

Guía N°2 Abril, Inglés Segundo Medio

Nombre del alumno@: _____ Curso: _____

Asignatura: Inglés Nivel : Segundo medio

Unidad: "My first job"/ Keep on learning

Contenido: cuantificadores y adjetivos

Léxico referido al estudio y la educación

Objetivo de Aprendizaje: OA8. Demostrar conocimiento y uso del lenguaje en conversaciones, discusiones y exposiciones,

- identificar y describir lugares, ocupaciones y personas (cualidades); por ejemplo: it's very busy/crowded; he is interested in.../ it is interesting; she is good at...; it's a basketball court; she's a very organized person

OA14. Escribir una variedad de textos, como cuentos, correos electrónicos, folletos, rimas, descripciones, biografías, instrucciones, artículos, cartas, resúmenes y diario personal (journal), utilizando los pasos del proceso de escritura (organizar ideas, redactar, revisar, editar, publicar), ocasionalmente con apoyo de acuerdo a un criterio de evaluación, recurriendo a herramientas como el procesador de textos y diccionario en línea.

Recursos a considerar:

www.wordreference.com

www.linguee.es

INSTRUCCIONES PARA EL DESARROLLO DE LA GUIA.

Desarrolla la guía utilizando el texto del estudiante y el cuaderno de actividades, si no los tienes, pincha los vínculos para descargar las páginas necesarias.

Si tienes dudas y consultas favor contactar a tu profesor de asignatura asignado en sus correos indicados más abajo.

Observaciones:

- Mantenga TODA actividad desarrollada en una carpeta física o digital como su respaldo. En el caso de reportar mediante classroom sus actividades se archivan automáticamente en Google drive.
- Utilice los recursos multimedia disponibles, sitios web, correo de consultas, etc. para desarrollar las actividades con éxito

Contacto docentes de la asignatura

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Vocabulary about Jobs

A What's his/her job?

doctor teacher nurse lawyer mechanic

secretary salesclerk hairdresser/hairstylist farmer

B Job (noun) and work (verb)

What's your job? or What do you do?
 I'm a waiter. / I'm a waitress.
 Where do you work?
 I work in a restaurant.
 Is it an interesting job?
 Yes, I like it.

C Workplaces

office factory school/college

store hospital

I work in a factory / an office.
 I work at/from home.

Exercises

Actividad 1: Match the pictures with the jobs

farmer
lawyer
taxi driver
mechanic
nurse
secretary

1.

3.

5.

2.

4.

6.

1)	2)
3)	4)
5)	6)

Actividad 2: Where do they work?

<p>1. A teacher <u>works in a school/college/university</u></p> <p>2. A doctor</p> <p>3. A waiter</p> <p>4. A secretary</p> <p>5. A salesclerk</p> <p>6. A farmer</p>	
1)	
2)	
3)	
4)	
5)	
6)	

Actividad 3: Read the sentence and chose the right alternative.

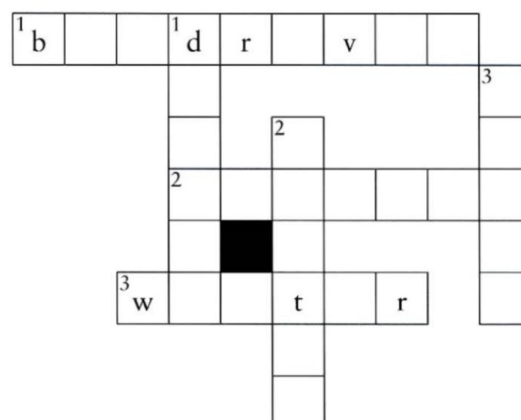
<p>1. It's a person who puts out fires</p> <p>a) Carpenter b) Manager c) Doctor d) firefighter</p>	<p>2. This person takes care of children</p> <p>a) Postal Clerk b) Engineer c) Manager d) Babysitter</p>	<p>3. This person drives a bus</p> <p>a) Shop assistant b) Painter c) Bus driver d) Nurse</p>	<p>4. This person repairs broken pipes, heating and the water system in your house</p> <p>a) Doctor b) Chef c) Plumber d) Teacher</p>
<p>5. This person takes your order in a restaurant</p> <p>a) Waitress b) Chef c) Sales clerk d) Engineer</p>	<p>6. This person is trained to give a medical care to animals</p> <p>a) Paperboy b) Sales clerk c) Engineer d) Vet</p>	<p>7. This person cleans the floor</p> <p>a) Doctor b) Chef c) Cleaner d) Teacher</p>	<p>8. This person has to be good at painting.</p> <p>a) Sales clerk b) Painter c) Seamstress d) Nurse</p>
<p>9. This person tries to find out why people behave in certain way.</p> <p>a) Civil servant b) Travel agent c) Psychologist d) Care taker</p>	<p>10. This person works in a laboratory and does experiments.</p> <p>a) firefighter b) Police officer c) Scientist d) Butcher</p>	<p>11. This person works on a ship.</p> <p>a) Screenwriter b) Tailor c) Sailor d) Butcher</p>	<p>12. This person welcome people at a hotel.</p> <p>a) Receptionist b) Caretaker c) Chambermaid d) Lawyer</p>

Actividad 4: Answer these questions. Use your imagination if its necessary!

1. <u>What do you do?</u>	
2. <u>Where do you work?</u>	
3. <u>Is it an interesting job?</u>	

Actividad 5: Fill in the letters in the crossword puzzle

- | | |
|----------------------|--------------------------|
| <i>Across</i> | <i>Down</i> |
| 1. works on a bus | 1. works in a hospital |
| 2. works in a school | 2. works in a restaurant |
| 3. writes books | 3. works with the doctor |



<u>Across</u>	<u>Down</u>
1.	1.
2.	2.
3.	3.

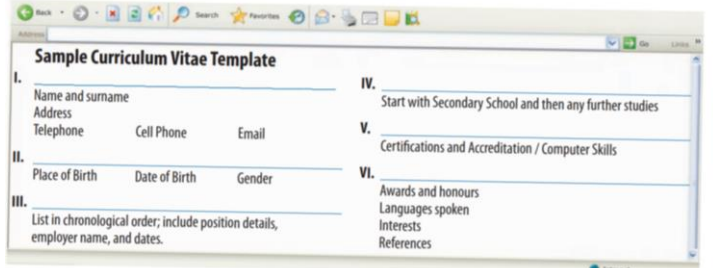
El Currículum Vitae

El **currículum**, **currículo** o **curriculum vitae** (esta última, hasta 2010, hispanizada como **currículum vítae**,⁶ abreviatura: **CV**, también conocido como **hoja de vida**) es el conjunto de estudios, méritos, cargos, premios, experiencia laboral que ha desarrollado u obtenido una persona a lo largo de su vida laboral o académica. Se suele exigir en forma de documento con el fin de justificar la idoneidad de un candidato al optar a un puesto de trabajo. Junto a la carta de presentación, es el documento destinado a presentar en un único lugar toda la información que puede resultar relevante en un proceso de selección de personal o en una entrevista.

El término suele aplicarse en la [búsqueda de empleo](#). En estos casos, el aspirante a un [empleo](#), beca o similar debe presentar un documento con todo lo que ha hecho hasta la fecha, a modo de resumen de sus méritos. Existen distintas formas de presentarlo, pero suelen incluirse los [datos personales](#), [formación académica](#), experiencia laboral, [publicaciones](#) y otros datos de interés como pueden ser idiomas, habilidades o competencias, siempre relacionados con el [puesto](#) al que se vaya a optar.

Actividad 1: *Read the sample and put these headings*

<p>a. Optional Information</p> <p>b. Contact Information</p> <p>c. Professional Qualifications</p>	<p>d. Personal Information</p> <p>e. Employment History</p> <p>f. Education History</p>
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The screenshot shows a web browser window with a 'Sample Curriculum Vitae Template' form. The form is divided into six numbered sections:

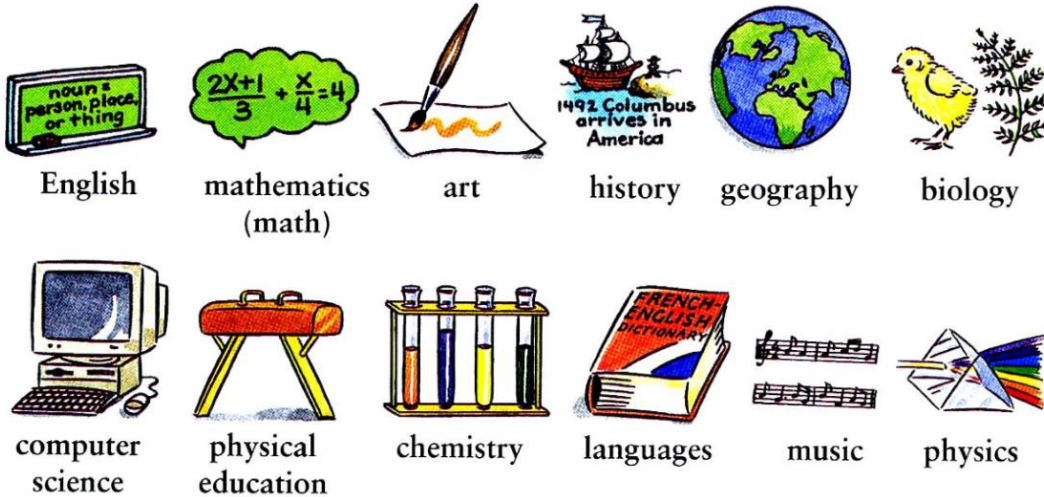
- I.** Name and surname, Address, Telephone, Cell Phone, Email
- II.** Place of Birth, Date of Birth, Gender
- III.** List in chronological order; include position details, employer name, and dates.
- IV.** Start with Secondary School and then any further studies
- V.** Certifications and Accreditation / Computer Skills
- VI.** Awards and honours, Languages spoken, Interests, References

I.	II.
III.	IV.
V.	VI.

Unidad 2: Keep on Learning

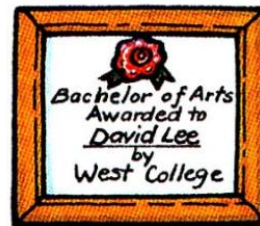
Revisemos vocabulario útil

A Subjects



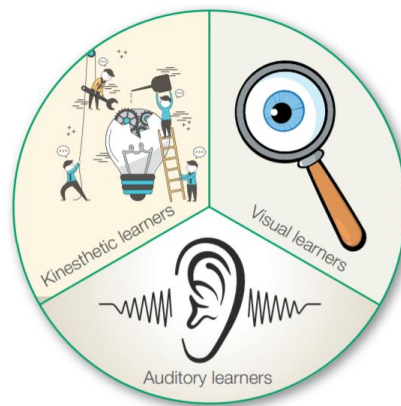
Useful verbs

A math teacher **teaches** math. His/Her students **study** math.
 After school, students **do** their homework.
 In elementary school, children **learn** to read and write.
 A university teacher/professor **gives** a lecture, and the students **take** notes.
 Students **take** courses in colleges and schools. At the end of a course, you often have to **take** an exam. You hope to pass your exams. You don't want to **fail** your exams.
 If you complete your courses and pass the exams at a university, you **get** a degree.



Actividad 1: Write the characteristic under the right category of types of learner.

- Need to see it to know it.
- Prefer hands-on learning.
- Difficulty with written directions.
- Prefer to get information by listening.
- Difficulty with spoken directions.
- Learn better when physical activity is involved.



Kinesthetic learners	Visual learners	Auditory learners
•	•	•
•	•	•
•	•	•

What kind of learner are you? Why?

Actividad 2: *Read the text about mind maps and then do the exercises to practise and improve your reading skills.*

Mind Maps

Mind maps are a great way of showing a picture of information that you need to learn. You can use mind maps for all kinds of learning. They work very well for vocabulary when you are learning a new language.

1 Draw a circle in the middle of the page and write the vocabulary subject in the middle. For example:



2 Brainstorm some word groups for 'transport' and think of headings for each one. For example:

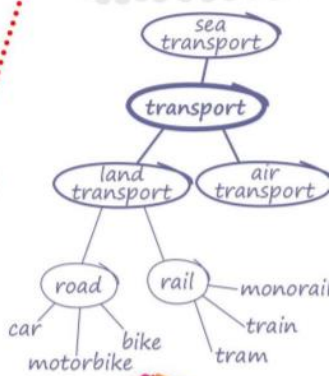
-  sea transport
-  land transport
-  air transport

3 Look at each group and try to add more groups. For example, in 'land transport' there are two sub-groups:

- road
- rail

For each one, draw a short line from the centre circle outwards. Add another circle and write the new group word in the middle.

Draw two more lines, add two more circles and write the two new headings inside them.



4 When you can't make any new groups, add a line for each word you know. Write the words along the lines or, if you have space, write them inside more circles.



5 As you learn new vocabulary, add it to the mind map.

6 To make the mind maps even better, use colour to show important ideas or parts of the map.



Actividad 3: *True or false?*

Sentence	True	False
a) A mind map is a picture of useful information		
b) Mind maps are only for learning languages		
c) You start by drawing a circle.		
d) Mind maps are so easy you don't have to think.		
e) When you learn a new word, you should add it to your mind map.		
f) It is better to make a simple mind map, with no colour		

Actividad 4: *Write numbers (1-5) to put these instructions for making a mind map in order.*

a) Draw a circle in the middle of the page.	I.
b) Add new circles and write the group words 'sea', 'road' and 'air' in them.	II.
c) Write 'transport' in the middle of the circle.	III.
d) Brainstorm some word groups for 'transport'. For example, 'sea', 'road' and 'air'	IV.
e) Add lines to the group words. For example, to the 'road' group, add 'car', 'bus' and 'bike'	V.

Actividad 5: *Complete the sentences with a word from the box.*

write /show/ start /learn /add/ brainstorm

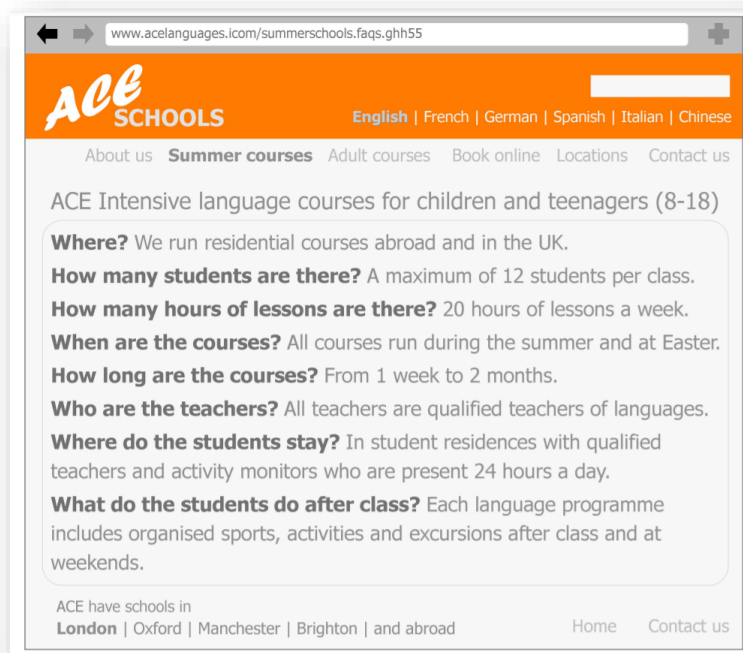
1. Mind maps _____ information as a picture.
2. They can help you _____ a new language.
3. You _____ with a circle in the middle of the page.
4. You _____ groups of words.
5. You _____ the words on lines or inside circles.
6. You can _____ more words to the mind map as you learn them.

Reading activity

Actividad 1: Match the words with the definitions and write a-f next to the number 1-6

1..... intensive	A. In another country.
2..... residential course	b. A teacher who has completed many courses and exams.
3..... activity monitor	c. Someone who watches and supervises younger students.
4..... excursion	d. To involve a lot of work in a short time.
5..... qualified teacher	e. A short trip to another town or place.
6..... abroad	f. A course where you live at the school or university where you study.

Actividad 2: Read the following text and do the activities then.



Actividad 3: True or false?

Sentence	True	False
ACE schools teach languages.		
ACE schools only have schools in the UK.		
ACE schools teach mostly adults.		
There are more than 12 students in each class		
Courses last between one week and two months.		
Students have to stay in hotels when studying at ACE schools		
There is always a teacher or activity monitor to support the students.		

Actividad 4: Complete the gaps with the correct number from the box

8/ 1/ 2 /18 /20/ 12

- ACE schools teach young people from _____ to _____ years old. There are no more than _____ students in each class. Short courses last only _____ week but the longer courses are for _____ months. Students must study for _____ hours each week.