



ASIGNATURA	Ingles	NIVEL	Cuarto medio PUENTEALTO
UNIDAD 1	My first job	AE:	03
OBJETIVO DE LA GUIA.	Utilizar su conocimiento del inglés en la comprensión y producción de textos orales y escritos breves y claros, con el fin de construir una postura personal crítica en contextos relacionados con sus intereses e inquietudes	INDICADORES DE EVALUACION.	<ul style="list-style-type: none"> -usar estrategias de lectura rápida y focalizada. -reconocer vocabulario temático de la unidad, palabras y frases clave. -identificar acciones pasadas que continúan en el presente.

INSTRUCCIONES PARA EL DESARROLLO DE LA GUIA.	Desarrollar la guía sobre la unidad de trabajos
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GUIA N°1	FECHA: del 1 al 30 de abril	NOMBRE DE LA GUIA	Jobs
<p>Dato/sugerencias: Observa las capsulas de aprendizaje que estarán disponibles en la plataforma de la clase de inglés en Google classroom.</p> <p>Diccionario online se sugiere visitar el siguiente enlace: www.wordreference.com</p> <p>Si tienes dudas no dudes en comunicarte con tú profesor, y envía tus trabajos al correo:</p> <p style="text-align: center;">Jose Luis reyes: Jose.reyes@colegiofernandodearagon.cl 4°E</p> <p style="text-align: center;">Daniela Zamudio: Daniela.zamudio@colegiofernandodearagon.cl 4°A – 4°G</p> <p style="text-align: center;">Juan Valencia: juan.valencia@colegiofernandodearagon.cl 4°B – 4°C – 4°D- 4°F</p>			

ESTA GUÍA DEBE SER REPORTADA VÍA CLASSROOM! GUÍAS ENVIADAS AL CORREO NO PUEDEN SER CORREGIDAS. ES SU RESPONSABILIDAD ADJUNTAR EL ARCHIVO.

Unit: Jobs

***"Choose a job you love,
and you will never have to
work a day in your life."***

Confucius

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1. Read the quote above and answer the following questions. Write a complete answer. (9 points)

a. Do you think "dream jobs" really exist? Yes, no, why?	a. <u>answer:</u>
b. What factors would make a "dream job"?	b. <u>answer:</u>
c. Do you think it is important to be passionate about your job? Support your answer.	c. <u>answer:</u>

2. What do you want from a job? Rank the following statements.



a. Having a good salary.



b. Helping people.



c. Having lots of free time.



d. Being my own boss.



e. Traveling around the world



f. Having fun.

Answers:

1.	4.
2.	5.
3.	6.

3. Look at the pictures. Identify them, and discuss which jobs:

- a. involve work in the evening or at night.
- b. involve artistic skills.
- c. involve having knowledge of informatics.
- d. involve working with people.
- e. need a lot of training.
- f. can be dangerous.



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____

3.1 While Reading

Strategy in mind

Setting a purpose for reading.

Identifying type of text.

Smart reading

1. Read the article and choose (4 points)

the best title for each paragraph.

a. Time Management.

b. Lessons in Budgeting.

c. Early Work Experience.

d. Money, Money, Money.

What are the benefits of part-time jobs for students?

Speaking for myself, taking on a part-time job while studying may be hard work, but the benefits are typically greater than the amount of a paycheck. Students who work during their college careers may develop better time-management skills than their counterparts, because they have to apply them to their daily lives. They earn money that can be used for fun or for tuition, while gaining experience in the workplace that will be attractive to future employers after graduation.

1.

Firstly, as students come into adulthood, earning an income can boost their confidence and allow them to have some fun within the limits of their paychecks. Some students need to work through school to afford tuition. Others will set the money aside to pay back student loans. Still, the money will be theirs to spend as they wish, and they may appreciate it more because they worked for it.



2.

Secondly, students earning their own money get lessons on spending wisely. They may be less likely to spend their hard-earned money frivolously and learn to delay gratification to pay for necessities, for example, textbooks and clothes. At the same time, they can save for non-essential purchases, such as trips, video games, etc.



4. Your analysis

Answer the following questions. (9 points)

a. What is the purpose of the text?

b. Who is the author's intended audience?

c. What is the main idea of the text?

3.

Another reason relates to time: students taking on a job on top of their studies will have less free time than non-working students. Therefore, they tend to be better planners, as they make sure they complete every task expected of them on a deadline. They learn to weigh their priorities, sometimes skipping fun activities to finish their responsibilities. This prepares them for life after school, when excuses and tardy work will be frowned upon.



4.

Finally, students' jobs may introduce them to their preferred career after school is over. This allows them to gain important introductory experience in the business and begin networking with those in that field. Even students who work in places not connected to their interests will look more impressive to potential employers. They'll have some kind of work experience on their resumes to start, and the fact that they have been able to hold a job while at school attests to their level of maturity, responsibility and time management.



In conclusion, having a part-time job shows that the student is, at least, somewhat accustomed to the professional world; this will make the transition much easier.



5. Write sentences using the phrases provided. (8 points)

a. <i>hard-earned money</i> :
b. <i>weigh priorities</i> :
c. <i>boost confidence</i> :
d. <i>introductory experience</i> :

6. Write an opinion essay, for or against this statement. Use at least 80 words. (12 points)

Part-time jobs are beneficial for students.

7. Read the text again, identify the connectors in bold in the text, and indicate which one used to: (4 points)

a. start an opinion. _____.
b. provide reasons. _____.
c. provide examples. _____.
d. come to a conclusion. _____.