

STUDENT'S BOOK



GET REAL ENGLISH 3^y4 medio

Ruby Inostroza Domínguez • Sandra del Pilar Olate Rojas



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GET REAL ENGLISH 3^y4 medio

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DISCOVER YOUR BOOK

UNIT
1

My First Job



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

OBJECTIVES OF THE UNIT

You will...

- show comprehension of main and explicit oral information about first jobs. You will also identify structures to report information and identify target sounds.
- read informative, descriptive, narrative and expository texts about jobs. Identify topic vocabulary and expressions.
- communicate orally by means of dialogues and monologues, making use of varied strategies and intelligible pronunciation.
- communicate in written form by means of sentences, short and simple descriptive and narrative texts, all related to jobs.

What for?

- to show comprehension of oral and written expression.
- to show comprehension of texts, and apply speaking and writing strategies to express ideas about the text.
- to express opinions and ideas about a first job, incorporating topic vocabulary and structures of the unit and join them coherently by using connectors.
- to write cohesive and coherent texts, making use of different strategies and structures and the vocabulary provided throughout the unit.

1.1.1 Read the quote on page 6 and discuss the following questions with your partner.

- Do you think "dream jobs" really exist?
- What factors would make a "dream job"?
- Do you think it is important to be passionate about your job? Support your answer.

2.1.1 What do you want from a job? Rank the following statements and discuss with the class.





- Having a good salary.
- Helping people.
- Having lots of free time.
- Being my own boss.
- Traveling around the world.
- Having fun.


The topic of the unit is introduced with engaging pictures and quotes, which invite you to activate your curiosity and interest, with simple questions to reflect on the quote and relate it to the topic of the unit. You will also examine and reflect on the value of the learning objectives for your own life.


DO YOU REMEMBER?


1.1.1 What sectors do these jobs belong to? Listen and check your answers.



Construction

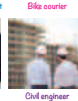

Art and Design

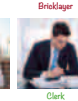

Administrative

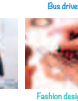

Transport



Tourism



Administrative assistant



Bike courier



Bridgeworker



Bus driver

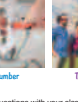

Call center agent



Civil engineer

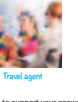

Clark



Fashion designer



Florist



Forklift truck operator


Hotel receptionist


FX makeup artist


Plumber


Tour guide


Travel agent

2.1.1 Discuss these questions with your classmates. Do not forget to support your answers.

- What job sector interests you the most? Why?
- Which set of skills is necessary in your dream job?
- Do you have those skills? If not, can you develop them? How?

Do you remember?
You will recall and check the previous knowledge necessary to meet the learning objectives for the unit.

Lesson 1

Students and jobs

Before reading


1.1.1 Answer these questions with the class.

- Do you know what a part-time job is?
- What kind of part-time job do you think you could do with your skills?
- Has any member of your family ever had a part-time job? What did she/he do?
- Would your parents allow you to work part-time?

2.1.1 In small groups, make a list with the characteristics of an ideal part-time job.

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

- involve work in the evening or at night.
- involve artistic skills.
- involve training/knowledge of informatics.
- involve working with people.
- need a lot of training.
- can be dangerous.



LESSONS 1 – 4

Each lesson includes simple and varied communicative activities to help you develop communicative competence. The sections in each lesson are:

- Before listening / reading
- While listening / reading
- After listening / reading
- Speaking / Writing

Lesson 1

CHECK YOUR PROGRESS

1.1 What did you learn about the skills of high school students? In your notebook, write 5 sentences describing your own skills. 5 points

2.1 Listen to a part of an article about the "Cons" of after-school jobs for teens. Which statement is NOT TRUE? Discuss. 4 points

- A research proved that students who work more than 10 hours get lower grades.
- Negative impression about jobs are due to disorganized employers, untrained supervisors and sexual harassment.
- Working shifts have students lose the high school "experience".
- For students who have shifts, it's not easy to participate in school activities.

3.1 In your notebook, write a short report to your best friend, reporting what Alan said in a post about his first job experience. Present your report to the rest of the class. 8 points

For real influence, listen

My first job out of school was working at the town council. I was young and had a lot of ideas that assumed others would be just as excited about as I was. Not one idea I suggested was accepted, and I just kept getting frustrated. I learned that, first, I needed to stop brag, observe and listen. I needed to focus on what was important to others rather than just myself and, quite frankly, to simply listen. I discovered it was best to listen to their thoughts and experiences once you listen, you can create real change. I am still amazed at what I learn each day by listening to others. You will always have the opportunity to talk, have your voice heard and get your point across, but your point and ideas will be much more powerful if you know how to listen. Posted by Alan.

4.1 Do you agree with the following statement? Explain, orally. 10 points

Parents should encourage their kids to have jobs during school.

Interpret your results			
Great (20 points)	Good (15-19 points)	OK (10-14 points)	Not good enough (1-9 points)
You are achieving the learning goal. Keep on working hard!	You are very well prepared. You can easily achieve the highest scores by analyzing the few mistakes you made.	Your performance is satisfactory, but you can improve. Revise the mistakes you made and work on your weakest areas.	You need to revise the contents and practice more, in order to improve your performance.

CHECK YOUR PROGRESS

A formative evaluation, right in the middle of the unit, to assess language skills and contents seen up to that point.

Lesson 1

SUBJECT CONNECTIONS

1.1 Read the text and then answer the questions with your partner. Language

Enlightened Hiring Decisions: The Value of Disabled Workers

BY FRED COHEN

Hiring disabled workers is a smart move. In addition to productivity (hiring non-disabled workers), the government offers more benefits. Many businesses are cautious of hiring disabled workers. By making fair employment decisions, however, a business can discover the hidden value of hiring disabled workers, enhance its reputation in the marketplace, and continue to prosper. Some business owners believe there are a number of inherent risks in hiring disabled workers. The first is that these employees have higher rates of absenteeism, which can undermine productivity. This is related to the misconception that disabled workers cannot meet performance standards. Contrary to these inaccurate risk assessments, however, studies have shown that disabled workers do not take more time off due to health problems and that their performance is similar to that of non-disabled individuals. Lastly, the cost of making accommodations for these workers is far lower than employers believe. In addition, investing in adaptive technology and new equipment often leads to enhanced efficiency and productivity. Businesses that hire disabled workers can take advantage of intangible benefits these individuals can provide. It is essential to select candidates who have the necessary skills and can bring value to your company. In the end, by relying on the talents of disabled workers, a small business can continue to grow.

Taken and adapted from: <https://bit.ly/3D8D888>

1.1 Why do companies believe hiring disabled people is a risky decision? 10 points

- Which myth related to hiring disabled workers do you think is more used by business owners to avoid recruiting?
- What are the benefits of employing disabled workers?
- What is the hidden value of hiring disabled workers?
- Is it the cost of making accommodations for disabled workers really high?

2.1 Final debate 10 points

- Do you think our country is prepared to live "together in harmony" with disabled people?
- Does your neighborhood have enough facilities (bathrooms, buses with lifts, ramps or elevator access, tactile walking surface indicators) for them?

SUBJECT CONNECTIONS

A section that includes special and challenging tasks to put the concepts into practice, and connect them with other school subjects.

LITERARY CIRCLE

1 Read the text and answer the questions in your notebook. Then, discuss them in groups.

Ratatouille

A monologue from the movie *Ratatouille* by Brad Pitt and Jim Caplan/Disney

ANTON: In many ways, the work of a critic is not difficult. We risk very little yet enjoy a position over those who offer up their work and their selves to our opinion. We thrive on negative criticism, which is fun to write and to read. There are times when a critic truly risks something, and that is in the discovery and defense of the new. The world is often cruel to new talent, new creations. Last night, I experienced something new, an outstanding meal from a remarkably unexpected source: To say that both the meal and its maker have challenged my preconceptions about fine cooking is a gross understatement. They have rocked me to my core. In the past, it was not a secret my indifference for Chef Gusteau's well-known motto: "Anyone can cook." But I comprehended, only now do I truly understand what he meant. Not everyone can become a fantastic artist, but a fantastic artist can come from anywhere. It is difficult to imagine more humble origins than those of the genius now cooking at Gusteau's, who is, in this critic's opinion, cooking less than the finest chef in France. I will be coming back to Gusteau's soon, hungry for more.

Adapted from Pitt, B. & Caplan, J. (2007) *Ratatouille*. Retrieved from <https://www.disney.com/movies/148/Brad-Pitt-and-Jim-Caplan-on-Ratatouille>

- What job does Anton have?
- What skills, do you think, Anton must have for his job?
- What opinion does Anton have of the meal he ate? How do you know?
- Will he go back to the restaurant? Why? Explain.

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UNIT 1 LITERARY CIRCLE 31

PROJECT: Jobs' Profile Lapbook

Materials



Preparation

- Work in pairs. You will make a lapbook presenting the responsibilities, qualifications and skills that any job candidate needs to fulfil, in order to get a particular job.
- With your partner, decide on the three jobs you would like to learn about.

Pre-activity

- Visit a couple of reliable websites to learn about the responsibilities, skills and qualifications that are necessary to perform those jobs.

Some suggestions:
<https://www.proteusprograms.ca.uk/job-profiles>
<https://www.youthcentral.vic.gov.au/jobs-and-careers/career-profiles>

- Take notes of the most relevant information you would like to include in your lapbook.
- Based on the responsibilities of each of the jobs you chose, brainstorm 5 skills candidates must have, in order to get the job. Support your assumptions.
- Once you have gathered all the data, make a draft of the information you will include and how it will be displayed in your lapbook.
- Make your lapbook.
- Be prepared to present your findings to the class.

Pre-presentation

- Present your lapbook to your classmates.

Conclusion

After you finish the presentation, reflect on your work and evaluate your group's performance, according to the following scale (answer in your notebook):

- Excellent
- Good
- Satisfactory
- Needs improvements

The group...	Score
worked collaboratively and responsibly towards the common goal	4 3 2 1
completed the assigned work on time	4 3 2 1
presented all the information required	4 3 2 1
followed the instructions carefully	4 3 2 1
developed awareness about the importance of identifying skills when looking for a job.	4 3 2 1

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UNIT 1 PROJECT 32

FINAL CHECK

1 In your notebook, write 5 sentences related to contents you have learned in the module, using although and therefore. **5 points**

2 Listen to a part of the article Teen Job Interview Questions and Answers and identify the correct answer. **5 points**

- What kind of interest should candidates share with the potential employer?
 - their interest in the field.
 - interest in the salary.
- Why are candidates asked about their interest for working in a particular company?
 - In order to get familiarized with the candidate.
 - In order to measure candidates' interest in the field.
- What should candidates answer when asked "Why should we hire you?"
 - Let them know their interest in contributing to the company.
 - Let them know you want to work and study.

3 Read the following ad. In your notebook, write a 150-word, application letter to get the job. **10 points**

Company: Ace Hardware

Job Title: Cashier - Stock Clerk
Job Type: Full-time, Part-time
Wages: Competitive
Estimated wages: \$7.99 to \$12.00 per hour
Location: 11111 Main St, W1

Additional info:
 - Must have reliable transportation.
 - Background check required.
 - Baking
 - Valid Driver's License
 - Minimum age: 18+ years old

We have a part-time opening for a Cashier-Stock Clerk.
 Must be able to work various shifts per week and be available weekday and weekends.
 This position involves handling sales transactions, balancing a cash drawer and providing customer service.
 - Must have a high school diploma or equivalent.

Created by Publishing Team

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UNIT 1 FINAL CHECK 33

LITERARY CIRCLE

Literary texts related to the topic of each unit, to complement your reading practice.

PROJECT

A final group task that constitutes the end product of the unit learning process. It helps you apply, consolidate and assess what you have learned.

FINAL CHECK

A formative evaluation, at the end of the unit, to assess language skills and contents of the whole unit.

Language in use

This section will help you revise a particular language structure.

English sounds

This section will help you revise particular sounds and pronunciation of the English language.

Exit slip

A simple activity to help you evaluate your performance throughout the lesson.

Key words

The list of words you may need to understand the text.

Strategy in mind

Useful strategies to help you improve reading and listening comprehension.

Smart reading / listening

Challenging tasks to develop and deepen comprehension.

Think critically

Questions to support critical thinking, develop high-order skills and allow you to make meaningful connections.

Your analysis

Questions and activities to help you become a better reader.

 It indicates pair-work activities.

 It indicates group-work activities.

 XX

It indicates an activity that has to be developed on a specific page in the Activity Book.

 XX

It indicates the number of the audio track.

My First Job



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

Confucius

OBJECTIVES OF THE UNIT

You will...

- show comprehension of main and explicit oral information about first jobs. You will also identify structures to report information and identify target sounds.
- read informative, descriptive, narrative and expository texts about jobs. Identify topic vocabulary and expressions.
- communicate orally by means of dialogues and monologues, making use of varied strategies and intelligible pronunciation.
- communicate in written form by means of sentences, short and simple descriptive and narrative texts, all related to jobs.

What for?

- to show comprehension of oral and written expression.
- to show comprehension of texts, and apply speaking and writing strategies to express ideas about the texts.
- to express opinions and ideas about a first job, incorporating topic vocabulary and structures of the unit and join them coherently by using connectors.
- to write cohesive and coherent texts, making use of different strategies and structures and the vocabulary provided throughout the unit.

1 👤👤 Read the quote on page 6 and discuss the following questions with your partner.

- Do you think “dream jobs” really exist?
- What factors would make a “dream job”?
- Do you think it is important to be passionate about your job? Support your answer.

2 👤👤👤 What do you want from a job? Rank the following statements and discuss with the class.



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.

DO YOU REMEMBER?

1   What sectors do these jobs belong to? Listen and check your answers.

Construction

Art and Design

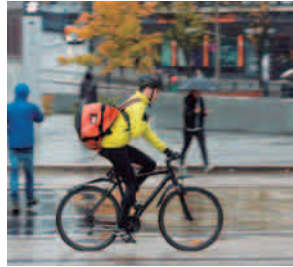
Administrative

Transport

Tourism



Administrative assistant



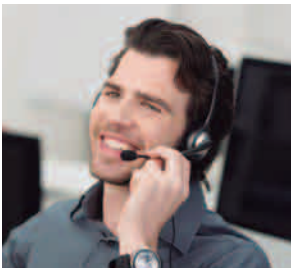
Bike courier



Bricklayer



Bus driver



Call center agent



Civil engineer



Clerk



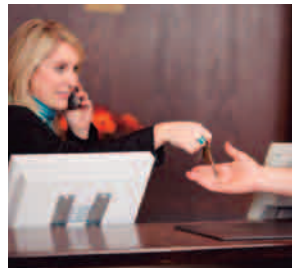
Fashion designer



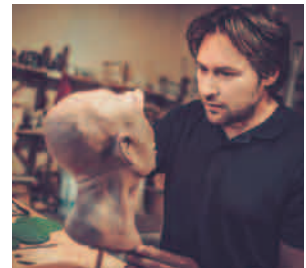
Florist



Forklift truck operator



Hotel receptionist



FX makeup artist




Plumber



Tour guide




Travel agent


2  Discuss these questions with your classmates. Do not forget to support your answers.


- What job sector interests you the most? Why?
- Which set of skills is necessary in your dream job?
- Do you have those skills? If not, can you develop them? How?

Before reading

1  Answer these questions with the class.

- a. Do you know what a part-time job is?
- b. What kind of part-time job do you think you could do with your skills?
- c. Has any member of your family ever had a part-time job? What did she/he do?
- d. Would your parents allow you to work part-time?

2  In small groups, make a list with the characteristics of an ideal part-time job.

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.

