

**UNIT 1: JOY FROM WORK**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Class: 9th Grade **(1° Medio)** Teacher: Valentina Espinoza

Date: May, 2020.

Objective: Understand general and specific information in an informative text.

**LESSON 3 🡪 APPLY IN WRITING**

1. **Answer these questions, and write a job objective based on your answers.**

What kind of job would I like to have? Three choices would be:

Job 1 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Job 2 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Job 3 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What qualifications do I have for the jobs I listed above?

Job 1 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Job 2 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Job 3 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What can I do to be better qualified for these jobs?

Job 1 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Job 2 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Job 3 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What are my future goals in these positions?

Job 1 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Job 2 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Job 3 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. **Answer the application for emplyment. Use a dictionary if necessary.**

**APPLICATION FOR EMPLOYMENT**

Please complete ALL information

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_

Current Address \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Phone\_\_\_\_\_\_\_\_ City \_\_\_\_\_\_\_\_\_\_

Previous Address \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Chilean Citizen Yes / No

Type of Work Desired \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date you can start \_\_\_\_\_\_\_\_\_\_\_

**EXPERIENCE (imagine you are an adult and you have worked before).**

Companv Narne: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Type of Company: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Duties: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Salaty: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Reason for leaving: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**EDUCATION**

School name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Adress: :\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**ACTIVITIES**

School Activities you developed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Professional Activities\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Do you have any relatives or friends employed at his company at present? \_\_\_\_\_\_\_\_\_\_\_ If yes, give name, relationship, and division of employment \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Have you ever worked for this company or any of its subsidiaries? \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Applicant's Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_

GRAMMAR

**MUCH, MANY, FEW, LITTLE, A LOT OF**

**LOS ADVERBIOS DE CANTIDAD SE USAN PARA INDICAR LA CANTIDAD DE ALGO (SEA ESTO CONTABLE O NO). ALGUNAS DE ESTAS PALABRAS SE USAN PARA CUALTIFICAR OBJETOS CONTABLES Y OTRAS PARA OBJECTOS INCONTABLES.**

**EJEMPLOS DE SUSTANTIVOS CONTABLES**

**MONEDAS**

**NIÑOS**

**AUTOS**

**EJEMPLO DE SUSTANTIVOS INCONTABLES**

**AMOR**

**VIENTO**

**AZÚCAR**

**¿Cuándo se debe usar “*much*”?**

Se utiliza “***much***” con sustantivos incontables para indicar mucha cantidad. Se usa en oraciones negativas y preguntas.

*– I don’t have****much time now****. No tengo mucho tiempo ahora.*

*– Is there****much water****in the bottle?* *¿Hay mucha agua en la botella?*

**OJO:** No es común usar “*much*” en oraciones afirmativas. En su lugar se emplea “*a lot of*”.

~~There is much pollution in most cities.~~  There is A LOT OF pollution in most cities. ✔

**¿Cuándo se debe usar *“many”*?**

Se utiliza “***many***” con sustantivos contables para indicar mucha cantidad. Se usa en oraciones negativas y preguntas. A diferencia de “*much*”, también se puede usar en oraciones afirmativas.

– *There aren’t****many pictures****on the wall. No hay muchos cuadros en la pared.*

– Are there **many chairs** in the room? *¿Hay muchas sillas en la habitación?*

– Perú has many natural resources.*Perú tiene muchos recursos naturales.*

**¿Cuándo se debe usar *“a lot of”*?**

“***A lot of***” se usa con ambos, sustantivos contables e incontables para indicar mucha cantidad. La diferencia con “*much*” y “*many*” es que “*a lot of*” se utiliza casi siempre en oraciones afirmativas.

*– There are****a lot of pictures****on the wall.* *Hay muchos cuadros en la pared.*

*– I have****a lot of homework****. Tengo mucha tarea.*

**¿Cuándo se debe usar *“(a) few”*?**

“***A few***” y “***few***” se usan con sustantivos contables en plural para indicar poca cantidad. La diferencia entre ambas expresiones es que “***a few***“ *(unos pocos/unas pocas)* implica que la cantidad es pequeña, pero suficiente, es decir, es una idea positiva. Sin embargo, “***few***“ *(pocos/pocas)* indica que la cantidad es pequeña e insuficiente, por lo que implica una observación negativa.

*– I have* **a few friends**. *Tengo unos pocos amigos. (son suficientes)*

*– There are****few books****in the library.* *Hay pocos libros en la biblioteca. (son insuficientes)*

**¿Cuándo se debe usar *“(a) little”*?**

“***A little***” y “***little***” se usan con sustantivos incontables para indicar poca cantidad. Al igual que en el caso anterior, la diferencia entre ambas expresiones es que “***a little***“*(un poco/una poca)* implica que la cantidad es pequeña, pero suficiente, es decir, es una idea positiva, mientras que “***little***“ *(poco/poca)*indica que la cantidad es pequeña e insuficiente, por lo que implica una idea negativa.

*– I have****a little free time****today. Hoy tengo un poco de tiempo libre. (es suficiente)*

*– We have****little money****this month.* Tenemos *poco dinero este mes. (es insuficiente)*

1. **Decide to use much or many.**
2. Cars \_\_\_\_\_\_\_
3. Music \_\_\_\_\_\_\_
4. Pictures \_\_\_\_\_\_\_
5. Flowers \_\_\_\_\_\_\_
6. Milk \_\_\_\_\_\_\_
7. Numbers \_\_\_\_\_\_\_
8. Money \_\_\_\_\_\_\_
9. Tea \_\_\_\_\_\_\_
10. Girls \_\_\_\_\_\_\_
11. Pencils \_\_\_\_\_\_\_
12. **Decide whether you have to use much or many.**
13. Jane doesn’t have \_\_\_\_\_\_\_\_\_\_\_\_time.
14. Do you know \_\_\_\_\_\_\_\_\_\_\_\_words in English?
15. He didn't eat \_\_\_\_\_\_\_\_\_\_\_meat.
16. There isn't \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_butter in the fridge.
17. How \_\_\_\_\_\_\_\_\_\_\_\_\_eggs did the hens lay?
18. Samantha has as \_\_\_\_\_\_\_\_\_\_\_\_\_money as Bruce.
19. How \_\_\_\_\_\_\_\_\_\_\_\_ lessons do you have on Mondays?
20. There was too  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_noise in the streets.
21. I cannot see \_\_\_\_\_\_\_\_\_\_\_\_\_ stars in the sky tonight.
22. Do you have \_\_\_\_\_\_\_\_\_\_\_\_\_\_friends abroad?
23. **Choose a few or a little.**

a.He speaks       \_\_\_\_\_\_\_\_\_ Spanish, so we were able to find a nice room in Madrid.

b.There are only   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_bananas left in the box.

c.We need     \_\_\_\_\_\_\_\_\_\_\_ butter for this cake.

d.The teacher gives us    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ time to prepare before a test.

e.There are only       \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ days left to hand in the reports.

f.I bought      \_\_\_\_\_\_\_\_\_\_\_\_ apples in this shop.

g.Could I have     \_\_\_\_\_\_\_\_\_\_\_\_\_\_ milk in my coffee, please?

h.Look! There are      \_\_\_\_\_\_\_\_\_\_\_\_\_\_ mice on the roof.

i.We saw     \_\_\_\_\_\_\_\_\_\_\_\_ people at the bus stop.

jWe have      \_\_\_\_\_\_\_\_\_\_\_ ketchup and    \_\_\_\_\_\_\_\_\_\_\_\_\_\_ sausages left.