



ENGLISH GUIDE N° 8 – MY SKILLS AND ACHIEVEMENTS CONTRIBUTE TO THE SOCIETY ITSELF

Name: _____ Grade: 11th A – B - C

Date: _____

Expected Learning

OA 1

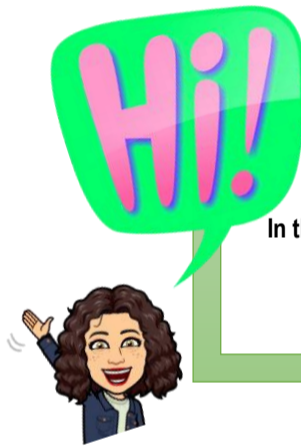
Comprender información central de textos orales y escritos en contextos relacionados con sus intereses e inquietudes, con el fin de conocer las maneras en que otras culturas abordan dichos contextos.

OA3

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.

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. If you can print these guides, remember to keep them in a folder.



Hello!

This week you are invited to work with final guide for Unit 1!
In this guide, you will work with some of the most important contents seen during these months.

Also, remember to check your answers from GUIDE N° 7.

And finally, remember to write me an e-mail if you have any question! 😊

ANSWER KEY – GUIDE N° 7

Part N° 1 – Vocabulary					
Activity N° 1					
The answers can vary according to your preferences.					
Activity N° 2					
Construction Bricklayer Plumber Civil engineering	Art & Design Fashion designer Florist FX makeup artist	Administrative Clerk Administrative assistant Call center agent	Transport Bus driver Bike courier Forklift operator	Tourism Travel agent Hotel receptionist Tour guide	
Part N° 2 – Reading Comprehension					
Page 9 (Activity 3) – Answers can vary					
Picture 1: A - E	Picture 2: D – E - F	Picture 3: D - E	Picture 4: B - E	Picture 5: C - E	Picture 6: D – E - F
Page 10					
KEY WORDS:			SMART READING		
<ul style="list-style-type: none"> - Time-management skills: Habilidades para el manejo del tiempo. - Employer: Empleador - Employee: Empleado - Tardy work: Trabajo retrasado/tardío - Non-working students: Estudiantes que no trabajan 			Paragraph 1 - Lessons in Budgeting Paragraph 2 - Money, Money, Money Paragraph 3 - Time management Paragraph 4 - Early work experience		
YOUR ANALYSIS					
a. The purpose of the text is to inform about the benefits of part-time jobs for students. b. The intended audience is young people aged 14-25 (high school and college students) c. The main idea of the text is that part-time jobs are good for young people, because they help them to pass through the professional area more easily.					
AFTER READING (PAGE 12)					
Activity 1					

Start an opinion: Personally	Provide reasons: Firstly, secondly, another reason.	Provide examples: For example	Come to a conclusion: In conclusion
Activity 3			
<p>a. Some students need to work through school to afford tuition. b. Students earning their own money get lesson on spending wisely. c. Young people who work and study tend to be better planners. d. Student's jobs may introduce them to their preferred career after school is over.</p>			

FINAL GUIDE UNIT 1 - MY SKILLS AND ACHIEVEMENTS CONTRIBUTE TO THE SOCIETY ITSELF

Activity N° 1

Read the sentences below. What description (I-VI) better defines the target words in each sentence?

<p>a. I sent my resume to 3 restaurants, but I don't get any interviews yet.</p> <p>b. My brother gained experience in marketing working part-time with my grandpa.</p> <p>c. In my case, part-time jobs were a good opportunity to create job networks.</p> <p>d. After having three children, I worked as a part-time teacher.</p> <p>e. Sally was happy after receiving her first paycheck.</p>	<p>i. _____ Work only part of the usual working day or week.</p> <p>ii. _____ It is a short-written description of your education, qualifications, previous jobs, and sometimes also your personal interests, that you send to an employer when you are trying to get a job.</p> <p>iii. _____ They refer to meet people who might be useful to know, especially in your job.</p> <p>iv. _____ It is the amount of money a person earns.</p> <p>vi. _____ It is the process of getting knowledge or skill from doing or seeing.</p>
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Activity N° 2

Identify the connectors and label them according to their functions.

a. Start an opinion	b. Provide reasons	c. Provide examples	d. Come to a conclusion
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| <p>1. _____ <i>to begin with</i></p> <p>2. _____ <i>Next</i></p> <p>3. _____ <i>For instance</i></p> <p>4. _____ <i>In other words</i></p> <p>5. _____ <i>Lastly</i></p> | <p>6. _____ <i>As a result</i></p> <p>7. _____ <i>Furthermore</i></p> <p>8. _____ <i>All things consider</i></p> <p>9. _____ <i>To sum up</i></p> <p>10. _____ <i>To summarize</i></p> |
|--|--|

Activity N° 3

Complete the sentences with *although* or *therefore*.

- a. The length of the hiring process is tiring. _____, we have 20 little tricks up our sleeve to help move the process along faster.
- b. We are expanding, _____ we are hiring!
- c. Always remember that any job competition is very tough. _____, your application letter must stand out.
- d. _____ many jobs are at risk of automation; in Ireland many are seeing a surge in demand and higher salaries than even before.
- e. Interviews can be a bit nerve-wracking. _____, learning how to control your nerves is an important step.

Activity N° 4

Match the question to the corresponding answer.

<p>1. Why should we hire you?</p> <p>2. What is your greatest strength?</p> <p>3. Why have you left your job?</p> <p>4. What are your goals for the future?</p> <p>5. Why do you want this job?</p>	<p>a. _____ Because this is a company in the rise.</p> <p>b. _____ In the short-term, I'd like to become a sales representative for this company.</p> <p>c. _____ I have an extremely strong work ethic.</p>
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6. What are your salary expectations?	<p>d. _____ With my experience and skills, I expect a salary in the range of \$500.000 and \$800.000</p> <p>e. _____ There wasn't a room for growth in the company.</p> <p>f. _____ I believe that my experience and my skills will make me the best match for this position.</p>
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ATTENTION



Para poder comenzar las clases online, tendremos el primer encuentro mediante ZOOM.

En este caso, se cerrará la unidad 1, se responderán dudas y también se dará una introducción a la nueva unidad.

Es por eso, que están invitados a participar de esta reunión el día **JUEVES 28 de MAYO a las 11.00 am.**

Es de suma importancia que si participan de esta reunión que ingresen con su **NOMBRE REAL** ya que no serán admitidos a entrar con otro nombre que no sea el suyo, por respeto a tus compañeros y compañeras y así también a tu profesora. 😊

Datos:

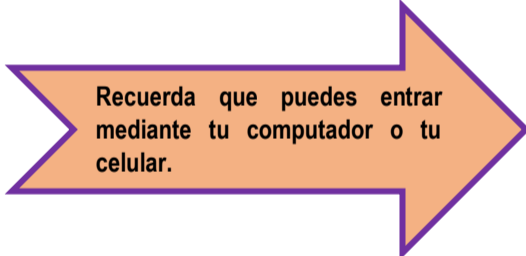
Tema: III Medio - English - 1st Meeting

Hora: 28 may 2020 11:00 AM Santiago

Unirse a la reunión Zoom:
<https://us02web.zoom.us/j/86386459922?pwd=T0NkZGg0K3Z3RlFLcTBZaFYxYjY0QT09>

ID de reunión: 863 8645 9922

Contraseña: 470569



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 reading skills.		
4. I understood the content.		
5. I can explain this content to other people.		
6. Do I have any question for the next meeting?		

If you have questions for the next meeting, write them here:
