



# Guías de Integración Curricular entre la Formación General y Formación Diferenciada en la Educación Media Técnico Profesional

Especialidades del Sector Administración integradas  
con asignaturas de Lenguaje y Comunicación, Inglés,  
Matemática e Historia, Geografía y Cs. Sociales



Especialidad Administración Mención Recursos  
Humanos

## Módulo Cálculo de remuneración, finiquitos y obligaciones laborales

Inglés

**Guías de Integración Curricular entre la Formación General y  
Formación Diferenciada en la Educación Media Técnico Profesional**

Inglés y Módulo "Cálculo de Remuneración, Finiquitos y Obligaciones  
Laborales"

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Especialidad Administración  
Mención Recursos Humanos//

# **Cálculo de Remuneración, Finiquitos y Obligaciones Laborales**

**Inglés**



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# Introducción

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El enfoque de esta guía de trabajo es que los estudiantes aborden el módulo de cálculo de remuneraciones, finiquitos y obligaciones laborales en la especialidad de Administración en idioma extranjero Inglés. Asimismo, se espera que logren aplicar el uso de la lengua extranjera en las distintas habilidades que la conforman tanto productivas como receptoras desarrollando técnicas en base a los distintos estilos de aprendizaje de cada estudiante. El desarrollo de estas competencias es fundamental para abordar problemáticas que se puedan suscitar en el contexto real de un trabajo remunerado. Los Aprendizajes Esperados están orientados en lograr que el estudiante tenga la capacidad de comprender de manera oral o escrita situaciones relativas a remuneraciones, protocolos, cartas formales e informales y obligaciones laborales en el módulo que se está abordando. Para abordar los distintos estilos de aprendizaje de cada estudiante, se utilizan distintas metodologías tendientes a motivar su participación, entre estas podemos mencionar el trabajo colaborativo, clases expositivas, uso de las tics en la búsqueda de información, role-playing, plenarios de la o el docente, de quien se espera que lidere y articule este proceso.

# Módulo Cálculo de remuneración, Finiquitos y Obligaciones laborales Inglés

## Objetivos de Aprendizaje

- Leer y demostrar comprensión de ideas principales e información relevante en textos descriptivos, informativos, narrativos y expositivos auténticos, simples y de variada extensión, como anécdotas, currículum vitae, cartas y correos electrónicos, relacionados con el mundo del trabajo.

## Indicadores de Evaluación

- Reconocen palabras, expresiones y frases de vocabulario relacionadas con el mundo del trabajo en los textos leídos.
- Reconocen género y propósito de los textos leídos, haciendo referencia a sus conocimientos previos y al tipo de texto.
- Resuelven preguntas con información explícita del texto leído.





## Ruta del Aprendizaje ...

Now that you already know what the objectives for this unit are and their corresponding evaluation criteria, let's have a look at the learning process you will go through: steps that you will follow to achieve the proposed goals:



### Objetivos Transversales

|       |   |
|-------|---|
| OFT 2 | Leer y deducir la o las ideas principales integrando información relevante de distintas partes del texto, en textos simples relacionados con los temas del nivel.   |
| OFT 5 | Comprender, en textos orales y escritos, que incluyen el vocabulario temático y el vocabulario de uso frecuente, y utilizar parte de este vocabulario, en forma oral y escrita, de acuerdo a sus necesidades y propósitos comunicativos.              |
| OFT 6 | Valorar la contribución del idioma extranjero a su formación integral, la confianza en sí mismo, el respeto a los demás, el sentido positivo frente a la vida y al desarrollo de potencialidades aplicables en el futuro campo académico y/o laboral. |

Our first step towards resolving the following situation is to check your understanding of the same and exploit the text to extract important vocabulary from it. In this first part named "Presentation and comprehension of the situation (problem)", you will have to work with activities aiming at understanding what José Pérez has to do in order to achieve his mission in his work place. So let's begin!



## Problem Scene

José Pérez, the leader of Human Resources, is entrusted with the mission of discharging an official who has been in the company for two years and in several occasions, he has arrived late. In order not to complicate the daily work in the office by the delay, the administrators of the company decide to dismiss him of their services. The leader of Human Resources must initiate the dismiss protocol, from writing the notice of termination, to the interview telling him that he is not fit to the company anymore.



## What much do we know?

### Understanding general ideas

Read the text again and identify general ideas about the text.

- What is the text about?

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- What could I infer about the responsibility of the man who has been dismissed?

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- Who is José Pérez?

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What must do the Human Resources department?

.....  
.....

What is the function that fulfills the interview and the letter?

.....  
.....

What is a Protocol?

.....  
.....

Do you think that is important the letter in order to fire someone?

.....  
.....

What must do the people when they receive the notice of termination?

.....  
.....

**According to the passage, what would be the actions that must consider the leader of human resources to carry out his mission?**

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## Did You Know?

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1.- A Former United Nations Ambassador attributed the USA's trade deficit to the fact that the captains of American industry had no idea how to deal with people who were different.

2.- The habit of shaking hands may have been introduced by cave men. They would show that they were not hostile by dropping their club and offering their hands.

3.- When taking their leave English people used to say God be with you, which over the years became goodbye.

- How does the way English-speaking people express interest and boredom differ from the way you do it in your culture?

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- Do you mainly use intonation, or more body language and gesture?

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## Activity 1

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Listen to the teacher words and expressions and decide if the teacher is expressing interest (I) or boredom (B).

- 1.- Oh, right. ....
- 2.- Wow. ....
- 3.- Oh, I see. ....
- 4.- That's interesting. ....
- 5.- I see what you mean. ....
- 6.- Really? ....
- 7.- Yeah. ....

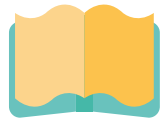


## What much do we know?

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Now that you have already identified relevant information regarding to types of letters, let's try to see if you can find information on your own. In this section of the activities, you will have to go to internet, a very useful tool to search for information, and look for relevant information about what is the purpose of a formal and informal letter in order to understand how can we apply it. Read carefully the following activities and do your best!

- Have you receive letters?  
.....  
.....
- What element does the letter have?  
.....  
.....
- How can you identify if a letter is informa  
.....  
.....



# let's learn

## At the end of this lesson

Students will be able to:

- State when formal and informal letters are used
- State the various components that forms a formal and informal letters
- List out some some useful introductions, stop writing and other ways to close a formal and informal letters

## Types of letters

### Formal and informal letters

We vary the language we use, when speaking and writing, depending on our audience and purpose.

### Formal language is used when:

- we need to be serious
- the subject is important
- we don't know the audience very well
- the audience/reader is somebody in authority.

### Example:

## FORMAL LETTER TEMPLATE

Jessica Schachterle  
203 Dale Avenue  
St. Paul, MN 55103

↕ 2 spaces

January 30, 2003

↕ 2 spaces

The Honorable Mee Moua  
Minnesota State Senate  
St. Paul, MN 55102

Dear Senator Moua,

Type the body of your letter here. This is where you tell the politician or business manager what you want them to know. It is important to be respectful and to state your ideas in a way that is not too emotional.

Sincerely,

Jessica Schachterle

Informal language is used when we feel more relaxed about the topic or the person we are writing/speaking to.

Example:

*Hey, Margaret*

*It was great running into you the other day at the mall. I had no idea of all the turmoil you have been through recently. I hate that you had such an awful summer. Let's get together soon for a girls' night. It will do us both some good to get out of the house. I'll shoot you an email later this week.*

*Take care,  
Jennifer*

**Each language style has its own conventions:**

| INFORMAL language<br>will probably use...  | FORMAL language<br>will probably use...  |
|--|--|
| <ul style="list-style-type: none"><li>• the active voice</li><li>• colloquial language</li><li>• a friendly tone</li><li>• jokes, gossip, cartoons</li></ul> | <ul style="list-style-type: none"><li>• the passive voice</li><li>• standard English</li><li>• a reserved/polite tone</li><li>• longer sentences</li></ul> |

## Activity 2

Decide whether the English spoken on the following occasions is likely to be informal (I) or formal (F).

- |                                 |                       |                                    |                                    |
|---------------------------------|-----------------------|------------------------------------|------------------------------------|
| 1. BBC 10p.m. news headlines    | <input type="radio"/> | <input checked="" type="radio"/> I | <input checked="" type="radio"/> F |
| 2. <i>Newsround</i> report      | <input type="radio"/> | <input checked="" type="radio"/> I | <input checked="" type="radio"/> F |
| 3. BBQ with friends             | <input type="radio"/> | <input checked="" type="radio"/> I | <input checked="" type="radio"/> F |
| 4. Request for refund from shop | <input type="radio"/> | <input checked="" type="radio"/> I | <input checked="" type="radio"/> F |
| 5. Job interview                | <input type="radio"/> | <input checked="" type="radio"/> I | <input checked="" type="radio"/> F |

## Technical vocabulary

- Protocol
- Boredom
- Colloquial
- News round



## 2.- Contextual vocabulary.

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Congratulations! You have come to the point in which your proposal is going to be validated through the comments your teacher will make in terms of the formal letter usually written to give information to employees and solve some doubts. The teacher will conduct an expository class and you will learn each step to formally write an use technical vocabulary. Read the definition carefully because you will have do an activity according to it.

### **Technical vocabulary**

Technical describes a specific art or science, or training for a particular job. If you have trouble with your new computer, you might call for technical support, but a technical school teaches you a certain craft, like how to weld.

Technical comes from the Greek tekhnō, which means "art or skill." Anything technical requires both art and skill. If you're an Olympic gymnast, you have technical abilities. You might go to a technical school to learn how to be a chef, a mechanic, or a massage therapist. While being technical can be a positive trait, you don't want to overwhelm someone with technicalities. For example: If you're trying to explain how a car works to a kid and you start talking about manifolds, you're getting too technical.

<https://www.vocabulary.com/dictionary/technical>

## Match the words with the definitions:

- 1.- **Science** ..... special ability in a task, sport.
- 2.- **Job** ..... charge someone with too many tasks
- 3.- **Skill** ..... the systematic study of the nature and behavior of the material and physical universe, based on observation, experiment, and measurement
- 4.- **Overwhelm** ..... many and of several different types.
- 5.- **Manifolds** ..... A regular activity performed in exchange for payment, especially as one's trade, occupation, or profession

## Activity 3

In this section of the sequence of activities, you will work with the model letter your teacher presented in order to answer relevant information in open type questions.

**Read the following type text then answer the question below:**

### Pre-reading

#### Profit or principle?

Nikos Takakis is the CEO of Livewire, an Australian manufacturer of electrical appliances. During the last three years, his General Manager Carl Thomson, has turned Livewire around from being a lossmaking company into a profitable organization with an exciting range of new products. Both men want the company to grow as fast as possible.

## Issue

Valerie Harper is Personal Assistant to Carl Thomson. Valerie joined Livewire just over a year ago. In the beginning she was considered to be an outstanding employee. However, more recently she has been having difficulties working with Carl. They have been seen shouting at each other, and often Valerie appears upset when leaving his office. Nikos has received the following memo from Valerie.

## While reading

### MEMORANDUM PERSONAL AND CONFIDENTIAL

To Nikos Takakis

From Valerie Harper

Date 2 July

Subject Complaint about Carl Thomson

I would like to make a formal complaint about Carl Thomson's unprofessional behavior.

1. Mr. Thomson has been putting pressure on me to have a personal relationship. When I showed no interest he became aggressive and unpleasant. He gives me too much work, sets impossible deadlines, and criticizes me in front of the other staff.
2. Mr. Thomson gives orders to me rather than polite instructions. He never encourages or praises me. I think he would like to hire a new Personal Assistant who would be more 'friendly' to him.
3. He has frequent long lunches with female staff. He returns to the office late in the afternoon, then expects me to work overtime (unpaid) in the evening.

I feel that unless the situation improves, I shall be unable to continue working for the company.

That evening, Nikos Takakis found out that Carl had advised a friend to buy shares in Livewire just before it announced excellent annual results. The share price rose sharply and the friend made a quick profit.

## Post reading

Role Play: You are a member of Livewire's board of directors. Hold a meeting with your instructor to discuss these issues.

**1.- What is the best way to deal with the bad relations between Valerie Harper and Carl Thomson?**

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**2.- What action should you take concerning Carl's behavior?**

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**3.- What action should you take concerning the possible leak of information?**

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| Issue | Solutions | Why? |
|-------|-----------|------|
|       |           |      |
|       |           |      |
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