

## Guia n°1 segundo semestre – 1° medio

**Nombre del alumn@:** \_\_\_\_\_ **Curso:** \_\_\_\_\_

**Asignatura:** Inglés

**Nivel :** Primero medio

### **Contenido:**

Vocabulario temático relacionado al mundo laboral.  
Estructura gramatical y uso de cuantificadores.  
Adjetivos.

### **Objetivos de aprendizaje:**

- Oa 08: Demostrar conocimiento y uso del lenguaje en conversaciones, discusiones y exposiciones
- Oa 09: Demostrar comprensión de ideas generales e información explícita en textos adaptados y auténticos simples.
- Oa 14: Escribir una variedad de textos utilizando los pasos del proceso de escritura.

### **Observaciones:**

- Mantenga TODA actividad desarrollada en una carpeta física o digital como su respaldo.
- Esta guía es material de trabajo/estudio por lo que no debe ser reportada por classroom ni correo.
- Utilice los recursos multimedia disponibles, sitios web, correo de consultas, etc. para desarrollar las actividades con éxito

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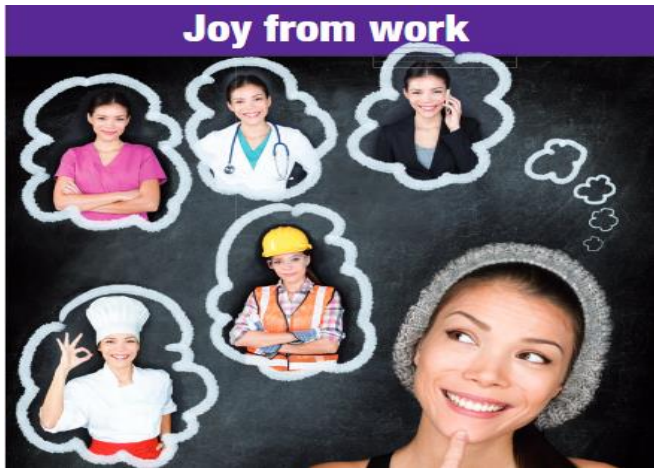
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**Do you know what things can be asked in a job interview?**

The following concepts can help you a little bit more.

I- Match the concepts from column A to their meaning in column B as in the example:

<b>A</b>	<b>B</b>
SKILLS AND ABILITIES	A form of employment that involves less hours per week than a full-time job. Sometimes you must work only in weekends.
FULL-TIME JOB	Happy and positive.
PART-TIME JOB	Someone who is always on time.
GRADUATED FROM	The knowledge to do something well.
JOB STABILITY	What you expect to earn as a salary for your job.
CHEERFUL	A formal meeting in which an applicant is asked questions to determine their suitability for a particular job.
PUNCTUAL	Work a number of hours defined by their employer. 45 hours is the maximum in Chile.
RESPONSIBLE	Related to the place where you finished your studies.
SALARY EXPECTATIONS	Having an obligation to do something, or having control over or care for someone, as part of one's job or role.
JOB INTERVIEW	Continuance at a job without change; permanence.

 <p><b>Joy from work</b></p>	<p>Look at the picture: Which Jobs can you recognize?</p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>
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II- Complete the interview with the information in the box.

- You can use them more than once.

<b>EXCELLENT WORKER</b>	<b>WHAT SKILLS AND ABILITIES</b>	<b>A FULL-TIME JOB</b>
<b>WHAT ARE YOUR PERSONAL TRAINER</b>	<b>I GRADUATED FROM</b>	<b>QUITE CHEERFUL</b>



**Interviewer:** So, Kylie, you are a qualified \_\_\_\_\_, aren't you?

**Kylie:** Yes, I am. \_\_\_\_\_ the Fitness Academy last year.

**Interviewer:** Why did you decide to become a \_\_\_\_\_?

**Kylie:** Well, I have loved exercising and sports since I was a small kid.

**Interviewer:** Really? I understand that you are not interested in \_\_\_\_\_, are you?

**Kylie:** Ideally, I'd like a part-time job, but a \_\_\_\_\_ would be great, too.

**Interviewer:** Tell me Kylie, what is the most important thing you are looking for in a job?

**Kylie:** Above all, job stability.

**Interviewer:** \_\_\_\_\_ can you contribute to this company?

**Kylie:** Skills and abilities? I think I'm responsible, I'm \_\_\_\_\_ and I'm a hard worker willing to help people get healthier.

**Interviewer:** That's interesting. \_\_\_\_\_ salary expectations?

**Kylie:** I know I'm just starting so my salary expectations are not excessive.

**Interviewer:** And is there anything else you would like to add?

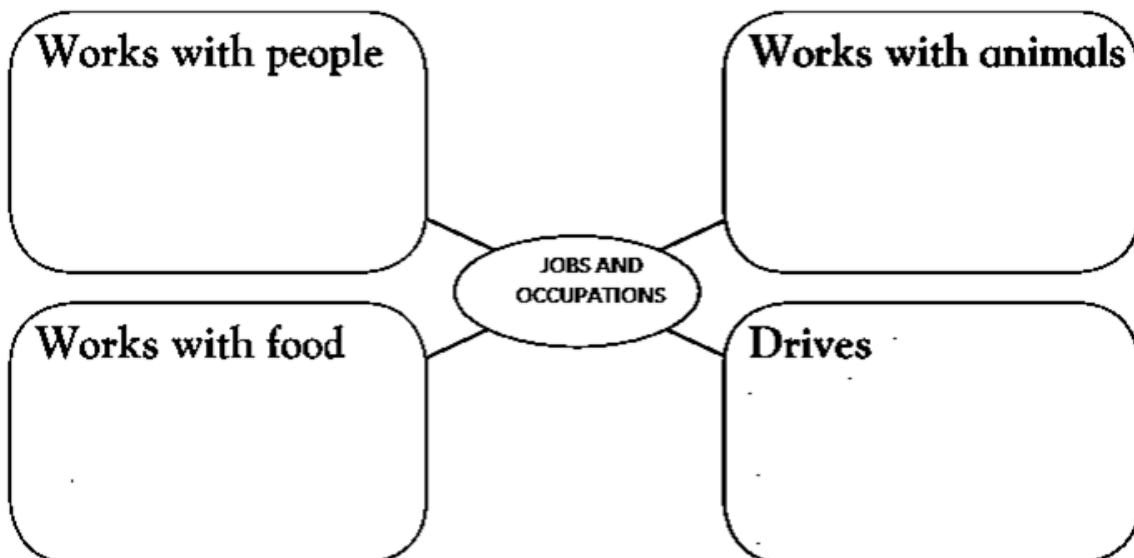
**Kylie:** I'm an honest person and if you hire me, you'll get an \_\_\_\_\_.

III- Complete the mind map with the professions in the box.

- You can use the Pictionary at the end for extra help.

**TEACHER      NURSE      DOCTOR      MANAGER      CHEF**

**BUILDER                      VET                      BUS DRIVER**



**IV- Think about yourself ten years in the future.**

- Choose an occupation you would like to work at and an occupation you would never do (and indicate why).
- Think about your own skills and interests.
- Follow the structure given in the example.

Example:

- ✓ I would like to be a translator because I like languages.
- ✓ I would never be a police officer because I don't like uniforms.

➤ I would like to be \_\_\_\_\_.

➤ I would never be \_\_\_\_\_.



**DOCTOR**



**ACTOR/ACTRESS**



**TECHNICIAN**



**WAITER/WAITRESS**



**PRINCIPAL**



**FARMER**



**DENTIST**



**SCIENTIST**



**POSTMAN/POSTWOMAN**



**ELECTRICIAN**



**MUSICIAN**



**SINGER**



**TRANSLATOR**



**SALESPERSON**



**POLICE OFFICER**



**FLIGHT ATTENDANT**



**TEACHER**



**NURSE**



**MANAGER**



**CHEF**



**BUILDER**



**VET**



**BUS DRIVER**



**PILOT**

## Cuantificadores en inglés: Gramática

Los cuantificadores indican la cantidad de un nombre, dan respuesta a la pregunta “¿Cuántos?”. Del mismo modo que los artículos, los cuantificadores en inglés siempre están situados delante del nombre. Existen de varios tipos: *some, any, much, many, A lot of, Lots of...*

### Some/Any

Utilizamos *some* y *any*, cuando queremos expresar una cantidad indeterminada al referirnos a un sustantivo, pero no queremos decir exactamente cuál es esa cantidad. Al usar *some* y *any* estamos expresando la idea de “algunos pero no muchos”. Tanto *some* como *any* se utilizan acompañando a nombres contables en plural y nombres incontables.

- **Some:** se utiliza en frases afirmativas e interrogativas. Aunque en el caso de las interrogativas se utiliza principalmente para pedir o para ofrecer algo.
  - *Some people in the office prefer to have lunch outside.*
  - *Would you like some coffee?*
- **Any:** aunque su sentido es igual al de *some*, *any* se usa principalmente en oraciones interrogativas y negativas aunque hay algunos casos en los que es posible usar *any en oraciones afirmativas*.
  - *I haven't received any emails from my boss.*
  - *Do you have any questions for me?*

### Much/Many

Utilizamos *much* y *many* cuando queremos expresar la idea de gran cantidad, mucho. La diferencia entre utilizar uno u otro reside en si el sustantivo al que acompañan es contable o incontable. En principio, *much* y *many* deben utilizarse en oraciones negativas e interrogativas aunque en **contextos formales se usa también en oraciones afirmativas**.

- **Many:** se usa con nombres contables en plural.
  - *I haven't received many calls this morning.*
  - *Hunger and malnutrition are still common in many countries.*
- **Much:** se utiliza con nombres incontables.
  - *How much time do you have for lunch?*
  - *I don't have much time left*

### Little/A little

Ambos se utilizan para expresar la idea de poca cantidad y solo se usan acompañando a nombres incontables. Usar *little* o *a little* depende de la connotación que quieras darle si es positiva o negativa.

- **Little:** lo usamos para expresar que es poca cantidad y no es suficiente.
  - *I had little time to prepare my exam and I failed.*
  - *I have little money, I can't buy a new car.*
- **A little:** lo usamos para decir que aunque es poca cantidad, es suficiente.
  - *I have a little money, enough for a new dress.*
  - *She saves a little money every month.*

### Few/A few

Al igual que *little* y *a little* se usan para expresar poca cantidad, pero en este caso, se utilizan solo con nombres contables. Del mismo modo, usar *few* o *a few* depende de la connotación.

- **Few:**
  - *She had few moments on her own.*
  - *Few cities in the world can compete with Paris.*
- **A few:**
  - *We stayed a few days in Paris visiting its museums.*
  - *I just need a few hours to finish my book.*

**Actividad 1:** classify the words in the box as countable or uncountable

**Water- electricity- air- money – cars – kilos – people – friends – sand – sugar – milk – videogames – wind – salt – coffee – bikes – ideas - paint**

<b>Countable</b>	<b>Uncountable</b>

**Actividad 2:** complete the sentences using **much / many** according to the given explanation

- a) I have \_\_\_\_\_ friends on social networks.
- b) Kattie has \_\_\_\_\_ problems because she doesn't have \_\_\_\_\_ money.
- c) Do you play \_\_\_\_\_ videogames?
- d) The day is hot. I need \_\_\_\_\_ fresh water.
- e) How \_\_\_\_\_ brothers do you have?
- f) How \_\_\_\_\_ money do you have at this moment?
- g) I always drink \_\_\_\_\_ coffee in the morning.
- h) Helen speaks \_\_\_\_\_ different languages.
- i) I spend \_\_\_\_\_ time on internet daily.
- j) My new laptop uses \_\_\_\_\_ electricity to power on.

**Actividad 3:** complete the sentences using **some / any** according to the given explanation

- a) Would you like \_\_\_\_\_ coffee? Yes , please.
- b) I have \_\_\_\_\_ money to spend at the shopping.
- c) I don't drink \_\_\_\_\_ soda. It has much sugar.
- d) Do you have \_\_\_\_\_ brother?
- e) Do you practice \_\_\_\_\_ sport?
- f) Peter has \_\_\_\_\_ information to share us.
- g) She doesn't have \_\_\_\_\_ pet because she is allergic to animals in general.
- h) I don't have \_\_\_\_\_ time to study right now. I'm too busy
- i) Sorry but we aren't going to have \_\_\_\_\_ concert until the end of the pandemic.
- j) It's mandatory to keep \_\_\_\_\_ important rules to face this hard process.

**Actividad 4:** complete the sentences using **few / little** according to the given explanation. Watch out the context!

- a) I'm very busy. I have a \_\_\_\_\_ free time.
- b) Isabelle has a \_\_\_\_\_ real friends to trust in.
- c) We have a \_\_\_\_\_ activities to do before leaving school today.
- d) I always drink \_\_\_\_\_ soda because it has much sugar.
- e) I had a \_\_\_\_\_ couples before being with you.
- f) They read a \_\_\_\_\_ in English. They need much practice.
- g) Do you have any money to lend me? Yes, I have a \_\_\_\_\_.
- h) Do you practice much sport? ---- oh no. I practice \_\_\_\_\_ sport.
- i) I'm not really good at french. I speak a \_\_\_\_\_.
- j) I don't really enjoy parties so I have been in a \_\_\_\_\_ times at.

### Los adjetivos en Inglés: ejemplos y posición en la oración

Como sabes, los adjetivos son palabras que acompañan a los sustantivos y designan sus cualidades. Por norma, en español el adjetivo suele ir justo detrás del nombre, pero en inglés las reglas cambian. ¿Quieres conocer el orden de los adjetivos en inglés y su importancia? ¡Sigue leyendo!

¿Te has preguntado alguna vez por qué en inglés decimos un **big black dog** y noun **black big dog**? Es porque en inglés tenemos un orden establecido para el uso de adjetivos para describir objetos.

#### El orden de los adjetivos en inglés

OPINION	TAMAÑO	EDAD	FORMA	COLOR	ORIGEN	MATERIAL	PROPÓSITO (algunas veces sustantivo)	SUSTANTIVO
LOVELY	BIG	OLD	SQUARE	BROWN	ENGLISH	LEATHER	SCHOOL	BACKPACK

**Actividad 1:** Observe los adjetivos contenidos en el recuadro en la página indicada. Clasifíquelos en las siguientes categorías

aggressive beautiful blue boring excellent fresh kind lazy long nervous new  
offensive pretty rude short shy smart tall tense upset wonderful young

Negative	Neutral	Positive

**Actividad 2:** complete the chart using different adjectives to fill in it under the right category. Give 3 examples for each category

<b>Opinion</b>	<b>Size</b>	<b>Age</b>	<b>Shape</b>	<b>Color</b>	<b>Origen</b>	<b>Material</b>

**Actividad 3:** Circle the right sentences according to adjective order.

1. <b>a.</b> a black tiny insect <b>b.</b> a tiny black insect	2. <b>a.</b> a Cuban wonderful beach <b>b.</b> a wonderful Cuban beach	3. <b>a.</b> an exciting new job <b>b.</b> a new exciting job	4. <b>a.</b> a round large island <b>b.</b> a large round island
5. <b>a.</b> smooth pop music <b>b.</b> pop smooth music	6. <b>a.</b> a big black whale <b>b.</b> a black big whale	7. <b>a.</b> a family old portrait <b>b.</b> an old family portrait	8. <b>a.</b> a difficult new problem <b>b.</b> a new difficult problem
9. <b>a.</b> a silly old man <b>b.</b> an old silly man	10. <b>a.</b> a delicious Spanish paella <b>b.</b> a Spanish delicious paella	11. <b>a.</b> an amazing blue ocean <b>b.</b> a blue amazing ocean	12. <b>a.</b> comfortable Italian shoes <b>b.</b> Italian comfortable shoes