

Puspa Shrestha

Best Quality Resource Site for Class 11 And 12 Students
(Based on Updated Curriculum 2077)

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Reading

Presenting Yourself

Before you read

- Have you ever applied for a job?
- What documents do you need while applying for a job?
- Are you familiar with the terms: bio-data, resume, CV and personal profile? Do you have any of them?

American style résumé	British style CV (curriculum vitae)
<p>These are similar to British style CVs. But notice:</p> <ul style="list-style-type: none"> For new graduates your résumé should be only one page Describe your work experience in terms of self-motivation, teamwork, organization, problem solving, and enthusiasm. <p>Tip:</p> <ul style="list-style-type: none"> The standard US paper size is not A4 (210 x 297mm) but 216 x 279mm <p>Provide your college or temporary address if you have one.</p> <p>Objective: To summarize your goals and customize your résumé for specific positions. State a realistic short-term goal and/or a job for which you are currently qualified.</p> <p>Use bold to highlight key information.</p> <p>Use US spelling and punctuation.</p>	<p>Personal information. You can omit the latter. There is no need to mention your age, gender, nationality, race, religion or marital status. Don't send a photo unless you are asked to.</p> <p>Profile: An outgoing and articulate graduate with work experience in both television and acting.</p> <p>Education and qualifications:</p> <ul style="list-style-type: none"> MA in Media Studies, Bristol University, Expected 2010 2005–2009 BA in Media Studies with French (2:1) Bristol University 1997–2004 Access to Science, London 3 A Levels: Drama (A), French (A), German (B) 5 A-B levels: 9 GCSEs <p>Work experience:</p> <ul style="list-style-type: none"> October 2007–June 2008: Language assistant in secondary school in France. Taught English to large classes and small groups. Ran a film club and a holiday dance and drama club. Assisted with school drama productions. September 2004–August 2005: Production assistant at Courtman and Associates Filmmakers, London W14. Professional office and on-set duties. June–September 2004: Tutor for Access to Drama Workshops. Led groups of teenagers of different backgrounds in dance and drama activities. July–August 2003: Host at Adventure Camping holiday campers in France. Led the children's club for 6–16-year-olds and performed various practical duties on the campsite. <p>Skills:</p> <ul style="list-style-type: none"> Languages: French—near native speaker (CEFR C1); German (B2) Good keyboard skills. Familiarity with Word, Excel and film editing packages. Car: driving license. <p>Interests:</p> <ul style="list-style-type: none"> Drama, book writing and directing, singing (was member of university choral society) Regular volunteer at a local centre for the homeless. <p>References: attached.</p> <p>Education. Put this next recent first. Add dates and awards. Omit primary school. Try to give British equivalents of your qualifications.</p> <p>Work experience. Put this in reverse order. Experienced camp sites, put this before education and write more about your most recent job.</p> <p>Skills. Your practical abilities, include exams passed. Write more here if you are experienced.</p> <p>Interests. Keep this short. Include a sport, a creative and a community activity. If you can, avoid topics such as reading or travel.</p> <p>References. Get the names, titles, and addresses where you will send your CV. Either keep or use a separate page.</p>

Read the following text about the skills in preparing your CV and do the given tasks.

We're going to devote a whole chapter to CVs (as we shall call them) because this is the single most important document that you will ever compile relating to your career development. You need to approach the compilation and maintenance of a CV as an on-going, career-long task.

If you haven't already got one in a good state, you need to make a start now. Do not underestimate the amount of time and effort that this work will take. Remember that your CV needs to be accurate and truthful. A prospective employer may need to verify your statements regarding, for example, work permit status, qualifications and may need to take a criminal record check (especially if the job involves working with children). False statements made in job applications may invalidate any subsequent appointment. Don't risk it. Having said that, our aim here, is to help you in the best possible way.

Curriculum vitae is a Latin term that literally means ‘course of life’. In practice, it is a document that sets out a whole host of your personal details, experience and achievements as they relate to your working life. Your full CV should be a well set out, up-to-date, thoroughly accurate and exhaustive data bank of all of these details, although you may well shape slightly different versions of your CV for different purposes.

You need a good CV when applying for jobs, seeking promotion and trying to get research funding. In addition, you will need to draw information from your CV for things such as when you’re asked to be an external examiner for a course or a research thesis; for audits of teaching and research activity; if your faculty or department has to be validated by an external professional body – in short, any circumstances in which somebody needs to judge your individual professional competence or that of you and your colleagues collectively.

Compiling your CV also provides you with a crucially important opportunity to reflect on and plan further developments in your career. What’s more, for those moments of self-doubt about just how good you are, a well set out CV that demonstrates real achievements can be very reassuring (and contrariwise, it might make you buck your ideas up and get on with things).

When reflecting on your CV and how you need to develop it, think about whether it is what Rebecca’s PhD supervisor called a ‘staying’ or a ‘leaving’ CV. A ‘staying CV’ is that of the good university citizen, including plenty of committee work and administration, pastoral care of students, a heavy teaching load as well as a credible research record. A ‘leaving CV’ will reflect the interests of a prospective new employer and will probably highlight research achievements, while still showing that you are generally competent and willing across the range of duties undertaken by academics. You should never place yourself in the position where your CV won’t allow you to leave.

Graíne is planning well ahead. However, planning to move is not the only reason why you need a leaving CV. Always remember that your current circumstances may change rapidly and without much warning – you might get an obnoxious new dean who makes your life a misery, or you might be made redundant. Never, ever thoroughly nail your colours to a single university mast – the ship might sink at any moment. Also remember that you don’t necessarily know when your perfect, dream job is going to come up. If you have a staying CV when it does, then you won’t be in the best possible position to grab it.

It follows from what we’ve said above that, because a CV is an important career planning tool and you may need one in a hurry when that perfect job comes up, it is never too early to put



your CV together. Don't be put off starting because you have comparatively little to put in it. Starting now will encourage good work practices, help you establish a good basic framework and ensure that all your on-going work activities are recorded and not forgotten.

Preparing and maintaining your CV has to be a collaborative, interactive and iterative process. You need to enlist the help of your friends, family, mentors and more experienced colleagues because it is a rare gift to be able to see ourselves as others see us.

Later in this chapter we set out what we think is a pretty good CV pro-forma that you might like to use as the basic framework for your own. Using a framework helps to structure your recollections and thinking. Most people find constructing a CV using this type of framework quite an affirming experience – they start off thinking they've achieved very little or nothing but as they start to fill in the boxes they find that they've actually done quite a lot.

You should show your draft CV to people who know you and/or who know what an academic CV should look like and ask for feedback. Typically, they will remind you of things you've done or skills you have demonstrated that you have overlooked or underplayed. They will also help you with layout, prioritisation and emphasis. This can be a fairly lengthy iterative process. Once you have done this basic spadework, keeping your CV up-to-date should be relatively easy and a far less time consuming task.

You must update your CV regularly, and little and often is best. Some people pop things into their CVs as soon as they occur – for example, a paper accepted for publication. Others keep a running note, perhaps in the back of their diary or a list on their notice board, of things to add. Yet others update it with great regularity on the same day each month and set up their computer to prompt them to do this. You need to adopt a system that works for you. Whatever your system, you must:

- a. *Have a system whereby details that need to be included on your CV do not get lost or forgotten – something that can happen all too often.*
- b. *Regularly revise your CV to reflect major new developments in your work. For instance, you might move into a distinctly new theoretical area.*
- c. *Revise your CV for current accuracy. For instance, you might have put down a project that you were seeking funding for and it has not come to fruition or has petered out. Equally, you might have a book or a paper down as 'forthcoming' for which you now have the full publication details.*

Your CV should look like a bone-china display cabinet – the best pieces should always be highlighted, your collection should be as complete as possible, and everything should be clean and shiny.

As we have said above, you will compile different CVs for different purposes. What

we're going to talk about here is your 'full CV', the data bank from which you might compile shorter CVs for things like research funding applications or adapt for particular job/promotion applications.

There are many employment or re-employment agencies in many countries whose consultants specialise in helping people prepare their CVs. Their advice, and that given generally to people in non-academic public sector or commercial jobs, is that a CV should be exactly two pages long and should be accompanied by a very brief cover letter. This is the antithesis of an academic CV, which is a species all of its own. It is absolutely imperative that you understand this and resist all pressure to make your full CV the more common two-page summary. This is one of the most important things we have to tell you about academic CVs.

There are two key differences between academic and non-academic CVs. One is that academic CVs tend to be quite a bit longer than those of non-academics, and they get longer as a person's career develops. Between twenty and thirty pages would not be unusual for a well-established professor, although someone in a much more junior post might quite rightly be expected to have only three or four pages. A second, and perhaps more fundamental, difference is that non-academics, especially when they are seeking middle management positions, are frequently encouraged to make largely unverifiable assertions about their qualities and skills rather than to list verifiable achievements.

In contrast, academic CVs should never make vague or unsubstantiated assertions, for two reasons. First, it is an inherent part of academic life and training that we look for the verification of truth claims. Proving or justifying what we have said is part of our culture. All the claims we seek to make in our research and teaching work need to be backed up by some sort of evidence. Second, much of our work and what we achieve is done via substantial public events, for instance, the winning of a research grant, the publication of papers, conference presentations and so on.

- Rebecca Boden, Debbie Epstein & Jane Kenway

Working with words

A. Complete the sentences with the correct words from the box below.

position	redundant	professional	referee	verification
consultant	competence	opportunity	imperative	achievement

- You must learn about 2000 Kanji to developin spoken Japanese language.
- I can type both English and Nepali but not as fast as.....typists.
- When she was in class eight, she got theto participate in a national painting competition.
- The Prime Minister gave a long list of his
- He spent many years in jail before reaching theof a minister.

- f. About fifty workers were madebecause of the financial crisis in the factory.
- g. He is affiliated to the World Bank as a senior.....
- h. They registered my application after making.....of my documents.
- i. I requested my teacher to be myin my CV.
- j. To make our country self-sustained in food production isneed at present.

B. Define the following employment-related terms and use them in the sentences of your own.

volunteering, on the job training, career opportunity, skill development, apprenticeship, career counselling, credentials, human capital, internship, soft skills, minimum wage, recruitment, role model, aptitude and assessment

C. Based on their pronunciation, divide the following words into two groups so that the vowel sounds rhyme with *here* and *hare*.

fear, fare, fair, bear, bare, beer, care, heir, ear, air, share, lair, leer, cheer, chair, share, sheer, shear, tear (v.), tear (n.), mere, mare, deer, dear, dare, clear, sneer, snare, gear

Comprehension

Answer the following questions.

- a. What does a CV mean and why is it important in one's career?
- b. Does the same CV work for all job opportunities? Why or why not?
- c. What are the different areas where CV can help you?
- d. What do you mean by 'staying CV' and 'leaving CV'? Which one would you develop for yourself as a freshman?
- e. How can you draft a good CV?
- f. What is the difference between academic CV and non-academic CV.

Critical thinking

- a. CV may not represent a person's skills and abilities accurately because one's confidence cannot be rendered in a paper. What do you think the employers should do to find the best people for the job?
- b. If the employers provide job opportunity by assessing one's CV, how can fresh graduates compete with the experienced competitors?

Writing

Study the following advertisement. Write an application for one of the positions. Prepare your CV too that suits for the job.

WANTED

MM Construction Pvt. Ltd. is looking for dynamic, energetic and qualified individuals who can work in any part of Nepal. The interested candidates are informed to apply for the under mentioned positions.

S. N.	Job position	Qualification	Required Number	Other requirements
1	Civil Engineer	BE from a recognized university	10	<ul style="list-style-type: none">The candidates must be fluent in both the Nepali and the English languages.The candidates under the age of 40 will be given preferences.
2	Sub-Engineer	Diploma in Civil Engineering	20	
3	Site Supervisor	Bachelor's Degree in any discipline	20	

Please forward your application explaining your interest in the position with your CV within the seven days after the publication of this advertisement. Only the short-listed candidates will be called for the interview.

Grammar

Conditional sentences

A. Study the following examples which are taken from the text above.

- a. If you have a staying CV when it does, then you won't be in the best possible position to grab it.
- b. A prospective employer may need to verify your statements regarding, for example, work permit status, qualifications and may need to take a criminal record check especially if the job involves working with children.

B. Rewrite the following sentences using the correct form of the verbs.

- a. If you sell your stocks now, youmuch money for them. (not/get)
- b. A lot of people would lose job if the factory(close down)
- c. Our country won't have to export wheat if itin November and February. (rain)
- d. If we.....him earlier, we could have saved his life. (find)
- e. If he had not been wearing helmet, heseriously injured. (be)
- f. Unless you follow the instructions, youpass the exams. (not/pass)
- g. I don't mind walking home as long as the weatherfine. (be)
- h. The bank will sanction you the loan provided you a collateral. (deposit)

- i. Whatif you had not got this job? (you/do)
- j. If you had the choice, where? (you/live)

C. Change the following sentences into ‘if sentences’ as in the example.

Example: *I did not go to a restaurant because I was not hungry.*

I would have gone to a restaurant if I had been hungry.

- a. The driver was talking on the phone so the accident happened.
- b. There is no anyone at home because all the lights are off.
- c. He must be an educated person because he has subscribed ‘The Kathmandu Post.’
- d. His head was not injured in the accident because he had put the helmet on.
- e. I am sure he passed the exam because he gave a heavy treat to his friends.
- f. You didn’t take any breakfast so you are hungry now.
- g. I am sure he is a doctor because he is wearing the white gown.
- h. She is very rich so she drives a Mercedes.
- i. I didn’t know it was only half a kilometer from my house, so I booked a ride.
- j. He has hidden something in his mind, so he does not look fresh.

Listening

A. Answer these questions.

- a. Have you ever faced a job interview?
- b. What is the first question generally asked in a job interview?



B. Listen to the audio and write *True* for the true statements and *False* for false ones.

- a. The candidate says the traffic was heavy that morning.
- b. The position is needed to visit the bank frequently.
- c. The interviewer does not mind if the candidate does not have much experience.

- d. The candidate says she wants to have practical experience there.
- e. The candidate says she can handle the pressure.
- f. The candidate thinks she has no chance of being hired.

C. Listen to the audio again and answer the following questions.

- a. Write the names of interviewer and interviewee.
- b. Which department is the interviewer from?
- c. What kind of experience is needed for the job?
- d. What is the degree the interviewee has completed?
- e. What are the strengths of the interviewee?

D. Have you ever faced an interview? Share your experience and feeling with your classmates.

Speaking

Clarifying

A. Study the following short exchanges.

A: You have to finish the website details today.	A: We are going to reduce some costs.
B: Can you repeat that?	B: Can you be more specific?
A: The website has to be ready today.	A: We are going to work from home.

B. Work in pairs. One of you will act as a candidate and the other as an interviewer. Now, conduct an interview with the help of the skeleton given below.

Candidate : May I come in sir/ma'am?

Interviewer: Please be.....

Candidate :

Interviewer: Give your academic and professional introduction.

Candidate : Thank you for..... My name is..... I am from..... I have completed my.....from..... I play regularly. I am interested in..... I am hardworking,.....and..... My father is a teacher..... and my mother..... I am still single....

Interviewer: OK, tell me why do you want to work here?

Candidate : Well,

Interviewer: Do you have any weaknesses?

Candidate : Well,

Interviewer: What kind of working environment do you prefer?

Candidate :

Interviewer: Do you become nervous at work?

Candidate :

Interviewer: Why should we hire you, not others?

Candidate :

Interviewer: Will you be ready for overtime work?

Candidate :

Interviewer: Do you want any information from us?

Candidate :

Interviewer: Thank you. You may leave now. Please, wait for the result.

Candidate :

C. Suppose you are the head teacher of a school. You are taking a job interview for the post of Secondary Level English Teacher. Draft some questions for the interview and then practise it with one of your friends.

Project work

Visit someone who has recently passed Public Service Commission or Teacher Service Commission examination. Ask him/her to give you some tips that may help you to face a job interview. Make notes and discuss in class.