acquire from others. Specialization means people become more skilled and can produce more. The greater the surplus produced, the greater the potential to acquire more goods and services. The wheels of economic progress begin to turn. Innovation. Invention. Creativity. Hard work.

Through specialization and trade, more is produced, better goods and services are produced, and the standard of living in a society rises.

In early economic days, exchange took place by trading one or more items directly for another, that is, through barter. An economy based on this method of exchange is referred to as a barter system. As long as the output of the economy is made up of relatively few goods and services, this type of system can function successfully. However, as a society advances, and a much greater volume and diversity of output is produced, bartering becomes very complicated and cumbersome. Calculating the value or cost of each item in terms of every other item becomes difficult. Making the trades becomes difficult. The economic system becomes costly and cumbersome.

So, as more was produced in our economy, the exchange process became much more complicated. An alternative system for completing transactions was needed. Something had to replace the complexities and complications of a direct barter system.

In a barter system, a farmer who wants a television has to find someone with an extra television who also wants food. Simply finding someone who has a television available isn't sufficient. The person with the television has to have a coincident want, that is, the person with the television has to want the food that the farmer has to trade. In today's world, finding people with coincident wants for all the exchanges we make would be a monumental task. Consider your area of specialization. Think about how difficult it would be if you had to trade the output of your talent for a pen, a milk shake, a car, an apartment, a pair of shoes, and so on.

To avoid this havoc, an alternative system of exchange evolved. It was apparent that exchange would be much simpler if everyone was willing to accept some common item in a trade. Each person could trade whatever he or she produced for one, common thing. Something like money. Money overcomes the problems of a barter system and the need for a coincidence of wants. The farmer can provide food to those wanting food and receive money from them in exchange for the food. The farmer then exchanges the money for a TV at a price the farmer is willing to pay. Such a process is much simpler and saves a great deal of travel, searching, and time. Money helps bring simplicity and organization to our economy. It is something people are willing to accept in exchange for the output they have produced and have available.

VOCABULARY: Find IN THE TEXT the opposite of:

- a- unrelated
- b- diminish, decrease
- c-easy, unburdensome

Find in the text a word that means:

- a- 3rd paragraph- line 2: an amount that is extra or more than what you need
- b- 5th paragraph- line 3: the amount of sth that a person, a machine or an organization produces
- c- 8th paragraph- line 1: chaos, confusion and lack of order esp. causing damage or trouble

→ Special Lesson: Characteristics and functions of Money

CURRENCY UNIONS

Before reading:

Can you identify the following currency symbols? Where is each of them used?

\$ R\$ ¥ ₹ € £ pyб

Read the text carefully and do the exercises below

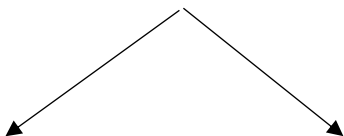
In economics, the term *currency union* (also known as a monetary union) refers to a group of countries that have agreed to use the same currency. Most recently, many countries in Europe began a currency union called the euro. This currency was created in 1999 in order to unite a number of European countries under a singular, simple currency. Nineteen countries in total have joined the union, all of which have stated that they believe the union has been a resounding success. Economists who study currency unions are beginning to understand their effects to determine if they are really successful. It seems that many of these consequences are, in fact, very positive for citizens and businesses alike.

On the positive side, a currency union can vastly improve the travel experiences of citizens within the united countries. In the past, Europeans were subject to currency exchanges. In essence, this means that they were required to exchange the money from their own countries when they travelled. Such exchanges were also subject to fees. It is thought that a tourist visiting twelve European countries, before the union, would have lost 40 percent of their money's value after fees. However, a currency union negates these fees. Thus, travelling is made easier for Europeans. In addition, those moving to a new European country can easily move across national boundaries. As a result, it is easier for Europeans to relocate or for a European to attend a university in a different country.

Furthermore, a currency union can help many businesses. The largest benefit is the absence of currency-exchange risk. Just as with individual tourists, businesses must exchange currency when doing business with other countries. Currency-exchange risk, then, is the danger that a company will lose money when investing it in another country due to the exchange rate. This worry causes many businesses to refuse to do international business at all. Economists agree that this behavior is harmful to all businesses as it limits their profits and the scope of their operations. A currency union, on the other hand, removes the need for currency exchange. Since all businesses operate with the same currency, there is no barrier to doing business with other countries. As a consequence, both imports and exports in all countries involved can increase.

(Adapted from Building Skills for TOEFL iBT - Beginning)

1) Complete the chart with information from the text.

Topic:	
Definition:	
Example:	Date of creation: Number of countries involved:
<div style="text-align: center; margin-bottom: 20px;"> Effects of currency unions </div> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center; width: 45%;">  <p style="margin-top: 20px;">Effect 1:</p> </div> <div style="text-align: center; width: 45%;"> <p style="margin-top: 20px;">Effect 2:</p> </div> </div>	

2) Which of the following statements best summarizes the author's overall stance?
Justify in the text.

- a) Currency unions are a good idea but have proved to be inefficient.
- b) Advantages and disadvantages of currency unions are equally important.
- c) In general, currency unions have positive effects.

3) What do the underlined words refer to?

- a) This currency:
- b) Which:
- c) Their:
- d) Such exchanges:
- e) Those:
- f) It:
- g) This worry:
- h) Their:

4) Find the word or phrase in the text that means:

- a) Very great (par.1) _____
- b) Forced to do something according to a particular law or set of rules (par.2)

- c) Amounts of money you pay to do something (par.2) _____
- d) To move to a new place (par. 2) _____
- e) Spending money on something in order to make it better (par.3) _____
- f) The money you make in business after paying the costs involved: (par.3)

- g) The range of things an organization deals with: (par.3) _____
- h) The selling of goods to another country. (par.3) _____

5) Find the meaning of the following connectors:

- | | | | |
|-------------------------------|-----------------|-----------|-------------|
| a) In order to (par 1): | SEQUENCE | PURPOSE | REASON |
| b) However (par 2): | ADDITION | CONDITION | CONTRAST |
| c) Thus (par 2): | EXEMPLIFICATION | ADDITION | CONSEQUENCE |
| d) As a result (par 2): | CONSEQUENCE | REASON | SEQUENCE |
| e) Furthermore (par 3): | EXEMPLIFICATION | ADDITION | CONCLUSION |
| f) Due to (par 3): | REASON | PURPOSE | CONDITION |
| g) On the other hand (par 3): | CONTRAST | SEQUENCE | ADDITION |
| h) Since (par 3): | SEQUENCE | REASON | CONDITION |

Examen Inglés I – UNR

You are going to read two extracts from an economics textbook. Questions 1 to 4 refer to text 1 and questions 5 to 12 refer to text 2.

TEXT 1

Planned economies – In a planned economy, sometimes called a centrally planned economy or a command economy, decisions about what to produce, how to produce, and who to produce for, are made by a central body, the government. All resources are collectively owned. Government bodies arrange all production, set wages and set prices through central planning. Decisions are made by the government on behalf of the people and, in theory, in their best interests.

Free market economies – In a free market economy, sometimes called a private enterprise economy or capitalism, prices are used to ration goods or services. All production is in private hands and demand and supply are allowed to set wages and prices in the economy. The economy should work relatively efficiently and there should be few cases of surplus and shortages.

1) Match statements a – d to each type of economy. Circle the correct option: PE – a planned economy or FME – a free market economy.

- a) All decisions are made by one organization. PE / FME
- b) There is a lot of competition between organizations. PE / FME
- c) Prices vary depending on how much people need or want a product. PE / FME
- d) Prices and wages tend to be fixed. PE / FME

2) Which of these statements best describes the author's point of view on planned economies?

- a) In a planned economy, government decisions are always for the benefit of people.
- b) In a planned economy, government decisions may be for the benefit of the government.
- c) In a planned economy, government decisions are made together with the people.

3) Which of these statements best describes the author's point of view on free market economies?

- a) Free market economies normally have a steady supply of goods.
- b) Free market economies always have a steady supply of goods.
- c) Free market economies never have a steady supply of goods.

4) Do you think the author believes one system is better than the other? Give reasons.

.....

.....

.....

TEXT 2

- 1- In the 1980's, there was a movement towards more free market, supply-side-oriented governments in developed countries such as the USA and the UK, which saw a shift of emphasis in government policy. This resulted in a change in direction in thinking on the best way to achieve growth and development in developing countries. However, as we have moved into the new century, a number of concerns have been raised about the value of adopting a pure market-led approach.
- 2- Infrastructure is unlikely to be created through a market-based approach and developing countries simply do not have sufficient infrastructure to adopt a free market approach. Thus, this requires planning for the future and government intervention.
- 3- Although the more developed countries promote trade liberalization, they themselves do not liberalize all their trade. Protectionism in developed countries makes it very difficult for the developing countries to compete on a fair basis. In recent years, led by the larger developing countries such as Brazil and India, developing countries have been cooperating with each other to have more influence in trade negotiations.
- 4- The success of the export-led Asian Tigers (Hong Kong, Singapore, South Korea and Taiwan) did not happen without government intervention. The governments in question were very interventionist in specific areas, especially in product markets that needed help and protection before they were able to export. They also were able to place great emphasis upon education and healthcare.
- 5- Although a more free market approach may lead to economic growth in the long term, there are without doubt short-term costs to the poorest people. In the short term, unemployment rises, as do the prices of essential products, and the provision of public services also falls. This will hit the poorest sector of the population more than anyone else, causing greater income inequality.
- 6- The adoption of free market strategies tends to concentrate attention and activities on the urban sectors of an economy. This tends to increase the divide between rural and urban areas, increasing the levels of poverty in rural areas and also leading to migration from rural to urban areas. This has created large areas of slums on the edge of many major cities in developing countries.
- 7- Governments may adopt the concept of liberalized flows of capital, but a lack of political stability means that many countries are not in a position to attract the foreign investment necessary to achieve growth.
- 8- In the end, it is clear that solutions will lie in a combination of the different approaches and that the combination will need to be tailored to suit the needs of each individual country. Adopting a "one size fits all" policy will not be effective.

5) What examples of developed and developing countries does the text give?

Developed countries:

Developing countries:

6) What is the main idea of the first paragraph? Circle the correct option.

- a) The market-led approach has been recently questioned as the best way to achieve economic growth in developing countries.
- b) Governments in developed countries have changed their policies again and again.
- c) A free-market economy is best for both developed and developing countries.

7) Match paragraphs 2 – 8 to ideas a – g.

- a) Developing countries need governments to help in areas such as transportation, energy supply, and health care. _____
- b) A free market economy can cause problems for the poorest people. _____
- c) A free market economy can cause different problems in cities and rural areas. _____
- d) A combination of planned and free market policies is the most effective approach. _____
- e) It is difficult for developing countries to compete with developed countries. _____
- f) Other countries may not invest in a developing country for political reasons. _____
- g) Government intervention has helped some countries to be successful. _____

8) What are the disadvantages of a free market economy according to the text?

9) Which of the following statements summarizes the author's overall stance in Text 2? Justify in the text.

- a) Free market economies are superior.
- b) Planned economies are superior.
- c) Economies need to adapt to their own needs.

10) What do the underlined words refer to?

- a) This (par.1):.....
- b) themselves (par. 3):.....
- c) They (par. 4):.....
- d) do (par. 5):.....
- e) the different approaches (par. 8):.....

11) Find a word or phrase in the text that means:

- a) a change in position, direction (par.1):.....
- b) improbable (par.2):.....
- c) buying and selling with very few rules (par.3):.....
- d) to have a bad effect on (par.5):.....
- e) money received regularly, usually as payment for work (par.5):.....
- f) areas where poor people live (par.6):.....
- g) steady supply (par. 7):.....
- h) to satisfy or please (par.8):.....

12) Find the meaning of the following connectors:

- | | | | |
|-----------------------|-------------|----------|-------------|
| a) However (par.1) | ADDITION | PURPOSE | CONTRAST |
| b) Thus (par.2) | CONSEQUENCE | REASON | ALTERNATIVE |
| c) such as (par.3) | SUMMARY | EXAMPLES | ADDITION |
| d) Although (par.5) | CONTRAST | CAUSE | SEQUENCE |
| e) In the end (par.8) | CONDITION | SUMMARY | CONCLUSION |

Do you think free trade agreements are a good idea?

14th November 2013, Donald Anand-Shaw

(Adapted from The Argentina Independent)

Some 12 countries are currently negotiating on the controversial Trans-Pacific Partnership (TPP) with the aim to reduce tariff and non-tariff trade barriers as well as encourage greater investment in trade in the Asia-Pacific region.

The negotiations, shrouded in secrecy, have been criticised by groups around the world that accuse governments of putting corporate interests before citizens' rights, damaging human rights and the environment, and signing away countries' sovereignty.

The Indy hits the streets to find out Argentines' opinions on free trade agreements, and whether they think they are beneficial for the country.



It depends on the culture; it's favourable for certain countries and not for others... For Argentina, it can be both a good thing and a bad thing, depending on the countries it is trading with. With countries that are much more economically developed it isn't a good idea but with bordering countries such as Brazil, Paraguay, and Uruguay free trade agreements are very positive.

Ezequiel, 25, economist, Escobar



I think they're a good idea. As a designer myself, it allows me to trade more freely between different places and lets us share our work. It enables the possibility of increased trade and therefore revenue.

Giselle, 36, artisanal designer, Palermo



Truthfully, I don't really know much about trade agreements, so I'm kind of neutral on the topic. I'm neither particularly for them nor against them but I do think globalisation is a good thing, though.

Juana, 22, counselling student, Recoleta



Free trade agreements are definitely a positive thing. They have been proved to be one of the best methods of opening up trade links and increasing both investment and the expansion of a country's economy. It obviously works best when a market is competitive and allows for economic integration. In addition to an open border, which allows people to move freely between two countries, these agreements can set up a strong economic link.

Marta, 21, marketing/PR assistant, Colegiales



Free trade is almost like neo-liberalism, it's a really liberal economic idea. But apart from what it could do economically for any country, for me the concept of free trade doesn't seem like a good idea because of what it can do to the people, how it could affect them. I feel that free trade is especially bad for workers. In the context of big companies and free trade, workers are always left with less.

Yanina, 19, shop assistant, Villa Lugano

Update February 2017: The Trans-Pacific Partnership (TPP), or the Trans Pacific Partnership Agreement (TPPA), is a trade agreement between Australia, Brunei, Canada, Chile, Japan, Malaysia, Mexico, New Zealand, Peru, Singapore, the United States (until January 23, 2017) and Vietnam. The finalized proposal was signed on 4 February 2016 in Auckland, New Zealand, concluding seven years of negotiations. It currently cannot be ratified due to U.S. withdrawal from the agreement on 23 January 2017.

- a) In this article, five Argentinian young people give their opinion about free trade. Can you say who agrees, disagrees or neither agrees nor disagrees with free trade? Can you think of any other categories for their opinions?
- b) Which phrases helped the interviewees express their opinions? Underline them in the text.
- c) Find the word or expression that means...
1. A list or system of duties imposed by a government on imported or exported goods
 2. Covered, hidden
 3. The condition of being politically free; the right and power to command, decide, rule, or judge
 4. An amount of money regularly coming in; income
 5. A political theory of the late 1900s holding that personal liberty is maximized by limiting government interference in the operation of free markets.
- d) Complete the chart about free trade agreements and the opinions expressed by the interviewees.

Objective:	
Advantages:	Disadvantages:

e) Your turn!

What's your opinion about free trade agreements? Do you think they are a good idea?

- f) Class survey.** What do all the students in your class think? Conduct a class survey and display the results using a bar chart or a pie chart.

Main Economic Theories

In the history of economic thought, a school of economic thought is a group of economic thinkers who share or shared a common perspective on the way economies work. While economists do not always fit into particular schools, particularly in modern times, classifying economists into schools of thought is common. Economic thought may be roughly divided into three phases: premodern (Greco-Roman, Indian, Persian, Islamic, and Imperial Chinese), early modern (mercantilist, physiocrats) and modern (beginning with Adam Smith and classical economics in the late 18th century). Systematic economic theory has been developed mainly since the beginning of what is termed the modern era.

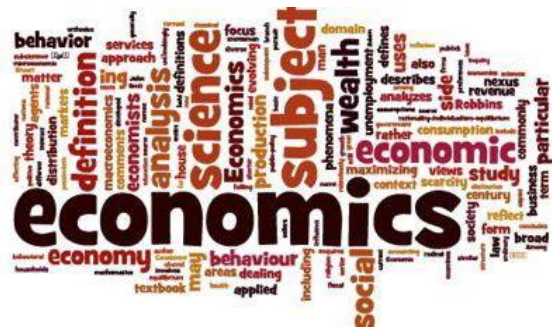
Currently, many economists follow an approach referred to as mainstream economics (sometimes called 'orthodox economics'). Some influential approaches of the past, such as the historical school of economics and institutional economics, have become defunct or have declined in influence, and are now considered heterodox approaches. Other longstanding heterodox schools of economic thought include Austrian economics and Marxian economics. Some more recent developments in economic thought such as feminist economics and ecological economics adapt and critique mainstream approaches with an emphasis on particular issues rather than developing as independent schools.

(Adapted from https://en.wikipedia.org/wiki/Schools_of_economic_thought)

Your turn! Economic Theories Cyberhunt

In this unit you will be in charge of doing research on the main economic theories:

- The class will be divided into groups.
- Each group will choose an economic theory to work on following a study guide.
- The group will write a draft with the required information to be edited and corrected by the teacher.
- Once the draft has been corrected, the group will design a presentation on Power Point or Prezi. The presentation will also be submitted to the teacher for correction.
- Finally the group will prepare an oral presentation to be delivered in class.
- At the end of the presentation the group will conduct an activity to check their classmates' comprehension (quiz questions, true or false, crossword, etc)



TOPIC GUIDELINES:

School of Economic Thought:

Mercantilism, Physiocrats, Classical Economics, Neoclassical Economics, Marxism, Keynesian Economics and Feminist Economics

Historical Context: Include two or three key facts that were important for the emergence of this theory. (Eg. Industrial revolution - Marxism) (Include images or short videos)

Economic Theory:

- A short summary
- Glossary: five main concepts (include images as necessary)

Main Economist:

- Short biography (Include images, famous quotes, etc.)
- Main economic work / book

Influences and today's relevance:

Has the economic theory been applied? Has it influenced other areas (culture, education, literature)? Final comments

RESOURCES:

https://en.wikipedia.org/wiki/Schools_of_economic_thought

<https://mises.org/blog/nine-schools-economic-thought>

<http://www.biographyonline.net/people/famous/economists.html>

<http://www.thefamouspeople.com/economists.php>

EVALUATION CRITERIA:

Process:

- Did the group hand in the drafts and PPT presentation on time?
- Did they correct the drafts and presentation according to the teacher's feedback?

Group Work

- Content: Was the content complete and relevant?
- PPT design: Was the layout clear? Were there enough relevant images included?
- Organization and Participation: Did all members contribute to the task? Does the process and final task evidence good communication and organization among members?

Individual Work:

- Oral expression
- Commitment and responsibility

Human Resources

1) Read the text and do the exercises below.

School Leaver CV Template By Michael Cheary

Looking for your first job after leaving school, but worried your lack of experience could harm your chances?

If you have no previous work experience to speak of, you may not think you have much to include in a CV. But, when approached with the right amount of enthusiasm, research and professionalism, (not to mention time spent viewing some helpful CV examples), you should have nothing to worry about.



Personal statement

Always start with your personal statement. This should be *tailored to the role* in question. To put it simply, every time you apply for a new job, you will need to write a new personal statement, which should be *tweaked to match* the job description.

In terms of structure, consciously try and answer the following questions: Who are you? What do you have to offer? What are you aiming for in your career? Ideally, your personal statement should be no more than around 150 words. Also, try and quantify and give examples, where possible, and be specific. Generic personal statements can prompt a CV to fall at the first hurdle.

Education

Education should be included from GCSE level on. State the number and general grades you received (Maths and English at the very least). If you're awaiting any results, you may state mock/expected results where possible, although this is not essential.

Write in reverse-chronological order, with the most recent events coming at the top.

In direct terms, particular course modules you've undertaken may be relevant to a role or scheme you're applying for and can be used to demonstrate your wider knowledge of the subject.

Skills

Instead of concentrating on a minimal work history, the most effective CVs written by school leavers often give precedence to their skills. Just as with your personal statement, try giving examples that are applicable to the role in question. For example, IT skills (naming specific programs), problem solving, public speaking and interpersonal skills, not to mention a friendly and welcoming demeanour, are all desirable qualities to have.

Hobbies & Interests

A Hobbies and Interests section is optional. However, if you lack any notable work experience, they can be a great way of getting your personality across. Feel like you don't really have a hobby? Don't panic. It's never too late. Setting up a blog, for example, can be a perfect way to show what you can offer. For practically any career you look into, from the obvious such as fashion and retail (fashion blogs) through to something as surprising as carpentry and construction (documenting a DIY or restoration project, for example) may be enough to help get your personality across.

Just be wary of anything too generic, such as socialising with friends or going to the cinema (unless, of course, you're applying for a role at your local cinema). If they're particularly individual, or actually back up your motives for applying for this role, then they should be included.

Employment history

If you do have some relevant work experience, even if it was only for a brief period, this can be a great help. If you have no employment history to speak of, you may wish to leave this section out. Alternatively, use this gap as your opportunity to be pro-active. Try volunteering with a local charity for a few weeks or at a locally run business. They will be grateful for the help, and you will have something extra to add to your CV.

References

Unless asked directly in the job posting, making them available on request is fine.

However, always make sure that you do have credible references. Close family friends, teachers, or career counsellors are all good options, and are usually more than happy to help.

2. True or False. Correct the false statements

- 1) The articles gives teenagers strategies to make up for their lack of work experience.
- 2) The same personal statement must be used in all job applications.
- 3) You may not include your grades.
- 4) Blogging and Do-It-Yourself projects should be included in the skills section.
- 5) Only long term jobs should be mentioned in the employment history section.

3. Find the words or expressions that mean

- 1) made, altered, or adapted for a particular end or purpose:
- 2) adjusted; fine-tuned:
- 3) directing toward or intending for a particular goal
- 4) an obstacle or difficulty to be overcome
- 5) marks (Am English)
- 6) making a request especially in the form of a written application
- 7) priority
- 8) behavior toward others
- 9) making your qualities of character clear
- 10) very cautious or careful

I) Read the following CV and write the headlines above each section.

II) This sample was created for British teenagers. What information would not apply to our Argentinian context?

Name

Address

01234 900621 • 0113 000 0000 • name@mail.com

Driving Licence • Own Car

A highly motivated and hardworking individual, who has recently completed their A-Levels, and received excellent grades in both Maths and Science. Seeking an apprenticeship in the engineering industry to build upon a keen scientific interest and start a career as a maintenance engineer.

Mechanically minded, with a methodical approach to working and an eagerness to learn and develop personal skills in a practical setting. Eventual career goal is to become a fully-qualified and experienced maintenance or electrical engineer, with the longer-term aspiration of moving into project management.

-
- Advanced problem solving and numeracy skills
 - Accomplished communication skills, both written and verbal, developed through numerous essays and presentations given during my time at college
 - Ability to take the initiative and work well under pressure, ensuring strict deadlines are met, as successfully demonstrated during work experience placement project
 - Flexibility, whilst maintaining enthusiasm and commitment to each project
 - Proficiency in all areas of Microsoft Office, including Access, Excel, Word and PowerPoint

College/School Name

(2015 – 2017)

A-levels:

- Physics – A
- Maths – B
- Business Studies – B

School Name

(2009 - 2015)

10 GCSEs, grade A-C, including Maths (A) and Double Science (AA)

Part-time Sales Assistant, Shop Name, Location
(April 2016 – Present)

Key results:

- Achieved four out of five revenue targets
- Personally billed over £10,000 since starting position.
- Demonstrated resilience and ability to upsell products, consistently meeting KPIs set for adding more value to sales.
- Significantly improved negotiation skills, regularly converting customers from point of enquiry to sale.

Pharmaceutical Company (*unpaid work experience*)
(Summer 2015)

Duties included:

- Shadowed a key member of laboratory staff, observing their day-to-day work
- Spent a morning working within customer service centre, listening to client complaints and understanding company best practice when responding
- Assisted in project on risk management and contingency planning in case of failure at distribution centre
- Learned about company project management lifecycle methodology
- Gained knowledge of key health and safety standards used within the industry

Over the last two summers I have helped a family friend restore a classic sports car. This has triggered a passionate interest in mechanics and automotive restoration and, now that the project is finished, I have continued to build my knowledge by attending various classic car events.

During this time, I also decided to set up a blog around the project. Initially starting as a way to ask other collectors for advice whilst tracking progress, I began to enjoy writing about the subject and have now started writing occasional freelance articles for an online automotive magazine.

References are available on request.

III) This is a Sample Resume.

Can you find the differences between a CV and a Resume?

Natalia Nikolaevna Ivanova
ADDRESS / COUNTRY
PHONE / E-MAIL

PROFESSIONAL EXPERIENCE

Secondary School # 102 – Kiev, Ukraine

Teacher of History (10/2002-present)

Teach	History of Middle Ages to grades 5-6
Teach	Modern History to grades 8-10
Provide	training to teachers in the school
Act	as member of weekly editorial team of school History newsletter

Center for Teacher Training – Kiev, Ukraine

Teacher Trainer (01/2000-present)

Responsible	for developing curriculum units in History
Assist	Kiev regional teacher training expert with research in modern teaching methodologies
Draft	monthly reports on teacher training activities

U.S. Peace Corps – Kiev, Ukraine

Trainer for TEFL teachers (10/1999-9/2002)

Provided	training about teaching in the secondary schools in Ukraine
Assisted	with analysis of education needs in secondary schools in rural areas of Ukraine
Developed	and implemented project plans to address these needs within the Peace Corps mission

EDUCATION

Kiev State Pedagogical University – Kiev, Ukraine

diploma (09/1994-07/1999)

Department of History

PROFESSIONAL DEVELOPMENT

Winner of Ministry of Education “Teacher of the Year” Sponsored Competition

Teaching History through Internet Workshop – Moscow, Russia 2003

Participant in workshop on internet resources for teaching history in the secondary schools

ENGLISH FOR ECONOMICS AND ADMINISTRATION – 5TH ADVANCED

British Council Small Grant Program Recipient Conference Organizer (01/2003-12/2003)

Developed and managed a conference on teaching history in secondary school for 120 secondary school teachers in Kiev

Drafted concept paper for funding of conference

Advisor for Students History Newspaper – Kiev, Ukraine
Volunteer at alma mater, Kiev State Pedagogical University, 1994-1998

COMPUTER SKILLS

Microsoft Word, Explorer, Excel, PowerPoint, Outlook, Adobe PhotoShop, PageMaker

LANGUAGES

Ukrainian (fluent), English (excellent), French (basic)

Let's get started! Classified ads (source: <https://www.classifiedads.com>)

1) Read the ads and do the activities below.

Entry level- bookkeeper

Small office located in downtown Manhattan seeking a bookkeeper.
Good with numbers, knowledge of Microsoft, Excel and basic computer skills a must.
No experience necessary, will train.
Please send inquires and resumes to the e-mail management@yahoo.com

Office job - Assistant Needed

Immediate start must be able to take incoming calls, host guest as far as signing them in and out, making daily inputs in computer. Must be responsible, always on time, reliable and able to work well with others. Reliable transportation needed, bright out-going, sunny dispositions encouraged to apply. Ability to multi-task and work independently or in a group setting. Ideal for students entry-level position. Interested respond with the best contact number to reach you on. Free coffee, tea, soda, snacks and gym membership once accepted for contract. Contact:HR Dept. Phone:555-555-0000 City:Tri-state Area Zip:10018

Restaurant job - Full and Part time

Bluff Park Diner in Hoover AL is now hiring for Full and Part time positions. Take a walk back in time. Bluff Park Diner offers good southern cooking; consisting of home cooked meats and fresh vegetables. Customers can choose from several meat choices and vegetable dishes that change daily. Responsibilities include: Managing customers through the food line, cashier, creating salads, desserts and basic cleaning of dining room. Varied timeframes to work in a family atmosphere. Apply if you have a positive attitude and willing to learn a new skill. We will work with employees school schedule. Email jobs@bellsouth.net

2) Which job opening....

openly accepts students?
requires computer skills?
requires working with people?
is looking for candidates who have a vehicle?
offers flexible working hours?

3) Hands on!

- a) Choose and apply for one of the job openings in the previous section
- b) Write a complete CV on a Word document. Include a personal statement.
- c) Choose one of the following website to create an online resume.
<http://www.vizualize.me/>
<https://www.visualcv.com>



APPENDIX: CONNECTORS

MEANING	FORM		
	COORDINATING CONJUNCTIONS	SENTENCE CONNECTORS	SUBORDINATING CONJUNCTIONS
addition	(a) Bambang misses his family, and they miss him.	(b) Bambang misses his family, too . He also misses his friends. In addition , he is having culture shock. Besides , he's homesick.	(c) In addition to missing his family, Bambang misses his friends.
emphasis/ intensifying	(d) Not only does Bambang miss his family, but he is also experiencing culture shock.	(e) Furthermore , he's not doing well in school. In fact , he failed two midterms. Actually , he's quite depressed. Indeed , he's thinking about going home.	(f) Besides being depressed, he's having trouble in school, not to mention feeling lonely all the time.
contrast	(g) Everyone experiences culture shock, but it eventually passes.	(h) Some people have severe culture shock. Others, however , just feel a mild depression. Bambang's culture shock is almost over; yours, on the other hand , may just be beginning. Mild culture shock is a universal experience. Deep depression, in contrast , is not.	(i) Some people have severe culture shock, while others just feel a mild depression. Whereas some people have severe culture shock, others just feel a mild depression.
concession. . . (yes. . .but)	(j) The advisor told him culture shock can't be avoided, yet it is fortunately temporary.	(k) Bambang feels homesick. Even so , he will stay until he finishes his studies. Bambang studies hard. Nevertheless , he isn't getting good grades. In spite of this , he is still trying to improve.	(l) Although he feels homesick, Bambang will stay until he finishes his studies. He isn't getting good grades, even though he studies hard. In spite of experiencing culture shock/ In spite of the fact that he still experiences culture shock, Bambang has decided not to go home.

Continued

(from Thewlis, S. (2000) Grammar Dimensions 3)

MEANING	FORM		
	COORDINATING CONJUNCTIONS	SENTENCE CONNECTORS	SUBORDINATING CONJUNCTIONS
reason	(m) Bambang went to see his advisor, for he was worried about his grades.	(n) Bambang was worried about his grades. With this in mind , he went to see his advisor.	(o) He found it difficult to concentrate, due to being depressed. Because/Since Bambang was worried about his grades, he went to see his advisor.
result	(p) He was depressed, so he went to see his advisor.	(q) Bambang was worried about his grades. Accordingly , he went to see his advisor. His advisor told him that culture shock is universal. He consequently felt much better about his depression. As a result , he decided not to go home early. He therefore canceled his plane reservation.	(r) As a result of feeling depressed, he decided to talk with his advisor. He made an appointment so that he could find out about leaving school early. In order to find out more about culture shock, he decided to read some articles about it.
conditional	(s) The advisor told Bambang to keep busy, or (else) he would become more depressed.	(t) Bambang didn't want to go home early. Then he would feel that he had failed. Under such circumstances , he might even feel worse than he had in America.	(u) His advisor told him to get a lot of exercise, providing/if he could do that without neglecting his studies.
sequence	(v) He made an appointment, and he went directly to see his advisor.	(w) First , one must recognize culture shock. Then one must deal with it. Eventually everyone gets over it. Soon they start to feel more comfortable in the new culture.	(x) Bambang felt much better after he talked with his advisor. When he found out about culture shock, he was glad he hadn't decided to leave before talking with his advisor.

(from Thewlis, S. (2000) Grammar Dimensions 3

I) Studying abroad

Bambang Soetomo is from Indonesia. He is studying Economics at an American university. Read his essay on culture shock and do the following exercises.

Before reading:

Have you or anyone you know ever experienced "culture shock"?

Culture shock generally moves through four different phases. Can you put them in order?

The Acceptance Stage _____

The Frustration Stage _____

The Adjustment Stage _____

The Honeymoon Stage _____

Read the essay and check your work.

My Experience with Culture Shock

Every person who has lived in a new culture has had experience with culture shock, (1) **and** I am not exception, (2) **since** I, too, have had an experience with culture shock. (3) **Although** I have lived in the United States for almost one year, sometimes I feel homesick, and still miss my family. When I (4) **first** came to the U.S. I was very excited. (5) **Because** everything was new, everything was interesting. I enjoyed my independence from my parents; I (6) **also** enjoyed experiencing new situations and making new friends. (7)



Although everything was a little strange, I (8) **nevertheless** enjoyed these new experiences. (9) **Eventually**, I got used to many of the differences, (10) **but** (11) **even though** I was used to them, I still wasn't comfortable. (12) **In fact**, little by little I grew tired of the differences. (13) **Because** the things in the U.S. weren't new to me anymore, the differences weren't interesting. (14) **Indeed** they had actually become boring. (15) **As a result**, I began to miss things about Indonesia, such as food, friends, and the warm tropical climate, more and more. I (16) **soon** became depressed and homesick. I stayed in my room (17) **because** I was tired of speaking English all the time. (18) **Even though** I studied hard, my grades weren't good. I wanted to go home.

(19) **Because** of these feelings I decided to see my advisor, (20) **so that** I could get some advice about returning home without finishing my studies. He told me two important things about culture shock. (21) **First**, I learned that any person in a new culture has a similar kind of experience, and that culture shock can't be avoided. (22) **Furthermore**, I learned that culture shock is not only universal but also temporary. (23) **As a result of this advice**, I realized that I should be patient, and that I shouldn't go home just yet. My advisor (24) **also** suggested that I try to keep busy and talk about my culture shock with my friends. I followed this good advice **and as a result**, my culture shock has become less troublesome. (25) **In spite of the fact that** I sometimes still miss my life in Indonesia, I don't feel as depressed as I did. (26) **Moreover**, I no longer want to return home before I finish my studies. I know that I can adjust to this new life.

Identify the meaning of the highlighted connectors

- | | | |
|-----------|-----------|-----------|
| 1- _____ | 2- _____ | 3- _____ |
| 4- _____ | 5- _____ | 6- _____ |
| 7- _____ | 8- _____ | 9- _____ |
| 10- _____ | 11- _____ | 12- _____ |
| 13- _____ | 14- _____ | 15- _____ |
| 16- _____ | 17- _____ | 18- _____ |
| 19- _____ | 20- _____ | 21- _____ |
| 22- _____ | 23- _____ | 24- _____ |
| 25- _____ | 26- _____ | |

II) Bilingualism

"If we spoke a different language, we would perceive a somewhat different world."

Ludwig Wittgenstein

"One language sets you in a corridor for life. Two languages open every door along the way."

Frank Smith

1) Discuss in pairs

What is bilingualism? Can you mention any countries that are officially bilingual? What languages are spoken there? What are the official languages of Canada and the United States?



2) Read the text and discuss the following question:

What reasons are given for the differences in linguistic policies in Canada and the U.S.?

Both Canada and the United States have large minorities that speak languages other than English. Canada has a large French-speaking minority. The United States, ⁽¹⁾ *(on the other hand, furthermore, consequently, yet)* has a large Spanish-speaking minority. ⁽²⁾ *(But, However, So)* the way the two countries deal with this fact are rather different.



Canada has adopted a policy of bilingualism and has two official languages. All students study both languages in school. ⁽³⁾ *(Moreover, Nevertheless, Therefore)* all official government activities are conducted in both languages.

However, in the United States there is a movement to make English the only official language. ⁽⁴⁾ *(So, So that, As a result)*, some people may be officially discouraged from using languages other than English at work. In some parts of the country, there are very few facilities available to people who can't speak English, ⁽⁵⁾ *(and, but, yet, so)* ⁽⁶⁾ *(under such circumstances, on the other hand, in addition to)* Spanish speakers may be required to provide their own translators in such places as hospitals and government offices. ⁽⁷⁾ *(In spite of, Even though, Consequently)* all students in the public schools are taught English ⁽⁸⁾ *(but, and, for)* English-speaking students are not required to study Spanish.

These differences in bilingualism may result from geography. In Canada, the French speakers are actually a majority in certain parts of the country, primarily in the province of Quebec. In the United States, ⁽⁹⁾ *(however, on the other hand, in spite of this, therefore)* Spanish-speaking communities are spread around the country. Large numbers of Spanish-speakers are found in New York, Florida, New Mexico, and California. ⁽¹⁰⁾ *(As a result, Under such circumstances, In addition, Besides)* there are substantial numbers in many large cities. ⁽¹¹⁾ *(Although, However, In spite of)* they do not constitute a majority in any single region.

3) Read the following quote. *Can you think of any other reasons for the differences in linguistic policies?*

“Many Americans have long been of the opinion that bilingualism is ‘a good thing’ if it was acquired via travel (preferably to Paris) or via formal education (preferably at Harvard) but that it is a ‘bad thing’ if it was acquired from one’s immigrant parents or grandparents.”

(Fishman, 1966)

4) Complete the following sentences using information provided in exercises I and II.

1. In addition to missing his family, Bambang...

2. In spite of sometimes still missing his family, ...

3. Before he talked to his advisor about culture shock....

4. Bambang now understands that his depression was the result of culture shock. Because of this....

5. Bambang sometimes does poorly on tests, even though...

6. Bambang sometimes does poorly on tests, in spite of ...

7. Canada has an official policy of bilingualism. Consequently,....

8. Canada has an official policy of bilingualism, The U. S., however, ...

9. As a result of Canada’s official policy of bilingualism,

10. Since all government business is conducted in both languages...

The texts have been taken or adapted from:

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Text selection and materials design and adaptation:

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English - 5th Intermediate/Advanced

First assignment: Unit 1 “THE ECONOMY; ITS ROLE”

Deadline: 1st week in April

Do the following activities from the 5th Advanced booklet:

Unit 1 “THE ECONOMY; ITS ROLE” (pages 2 to 4)

Do all the activities up to exercise 3 on page 4.