

HEALTH

FIGHT

HEALTH

FIGHT

COMMUNICATIONS

COMMUNICATIONS

Distribución Gratuita

PROGRAMA DE EDUCACIÓN
PARA PERSONAS JÓVENES Y ADULTAS
GOBIERNO DE CHILE



GUÍA Nº5 APRENDIZAJE



JOB

TECHNOLOGY

JOB

TECHNOLOGY

SCIENCE

RIGHTS

SCIENCE

RIGHTS

DIFFERENT PEOPLE DIFFERENT JOBS

GUÍA DE APRENDIZAJE DE INGLÉS
PARA SEGUNDO CICLO DE EDUCACIÓN MEDIA

MODULE 2

“Working Life”



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Guía de Inglés para Segundo Ciclo de Educación Media

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GUÍA DE APRENDIZAJE N°5








Different People, Different Jobs



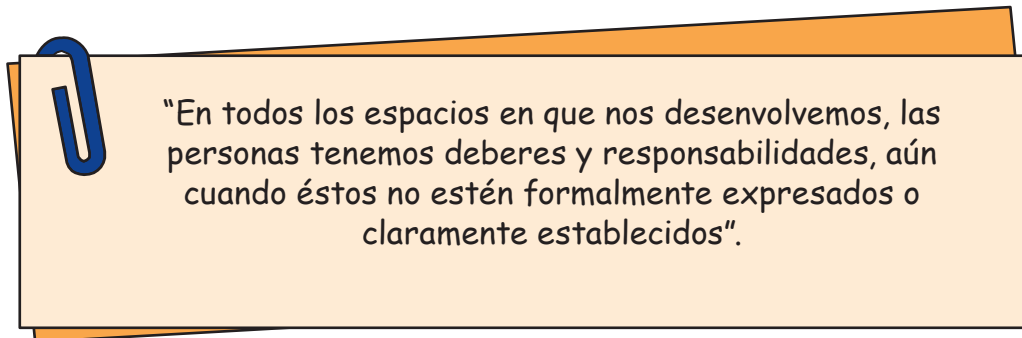
En esta unidad usted...

- Identificará diferentes tipos de textos, tales como descripciones, artículos, testimonios, etc.
- Reconocerá léxico relacionado con diferentes oficios y ocupaciones.
- Leerá comprensivamente textos relacionados con oficios y ocupaciones.
- Establecerá relaciones entre los temas emanados de los textos y su propia realidad.
- Interactuará con sus compañeros en forma oral preguntando y respondiendo acerca de los contenidos de los textos.
- Escribirá mensajes breves.
- Reconocerá el uso de la estructura "have to" para expresar necesidad u obligación de hacer algo.

ICONOS UTILIZADOS EN LAS GUÍAS

	<p>Señala las actividades que involucran lectura.</p>
	<p>Señala las actividades que involucran producción escrita.</p>
	<p>Señala las actividades que involucran reproducción o producción oral.</p>
	<p>Señala que se realizará un mini proyecto (individual o colectivo).</p>
	<p>Señala un mensaje con una estrategia de aprendizaje, o una tarea que se puede complementar.</p>
	<p>Presenta una estructura o tema gramatical.</p>
	<p>Presenta la sección de consolidación y también se utiliza en la evaluación.</p>

Lesson 1: A JOB DESCRIPTION



1. Piense y Responda en castellano.

a. ¿Conoce usted cuáles son sus deberes y responsabilidades como estudiante de este programa?

b. ¿Están escritos esos deberes y responsabilidades en alguna parte?

c. ¿Cumple usted con ellos? Si / No ¿Por qué?

2. Encuentre en el texto.

a. Palabras en inglés que se refieren a personas. Escriba la palabra equivalente en castellano.
Ejemplo: clients/ clientes



Lea atentamente el siguiente texto.

Job Title: Receptionist
Department: Supervising

ESSENTIAL DUTIES AND RESPONSIBILITIES

- You have to respond to inquiries from clients and public.
- You have to assess needs of clients and transfer calls to the appropriate individuals, divisions or department.
- You have to take and make calls for the staff.
- You have to greet visitors to the company, answer questions and direct them to the appropriate individuals.
- You have to type a variety of forms, letters, reports and memos.
- You have to receive and distribute mail.
- You have to organize and maintain office files and records.



QUALIFICATIONS

To perform this job successfully, you must be able to perform each essential duty satisfactorily.

EDUCATION

You have to have a high school diploma with courses in typing and general office procedure or an acceptable combination of education and experience. Also you need to be skillful in operating a typewriter or word processor, plus good oral communications skills.

LANGUAGE SKILLS

You need the ability to read and comprehend simple instructions, short correspondence, and memos. Also the ability to write simple correspondence is needed.

MATHEMATICAL SKILLS

You need the ability to add, subtract, multiply, and divide in all units of measure, using whole numbers, common fractions, and decimals.

WORK ENVIRONMENT

There are usually normal office working conditions. The noise level in the work environment is usually quiet.

3. Lea el texto y responda en castellano.

a. ¿Qué tiene que hacer un/a recepcionista en esa empresa? Mencione 3 funciones.

b. ¿Qué estudios son necesarios para trabajar como recepcionista en esa empresa?

c. ¿Qué habilidades generales se necesitan para ese puesto?

d. ¿Cómo es el ambiente de trabajo en esa empresa?

4. Complete el cuadro escribiendo en inglés las habilidades requeridas.

Language skills	Mathematical skills	Other skills
• Read and comprehend simple instructions	•	•
•	•	•
•	•	•
•	•	•

5. Escriba palabras en inglés para las siguientes categorías.

a. PEOPLE	b. DOCUMENTS	c. ARITHMETIC
•	•	•
•	•	•
•	•	•
•	•	•



6. Describa un empleo en inglés (puede ser el actual, uno previo, el ideal u otro).

• JOB TITLE: _____

• ESSENTIAL DUTIES AND RESPONSIBILITIES: _____

• QUALIFICATIONS: _____

• EDUCATION: _____

• SKILLS: _____

• WORK ENVIRONMENT: _____



7. Pregunte y responda con un/a compañero/a.

A: What do you have to do in your job?

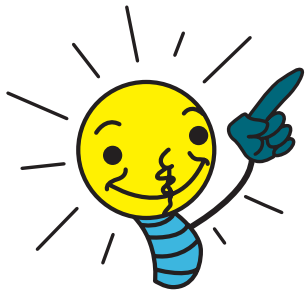
B: I have to _____

A: Can you use a computer?

B: _____

A: How about your mathematical skills?

B: I can _____



Remember!

Podemos usar "can" para expresar capacidad.

Can you use a computer?
Yes, I **can** / No, I **can't**



Lesson 2 : TWO DIFFERENT EXPERIENCES

1. Lluvia de ideas.

a. Anote en castellano palabras relacionadas con "trabajo".

Por ejemplo: sueldo, _____

b. Anote en castellano puestos o cargos en un lugar de trabajo.

Por ejemplo: supervisor, _____





Lea atentamente el siguiente texto.

Mr Fábregas was born in Osorno. When he was a little boy, at the age of 8 his family moved to Arica to seek a better life. He went to High School and graduated with good grades. Then, he learned English in a language institute and started working as a host/bus person for a travel agency. Arica is a touristic city so there is a lot of work in this field!



But being on the road was a big effort. He decided then to find a job somewhere else. He started working in a large hotel where he has been for his last 15 years. During these years, he held several positions. He started as a waiter and then went up the ladder: front desk agent, supervisor, assistant front office manager, nightmanager, front desk manager, director of house keeping, director of rooms and at present, director of operations. He says: "I have learned a lot of things on the job. Doing things is for me the best way of learning".

Alicia came to Santiago from Curicó in 1996 in search of a better life.



"I got a job as a supermarket cashier. I worked hard. I always came to work on time, I finished my secondary studies, I took on extra responsibilities, and I did a good job. But in all those years I never earned enough money. It was very difficult to fit my work schedule to my children's day care and school, and the many errands, appointments, and emergencies that every mother has. But at least I was treated well and had some benefits. Then the supermarket was sold and the new owners were not so nice. First, they forced all the older workers out because their pay was too

high. Then they took away our benefits, cut our wages, reduced our hours, changed our shifts, transferred some of us to far-away branches, insulted us, and mistreated us. I was so depressed and miserable. After eight years of hard work and playing by the rules, I decided to quit my cashier job and joined my sister to give skin care classes and sell cosmetics".

2. Lea los textos y responda en inglés. Trate de usar respuestas completas.

a. Where is Mr. Fábregas from?

b. Why did he move to Arica?

c. How did he start his career?

d. How was Alice working experience?

e. What does Alicia do at present?

3. Lea los textos y responda en castellano.

a. ¿En qué se parecen ambas historias?

b. ¿Cuál de las personas ha tenido una experiencia laboral más satisfactoria?

c. ¿Por qué a Alicia le resultó más difícil su trabajo?

d. ¿Qué cambios con los trabajadores realizaron los segundos empleadores de Alicia?

4. Encuentre en el texto palabras en inglés que significan lo mismo que:

a. marks = -----

b. high school = -----

c. salaries = -----

d. abandon = -----

e. go from one place to another = -----

5. Escriba en inglés acerca de un período de su vida. Use el banco de palabras y los textos como modelo.

I was born in -----

Was born - came to.....- moved to.... - started as a.... - I got a job as...

Then - after that - during this time - at the age of...

Lesson 3: WHAT HAPPENED TO US?

“El trabajo tiene una connotación distinta para cada persona. Hay quienes disfrutan enormemente su trabajo, por duro y difícil que este sea, y por el contrario, hay quienes lo sufren como una maldición”.

1. Encierre en un círculo las palabras que mejor describen su trabajo.

HARD - EASY - CREATIVE - EXCITING - BORING - TEDIOUS - O.K. - STREEFUL - FUNNY

WELL PAID - PART TIME - FULL TIME

2. ¿Cómo se siente con su actual situación laboral?

Subraye o agregue otros adjetivos si es necesario.

HAPPY - UNHAPPY - DEPRESSED - MOTIVATED - INDIFERENT - SATISFIED





Lea atentamente el siguiente texto.

Long time ago our ancestors used not more than five hours a day on what we now call "work": gathering food, building houses, making clothes and tools. The rest of the day they talked, rested and danced! What a contrast compared to the every day life of 19th century factory-worker. They worked six days a week and twelve hours a day!

Work as a curse.

Most cultures consider work as a curse to be avoided as much as possible! There is something strange about work. Consider these thoughts. If we didn't care about luxury, cars and beautiful houses, we wouldn't need to work so hard, but just because we have so many materials goals, it takes a lot of working hours to obtain them. To meet our climbing expectations, we must work harder, physically and mentally and use more and more natural resources.

Work as pleasure

Still work does not need to be unpleasant. Working can be tough, but a change in attitude could help change our feelings about work. Some people can enjoy their work and it becomes the best part of their life.

Scientists in Italy have studied traditional communities living in the Alps. These mountain people are happy people. Why? Because they don't make the difference between work and spare-time. Life is not easy in these mountains, but the people in these villages do not experience their heavy work as a burden. They feel free in their work. They can do what they want, they don't have a boss telling them what to do.

Even if you work in a dark and dirty factory, you can enjoy your work. How? By trying to manipulate and transform the opportunities that the job offers. For example, try keeping good relationships with the people you work. Also, try to see what you can change in the place. Make it a better place. Introduce some objects you like: a calendar with a nice landscape, a family portrait, hang some posters on the wall, and/or have a plant to cheer you up! These objects will put you in contact with positive feelings. Little things make the difference between happy and unhappy people in their jobs.

If you use your mental energy to visualize work as pleasure concentrating on positive aspects, you will find out that you too are able to "lose" yourself in your job (you feel part of a flow, you forget time) and you will experience your work as a result of a free choice.

3. Elija un nuevo título en inglés para el texto. Justifique su elección en castellano.

Title: _____

Justificación: _____



Recuerde que un buen título debe reflejar el sentido global de un texto.

4. Responda verdadero o falso acerca del texto. (True or False)

- a. _____ Work has always been the same.
- b. _____ Our ancestors used to work much more than nowadays.
- c. _____ People work harder to obtain their material goals.
- d. _____ There is no way to be happy at work.
- e. _____ You can use your mental energy to change attitude and feelings.

5. Lea y responda en inglés. Use respuestas completas.

a. What kind of jobs did our ancestors do?

b. Why people from the Alps are happy people?

c. What's the key to turn a dark and dirty factory job into an enjoyable one?



6. Piense, responda y luego comparta con sus compañeros.



CONSOLIDATION



1. Relacione los conceptos con los símbolos correspondientes:

a. Addition	_____ :
b. Subtraction	_____ X
c. Multiplication	_____ a _____ +
d. Division	_____ -
e. A whole number	_____ 0, 14
f. A fraction	_____ 1/2
g. A decimal number	_____ 114

2. Escriba una palabra apropiada en inglés que acompañe a cada verbo.
Puede haber varias opciones.

Ejemplo: Type letters

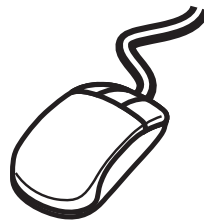
- a. Greet _____
- b. Organise _____
- c. Receive _____
- d. Make _____
- e. Write _____

3. Dibuje los siguientes elementos.

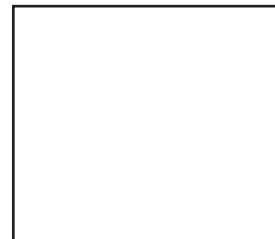
- a. Sets used for cooking
Example: spoon



- b. Sets used in an office
Example: mouse



- c. Sets of tools
Example: hammer



4. Escriba 3 oraciones en inglés de capacidades que usted tenga.
Use la forma "can".

Example: I can add, subtract, multiply and divide in all units of measure.

- a. _____
- b. _____
- c. _____

5. Ahora por el contrario escriba 3 oraciones de capacidades que usted no tiene.
Use la forma "can't".

Example: I can't use EXCEL.

- a. _____
- b. _____
- c. _____

6. Busque un sinónimo en inglés para cada una de las siguientes palabras.

a. clairvoyant = _____

b. skill = _____

c. salary = _____

d. little boy = _____

d. duty = _____



Just for kidding

The boss came early in the morning one day and found an employee kissing his secretary.

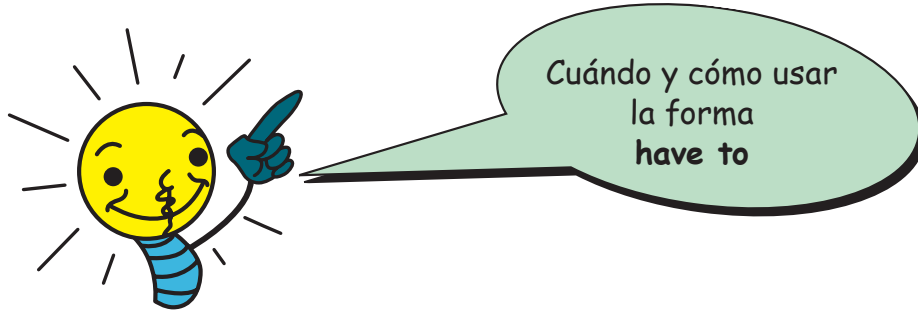
He shouted at him: "Is this what I pay you for?"

The employee replied: "No, sir, this I do free of charge."



- Cuéntele el chiste a alguien con sus propias palabras.
- Intente aprender el chiste de memoria. Pida a su profesor/a ayuda con la pronunciación.
- Actúe la situación con un compañero o compañera.

GRAMMAR TIPS



Se usa la forma **have to** para expresar que es necesario hacer algo, que hay una obligación de realizar algo. En general se usa para reglas u otro tipo de obligaciones.

I / we / you / they	have	to do...
He / she / it	has	to do...

Examples:

I have to work from Monday to Friday. (Tengo que trabajar de Lunes a Viernes).

We have to finish the report today. (Tenemos que terminar el informe hoy.)

The past form is **had to**

I / you / he / she / it they / we	had	to do...
--------------------------------------	-----	----------

Examples:

There were no buses yesterday **I had to** walk home. (No había micros ayer, tuve que caminar a la casa).

In questions and negatives we use do/does (present) and did (past).

PRESENT

Do I / we / you / they	have to...?
Does he / she / it	

I / we / you / they	don't	have to...
He / she / it	doesn't	

PAST

Did	I / we / you / they He / she / it	have to...?
I / we / you / they He / she / it	didn't have to...	



¡Practicemos!

1. Subraya los indicadores de tiempo y usa "have to" en el tiempo correcto con el verbo dado entre paréntesis.

a. María _____ to the dentist yesterday.
(go)

b. Mrs. Donoso _____ new shoes for her children this week.
(buy)

c. We _____ home yesterday.
(walk)

d. I _____ ten kilometres everyday.
(travel)

e. They _____ a lot last week.
(work)



2. Escriba en inglés algunas cosas que usted o sus compañeros/as o amigos/as tienen que hacer o tuvieron que hacer (en casa, en el colegio, en el trabajo, etc.).

(Everyday)

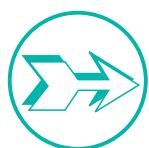
a. _____

(Yesterday)

b. _____

(Tomorrow)

c. _____



si quieres encontrar más ejercicios o información gramatical puedes visitar:
<http://www.mansioningles.com>
<http://www.multingles.net>

LANGUAGE SUMMARY

List of words	translation	List of words	translation
ancestor	antepasado	pastry	masa
boss	jefe/a	pollution	contaminación
burden	carga	quiet	tranquilo/a
character	personaje	recipe	receta (de cocina)
choice	elección	report	informe
clairvoyant	clarividente	sauce-pan	sartén
curse	maldición	schedule	horario
dirty	sucio/a	shifts	turnos
duty	deber /tarea	spare-time	tiempo libre
environment	ambiente	spoon	cuchara
field	campo	staff	personal
file	archivo	sweet	dulce
grades	notas	tasty	sabroso/a
heavy	pesado/a	typewriter	máquina de escribir
inquiry	pregunta/investigación	waiter	mozo/a
ladder	escalera	well-paid	bien pagado/remunerado
landscape	paisaje	whole numbers	números enteros
neighbor	vecino/a	word processor	procesador de textos
noise	ruido		

USEFUL EXPRESSIONS

go up the ladder.	Ascender.
Far away branches.	Sucursales lejanas.
I get paid very little.	Gano poco.
Is this what I pay you for?	¿Para esto te pago?
I do it free of charge!	¡Esto lo hago gratis!
Where do you work?	¿Dónde trabaja?
What do you do?	¿Qué hace usted?
What is your profession?	¿Cuál es su profesión?
I am a...	Soy...
I'm retired.	Estoy jubilado.
I'm not working any longer.	No estoy trabajando.
What are you in charge of?	¿De qué está encargado/a usted?
I am in charge of training employees.	Estoy a cargo de la capacitación de los empleados.
I usually answer the phone.	Usualmente atiendo el teléfono.
Working hours.	Horas de trabajo.
To complain about the work.	Quejarse por el trabajo.

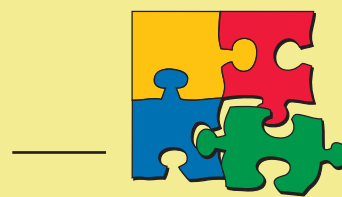
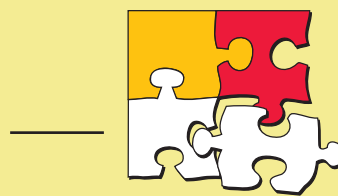
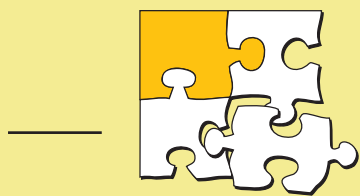


Evalúe su trabajo. Piense en los progresos que ha hecho.
Trate de identificar que le ayuda a entender y trabajar mejor.



Self Evaluation

How have I done in this unit? Marque la figura que mejor representa su trabajo en la unidad.



Lo que más me gustó: _____

Lo que más me costó: _____

