



English Guide N° 4 – Jobs

Name: _____ Grade: 9th A – B - C

Date: _____

Expected Learning

OA 1 - Demostrar comprensión de ideas generales e información explícita en textos orales adaptados y auténticos simples, literarios y no literarios, en diversos formatos audiovisuales (como exposiciones orales, conversaciones, descripciones, instrucciones y procedimientos, avisos publicitarios, entrevistas, noticieros, anécdotas, narraciones, canciones), acerca de temas variados (experiencias personales, temas de otras asignaturas, del contexto inmediato, de actualidad e interés global o de otras culturas) y que contienen las funciones del año.

OA 2 - Identificar palabras, frases y expresiones clave, expresiones idiomáticas de uso más recurrente, combinaciones frecuentes de palabras (collocations), vocabulario temático, conectores (later, last, so that, although, both y los del año anterior), sonidos vocales largos y cortos (feet/fit), combinaciones iniciales /tr/ y /dr/ (tree/dress), sonido inicial /j/ (year, yes) y sonido final -tion /?/ (como en vacation) en textos orales en diversos formatos o al participar en interacciones cotidianas y conversaciones en la clase.

OA 3 - Identificar en los textos escuchados: -Propósito o finalidad del texto, tema e ideas relevantes. -Ideas generales en textos sobre temas menos conocidos. -Información específica y detalles clave asociados a personas, sus acciones y opiniones, lugares, tiempo, hablantes y situaciones. -Relaciones de contraste y problema-solución entre ideas.

OA 4 - Seleccionar y usar estrategias para apoyar la comprensión de los textos escuchados: -Hacer predicciones. -Escuchar con un propósito. -Usar conocimientos previos. -Hacer inferencias con el apoyo de claves contextuales (tema, participantes, apoyo visual) y pistas fonológicas (entonación, acentuación). -Focalizar la atención en expresiones o frases clave. -Utilizar apoyos como gestos del hablante y entonación. -Pedir repetición o clarificación en interacciones. -Confirmar predicciones. -Resumir algunas ideas relevantes con apoyo. -Preguntar para confirmar comprensión.

OA 16 - Demostrar conocimiento y uso del lenguaje en sus textos escritos por medio de las siguientes funciones: -Expresar cantidades, contar y enumerar -Identificar y describir lugares, ocupaciones y personas (cualidades); -Expresarse con claridad, usando palabras y expresiones de uso común, sinónimos y palabras compuestas; -Describir hábitos pasados; -Describir acciones pasadas que continúan en el presente.

Instructions:

1. Read carefully and complete each section according to what it is required.
2. When you finish the guide, at the end of it, you have to answer a **SELF-EVALUATION** which will help you to see your performance during the development of this guide.
3. If you want to see if your answers are correct, you can check them in the **ANSWER KEY** which will be uploaded in the next guide.
4. Remember that this guide helps you to continue with the development of your knowledge and you can continue practicing your English skills at home.
5. If you can't print this guide, you can write the answers on your copybook.
6. This guide is supposed to be done in **45 minutes**.
7. Remember to keep your guides in a folder.

REMEMBER TO CHECK THE ANSWER KEY FROM THE ACTIVITY TRAINING 😊

HELLO AGAIN!

In this Guide, we will continue working with the unit related to **JOBS**, this time, we continue working with the specific vocabulary, you will work with a listening activity and finally, you will continue working with the grammar content of **PAST SIMPLE TENSE**.

REMEMBER IF YOU HAVE ANY DOUBT, DON'T BE AFRAID OF ASKING YOUR DOUBTS THROUGH MY E-MAIL.

Part N° 1 – Vocabulary in Context: Read carefully the ENGLISH WORDS and their meanings in SPANISH

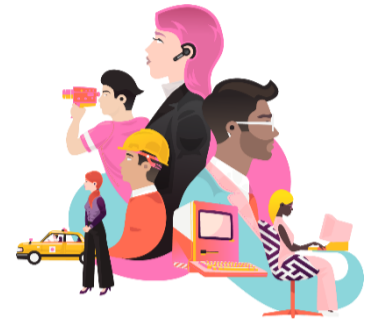
| English Word | Spanish Meaning | English Word | Spanish Meaning |
|----------------|-----------------------|------------------|------------------------|
| Accountant | Contador/a | Painter | Pintor |
| Actor | Actor | Pilot | Piloto |
| Actress | Actriz | Plumber | Gasfiter |
| Architect | Arquitecto | Photographer | Fotógrafo |
| Artist | Artista | Police officer | Oficial de policía |
| Astronaut | Astronauta | Politician | Político |
| Athlete | Atleta | Postal worker | Empleado de correos |
| Bank teller | Empleado bancario | Quit <i>verb</i> | Renunciar |
| Barber | Barbero / peluquero | Receptionist | Recepcionista |
| Bus driver | Conductor de bus | Repairman | Reparador |
| Businessperson | Empresario | Reporter | Reportero / Periodista |
| Cashier | Cajero/a | Sailor | Marino |
| Clown | Payaso | Security guard | Guardia de seguridad |
| Cook | Cocinero/a | Soldier | Soldado |
| Commute | Viajar / Desplazarse | Singer | Cantante |
| Dentist | Dentista | Salary | Salario |
| Engineer | Ingeniero/a | Secretary | Secretaria |
| Factory worker | Trabajador de fábrica | Taxi driver | Conductor de taxi |
| Fashion model | Modelo | Tour guide | Guía Turístico |
| Fireman | Bombero | Truck driver | Conductor de camión |
| Grocer | Almacenero/a | Usher | Acomodador |
| Hire | Contratar | Veterinarian | Veterinario/a |
| Job interview | Entrevista de Trabajo | Waiter | Mesero |
| Librarian | Bibliotecario/a | Waitress | Mesera |
| Manager | Administrador/Gerente | Work experience | Experiencia de trabajo |
| Mechanic | Mecánico/a | Writer | Escritor/a |
| Nurse | Enfermera/o | Zoo keeper | Guardián del zoo |

Activity N° 1 – Vocabulary in context

Read each sentence carefully and complete with the appropriate word from the box.

| | | | | |
|----------|----------|--------------|---------------|-----------------|
| Cashier | Commute | Hire | Job Interview | Librarian |
| Manager | Musician | Photographer | Pilot | Quit |
| Reporter | Salary | Secretary | Waitress | Work Experience |

- I work in a store or in a restaurant. People give me money. I'm a _____.
- I'm looking for a job with a high _____. I want to make a lot of money.
- I travel to many different countries for my job. I fly an airplane. I'm a _____.
- I don't like my job. I want to _____.
- I play a guitar. I'm a _____.
- My company wants to _____ new workers.
- I type letters and answer the telephone for my boss. I'm a _____.
- Last week I had a _____. A man asked me a lot of questions, and later the company hired me!
- I work in a restaurant and I take people's orders and serve them food. I'm a _____.
- I want to find a job, but I don't have any _____. I've never worked before.
- I have a good job, but I have to drive for an hour to get to work. I don't like to _____ so much.
- I love my job! I use my camera to take pictures of lots of interesting things. I'm a _____.
- I work in a big company and I have to go to a lot of meetings. I'm a _____.
- I work in a library. I'm a _____.
- You can see me when you watch news on television. I'm a TV news _____.



PART N° 2 – LISTENING COMPREHENSION

First, pay attention to these words to understand the next activity:

1. Skill: Habilidad
2. Resume: Curriculum Vitae

Activity N°1

Read and check the words from the box (Put their meanings using the dictionary [HTTP://WWW.WORDREFERENCE.COM](http://www.wordreference.com))

| | | | | |
|------------|------------|---------|---------|---------|
| Translator | experience | pay | special | doctor |
| Bored | salary | weekend | example | YouTube |
| Practice | interests | grow up | boss | have to |

Activity N°2

Now, listen to the audio to complete with the words from the box the dialogue between Tom and his father.

(Listen to this audio: https://www.podomatic.com/podcasts/cfuentessoza/episodes/2020-04-07T11_15_24-07_00)

Dad: Hey, Tom, the (1) _____ is almost over. And then you have to go back to school. Did you finish all your homework?

Tom: Yup. And you (2) _____ go back to work!

Dad: Yeah, that's right.

Tom: Dad?

Dad: Yeah?



Tom: Why do you have to go to work? Do you really have to?

Dad: Well, yeah, of course I do. If I don't go to work, I won't have a (3) _____.

Tom: You mean the money your (4) _____ gives you?

Dad: Yeah, that's right. And if I don't work, I'll be really (5) _____ with nothing to do.

Tom: So, when I (6) _____, how do I know what job to do? Should I be a teacher, or a (7) _____, or a race car driver ...?

Dad: Well, you just have to think about what you like to do best. What are your (8) _____? And then you have to think about the skills you have.

Tom: Skills? What are skills?

Dad: Skills are the (9) _____ things you know how to do that many other people don't know how to do.

Tom: How do I get skills?

Dad: Most people have to study or (10) _____ to get skills.

Tom: I'm really good at video games. Is that a skill?

Dad: Uh, well, not really. Lots of people are good at video games. And, also, not many people will (11) _____ you to play video games.

Tom: That's not true. Some guys on (12) _____ get lots of money by playing video games.

Dad: Maybe, but not many people I think. Playing video games isn't a great thing to put on a resume.

Tom: A resume?

Dad: That's a piece of paper that says what (13) _____ and skills you have.

Tom: I can speak two languages. Is that a skill?

Dad: Yeah, that's a good (14) _____. Not everyone can speak two languages. So, when you grow up, you could be a (15) _____.

Tom: Or maybe work in another country

Dad: Exactly!

Tom: Playing video games

PART N°3 – GRAMMAR CONTENT – PAST SIMPLE TENSE

(REMEMBER TO SEE THE SUMMARY FROM GUIDE N°3)

Activity N°1

- **Complete the sentences. Use the NEGATIVE FORM of the underlined verbs. (REMEMBER TO USE YOUR LIST OF VERBS)**

Example: I drank coffee but I didn't drink tea.

- a. She found her purse but she her keys.
- b. The children broke the window but they.....the door.
- c. He had a shower but hebreakfast.
- d. My father made a cake but heany pastries.
- e. We spoke English and French but we..... German.



Activity N°2

- WAS or WERE? Complete the sentences using WAS or WERE according to the SUBJECT.

| | |
|-------------------------|------------------------|
| I – HE – SHE – IT → WAS | WE – YOU – THEY → WERE |
|-------------------------|------------------------|

- He _____ a good student.
- 2. John _____ at the bank yesterday.
- 3. Peter and David _____ very sleepy last night.
- 4. The cat _____ in the garden.
- 5. He _____ at the church yesterday.
- 6. Mary _____ ill last week.
- 7. My aunt Lucy _____ at the shopping centre last night.
- 8. Uncle Thomas _____ at home the whole weekend.
- 9. You _____ very noisy in class yesterday.
- 10. My family _____ in Madrid on holidays last Summer.
- 11. They _____ at school yesterday.
- 12. Sara _____ at the hospital yesterday afternoon.
- 13. I _____ at the station last night.
- 14. My daughter _____ born in August.
- 15. The pencils _____ on the table.

SELF-EVALUATION – Put a ✓ according to the criteria given and think about what you did with this guide.

| CRITERIA |  |  |
|--------------------------------------------------------------------|-------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| 1. I learned new words. | | |
| 2. I was responsible doing this guide. | | |
| 3. I improved my listening skills. | | |
| 4. I understood the content. | | |
| 5. I can explain this content to other people. | | |
| 6. I checked the answers from GUIDE 3 (Actividad formativa) | | |