



Ministerio de Educación

Gobierno de Chile

100 TOP

Administration

WORDS TP BOOKLET

4° MEDIO

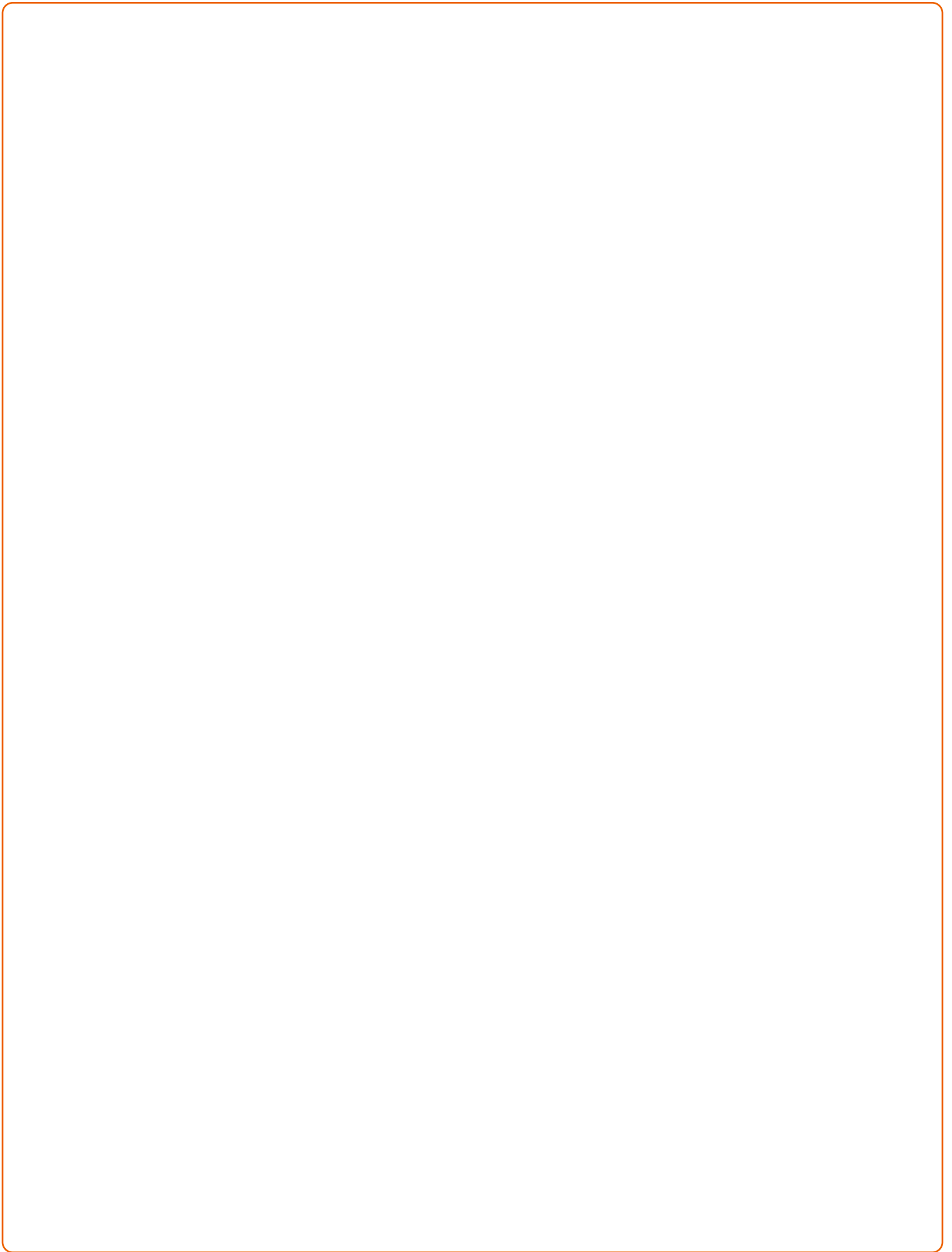


DEG

División
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General

English Opens Doors Program

División de Educación General - Mineduc





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2021



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Get to know your booklet

Lessons



Listening



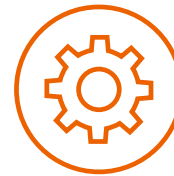
Reading



Speaking



Writing



Project

ACTIVITIES



Individual



In pairs



Group Work



Think & discuss

ACTIONS



Read



Write



Watch a video



Speak



Listen



¡Bienvenido!

Welcome!

ES

A continuación, te presentamos un recurso elaborado para avanzar en uno de nuestros principales objetivos: mejorar la calidad y fortalecer la enseñanza Técnico-Profesional en el país.

La creación de este Booklet responde a la importancia de aprender el idioma inglés en el contexto de cada especialidad técnica, de manera que en el futuro puedas acceder a mayores oportunidades de especialización y en el mundo laboral.

Es por esta razón que creamos este recurso didáctico, donde proponemos tanto a docentes como estudiantes, las 100 palabras más utilizadas en cada especialidad aplicadas en contextos específicos, fundamentales para el dominio del idioma.

Dado que en el mundo de hoy es importante entregar todas las opciones para favorecer el aprendizaje del inglés, el trabajo continuo de las actividades que ofrece cada unidad te permitirá desarrollar habilidades lingüísticas como la lectura, audición, expresión escrita y oral, además de trabajar colaborativamente en los proyectos al término de cada unidad.

Esperamos que este 100 Top Words Booklet sea una contribución para el aprendizaje del idioma en la especialidad que has elegido.

EN

We are pleased to present you with this resource, which was created to advance one of our primary objectives- improving and strengthening the quality of technical professional education in Chile.

The creation of this booklet responds to the importance of learning the English language in the specific context of each technical specialty and aims to provide you with access to greater opportunities in your area of concentration, and in the labor market in general.

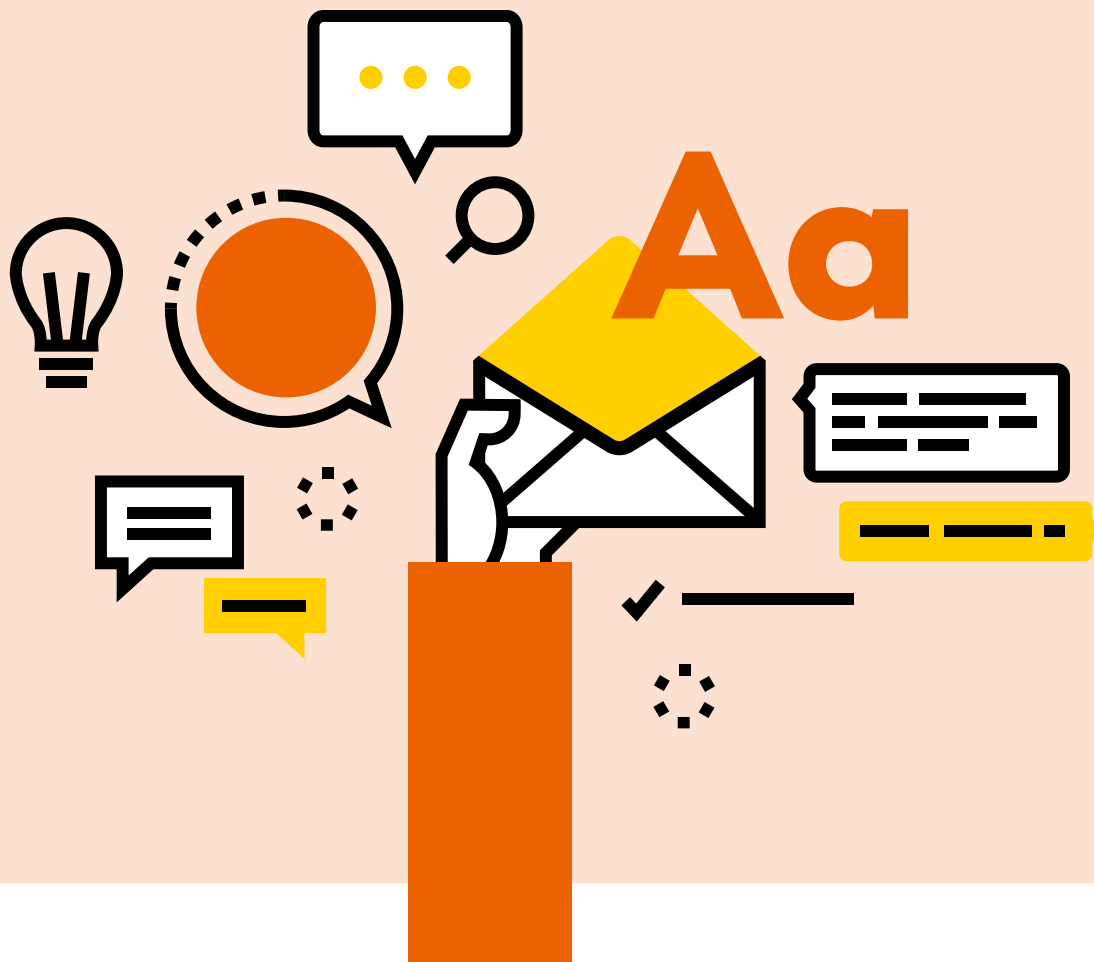
With that in mind we have created this educational resource, through which we propose to teachers and students alike – the 100 most commonly used words for specific contexts, fundamental to language mastery in each area of technical specialization.

Given the current importance of providing all possible opportunities to foment English language acquisition, the successive completion of the activities offered in each unit will facilitate the development of your linguistic abilities, including reading comprehension, written and oral expression, as well in collaborative learning projects provided at the end of each unit.

We hope that the “100 Top Words” Booklet will contribute to your English language learning, in the technical professional concentration that you have chosen.

Tus comentarios nos importan: escríbenos a TPenglish@mineduc.cl

Administration Booklet Glossary



A	1. Agree (v.)	To have the same opinion.
	2. Absenteeism (n.)	A situation in which people are not at work when they should be.
	3. Agency (n.)	A business that represents one group of people with another group.
	4. Applicant (n.)	A person who formally requests something, especially a job, or to study at a college or university.
	5. Apply (v.)	To request something, usually officially, especially in writing or by sending in a form.
B	6. Benefit (n.)	Something such as a pension or health insurance that an employee receives in addition to their salary.
C	7. Calculate (v.)	To judge the information by adding, multiplying, or dividing numbers.
	8. Candidate (n.)	A person who is competing to get a job or elected position.
	9. Certification (n.)	A document proving that someone is qualified for a particular job, or that something is of good quality.
	10. Clerical (adj.)	Relating to work done in an office.
	11. Company (n.)	An organization that sells goods or services in order to make money.
	12. Compensation (n.)	Money that is paid to someone in exchange for something that has been lost, or damaged or for some problem.
	13. Contract (n.)	A legal document that states and explains a formal agreement between two different people or groups.
	14. Culture (n.)	The general customs and beliefs of a particular group of people at a particular time.
	15. Customer (n.)	A person who buys goods or a service.
	D	16. Data (n.)
17. Deadline (n.)		A time or day by which something must be done.
18. Deduction (n.)		An amount that is taken away from the money you are paid before you officially receive it.
19. Degree (n.)		A course of study at a college or university, or the qualification given to a student after he or she has completed his or her studies.
20. Development (n.)		Improvement of a skill, ability, quality, etc.
21. Diploma (n.)		A document given by a college or university to show that you have passed a particular exam or finished your studies.
22. Disagree (v.)		To not have the same opinion, idea, etc.
23. Dismiss (v.)		To remove someone from their job, especially because they have done something wrong.
24. Dismissal (n.)		The situation in which an employer officially makes someone leave their job.

	25. Duty (n.)	Something that you have to do because it is part of your job.
E	26. Earnings (n.)	The money that a person makes for the work that they do.
	27. Employee (n.)	Someone who is paid to work for someone else.
	28. Employer (n.)	A person, company, or organization that employs people.
	29. Ensure (v.)	To make something certain happen.
	30. Enterprise (n.)	An organization, a company, or a business.
	31. Environment (n.)	The conditions that you live or work in and the way that they influence how you feel or how effectively you can work.
	32. Equipment (n.)	The machinery, tools, etc. that you need to do a job.
	33. Experience (n.)	Knowledge or skill that you get from doing, seeing, or feeling things, or the process of getting this.
	34. Experienced (adj.)	Having knowledge or skill in a job or activity.
	35. Expert (n.)	A person with a high level of knowledge or skills in a particular area.
F	36. Feedback (n.)	Information about something such as someone's work, that provides an idea of whether people like it or whether it is good.
	37. Fixed-term contract (n.)	Contracts that have a specific end date for the work required.
	38. Fire (v.)	To remove someone from their job, either because they have done something wrong or badly, or as a way of saving the cost of employing them.
H	39. Full-time job (n.)	A job that takes a lot of time, commonly 45 hours a week.
	40. Hire (v.)	To employ someone or pay someone to do a particular job.
	41. Healthcare insurance (n.)	Financial protection for the cost of medical treatment if you are ill or injured, often paid for by companies for their employees.
I	42. Healthy (adj.)	Successful and strong.
	43. Improve (v.)	To (cause something to) get better.
J	44. Indefinite duration contract (n.)	A contract that does not expire within a time period.
	45. Inquiry (n.)	(The process of asking) a question.
	46. Interview (n.)	A meeting in which someone asks you questions to see if you are suitable for a job or a course.
	47. Job advertisement (n.)	A short piece of writing, for example in a newspaper or on the internet, that advertises a job to apply to a particular company or organization.
K	48. Job responsibilities (n.)	Description of workers' duties.
	49. Knowledge (n.)	Skill in, understanding of, or information about something, which a person gets by experience or study.
L	50. Labor law (n.)	Laws that deal with the legal rights of working people and the organizations they work for.
	51. Layoff (n.)	A period when someone is not working because their job ended, or because they were forced to leave it.
	52. Leadership (n.)	The set of characteristics that makes a good leader.

	53. Leave (n.)	Time allowed away from work for a holiday or illness.
(M)	54. Manual (n.)	A book that gives you practical instructions on how to do something, or how to use something such as a device.
	55. Mentor (n.)	A person with experience in a job who supports and advises someone with less experience to help them develop in their work.
	56. Mentorship (n.)	The activity of giving a younger or less experienced person help and advice over a period of time, especially at work.
(O)	57. Overtime (n.)	Extra payment for working after the usual time.
(P)	58. Paycheck (n.)	The amount of money a person earns.
	59. Payday (n.)	The day on which a worker receives their pay.
	60. Performance (n.)	The act of doing something, such as your job.
	61. Performance review (n.)	A formal assessment in which a manager evaluates an employee's work performance.
	62. Position (n.)	A job, especially one that is important.
	63. Procedure (n.)	A set of actions which is the usual or official way of doing something.
	64. Process (n.)	A series of actions that are needed in order to do something or achieve a result.
	65. Proficient (adj.)	Very skilled and experienced at something.
	66. Profitable (adj.)	In a way that produces or is likely to produce an advantage.
	67. Program (n.)	A planned series of related events or activities.
	68. Promote (v.)	To encourage people to like, buy, use, do, or support something.
(Q)	69. Qualities (n.)	Good features of a person's character.
(R)	70. Recruit (v.)	To employ new people to work for a company or organization.
	71. Recruit (n.)	Someone who has just joined a company or organization.
	72. Recruiter (n.)	A company or organization that is looking for new employees.
	73. Recruitment (n.)	The process of employing new people to work for a company or organization.
	74. Remotely (adv.)	Employees who work remotely work mainly from home and communicate with the company by email and telephone.
	75. Résumé (n.)	A short-written description of your education, qualifications, and previous jobs which you send to an employer when you are trying to get a job.
	76. Retention (n.)	The ability of a company to keep its employees and stop them from going to work somewhere else.
	77. Requirements (n.)	What is wanted or needed by someone.
(S)	78. Salary (n.)	The total amount of money that an employee is paid every year/month to do their job.
	79. Salary slip (n.)	A document issued monthly by an employer to its employees.

	80. Schedule (n.)	A plan of activities or tasks along with the times or dates when they are intended to happen or be done.
	81. Severance pay (n.)	The compensation and/or benefits an employer provides to an employee after his or her employment is over.
	82. Skill (n.)	A particular ability that you develop through training and experience and that is useful in a job.
	83. Software (n.)	The programs that you put into a computer to make it do particular jobs.
	84. Staff (n.)	All the people who work for a particular company or organization, or in a particular place.
	85. Subcontractor (n.)	An outside person or organization that does work for an organization that might normally be done within it.
Ⓣ	86. Tax (n.)	An amount paid to the government based on a person's income.
	87. Termination (n.)	The act of removing someone from their job.
	88. Termination letter (n.)	A document made by the employer to notify an employee that their employment contract will end.
	89. Training (n.)	The activity of learning or teaching the skills and knowledge needed for a particular job or activity.
Ⓤ	90. Unemployment (n.)	The state of being unemployed.
	91. Unsuccessful (adj.)	To not achieve the intended result; not successful.
	92. Update (v.)	To make something more modern or suitable for use at the present time by adding new information, or changing its design.
	93. Upgrade (v.)	To improve something so that it works better or is more effective.
Ⓥ	94. Vacancy (n.)	A job that is available in an organization and that people can apply for.
Ⓦ	95. Wage (n.)	An amount of money that is paid, usually every week, to an employee for their work.
	96. Wellness (n.)	Activities that are designed to help people feel healthier and happier.
	97. Workforce (n.)	All the people who work for a company or organization.
	98. Work (v.)	To do a job, especially to earn money.
	99. Working time (n.)	The period of time during which the worker is working, at the employer's disposal, and carrying out his or her activities or duties.
	100. Workplace (n.)	The place where people perform their jobs, such as an office or factory.
	101. Wrongful (adj.)	Unfair or illegal.

Unit I: Labor Law

LABOR LAW



Goal: To produce and understand oral and clear written texts fluently, in communicative situations to present information related to labor laws.

Skills: Listening, Reading, Speaking, and Writing.

Project: "Labor Law Poster".

☆ 24 KEY WORDS

Compensation (n.)	Hire (v.)	Position (n.)
Contract (n.)	Indefinite duration	Salary (n.)
Dismiss (v.)	contract (n.)	Schedule (n.)
Dismissal (n.)	Job responsibilities (n.)	Severance pay (n.)
Employee (n.)	Labor law (n.)	Staff (n.)
Employer (n.)	Layoff (n.)	Termination (n.)
Fire (v.)	Leave (n.)	Wrongful (adj.)
Fixed-term contract (n.)	Overtime (n.)	
Full-time job (n.)	Payday(n.)	



Lesson 1: Listening Comprehension

BEFORE YOU LISTEN

A. Match the word in English (1 – 7) with the corresponding definition (a–g).

- | | |
|---------------------------------|--|
| 1. Schedule | a. _____ A legal document that states and explains a formal agreement between two different people or group. |
| 2. Job responsibilities | b. _____ A job which states that employees work at least 40 hours a week. |
| 3. Severance pay | c. _____ The duration of the contract cannot be determined. |
| 4. Contract | d. _____ An employee is hired for a specific period of time. |
| 5. Full-time job | e. _____ What an employee needs to do at work. |
| 6. Fixed-term contract | f. 1 List of planned activities determined by time. |
| 7. Indefinite duration contract | g. _____ Compensation or benefits an employer provides after the employment is over. |

B. What elements should you include in a contract?

A contract should include job responsibilities, _____ 

WHILE YOU LISTEN

[CLICK HERE TO LISTEN](#) 

C. You will listen to a boss giving indications to a Human Resources Representative. Circle the best answer for each category.

1. Name:

- A.** Mary Chapman
- B.** Nany Chapman
- C.** Mary Chelsen

2. Job Responsibilities:

- A.** Design general books
- B.** Design adolescent books
- C.** Design personality pamphlets

3. Work schedule:

- A.** Full time
- B.** Part-time
- C.** From 10 to 6

4. Termination details: (the contract finishes if)

- A.** She does not send a draft
- B.** She does not do her work
- C.** She sends a draft of her work

5. Duration of employment:

- A.** Indefinite duration contract
- B.** Fixed-term contract
- C.** From May to March

AFTER YOU LISTEN

D. Complete the sentences with the vocabulary from the box.

terminated workers - job responsibilities - severance pay
contract - full-time

- ① The **contract** needs to include _____
- ② This employee will not have a _____ contract, because we are trying to reduce our expenses.
- ③ _____ need to finish their work on 30th June.
- ④ She will not receive her _____ if she does not send the final product.



Lesson II: Reading Comprehension

CHILEAN LABOR LAW

BEFORE YOU READ

A. Complete the following crossword puzzle with the corresponding meaning. Use the words from the box.

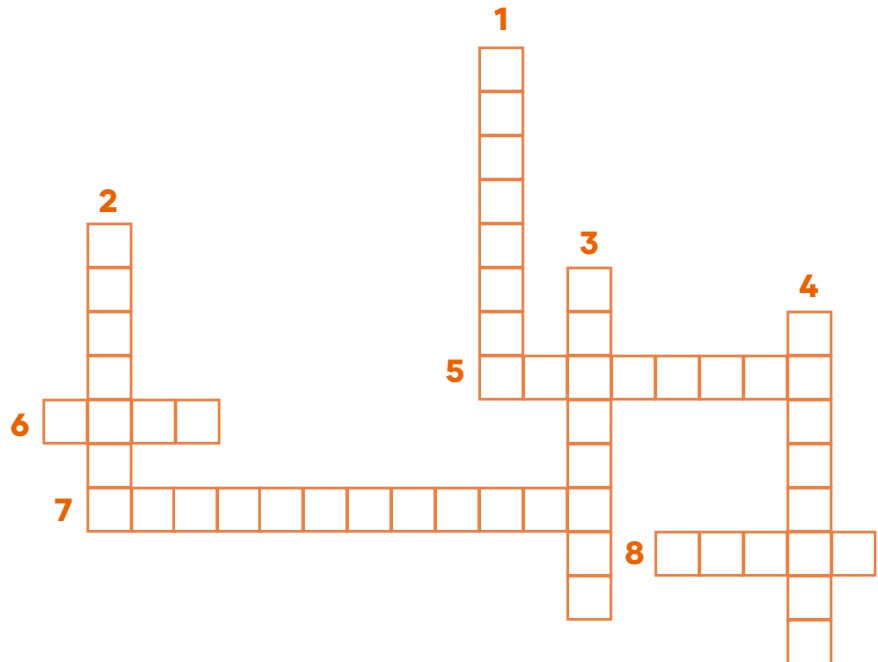
hire – dismiss – severance pay – staff – employee
employer – overtime – wrongful

DOWN

1. Extra hours
2. Terminate someone's contract
3. Person who works
4. Unfair or illegal

ACROSS

5. Person who makes a contract with a worker
6. Give a contract to someone
7. Monetary compensation given to a terminated worker
8. The people who work for the same company in a certain place



B. Discuss with a classmate: Do you think the Chilean labor law is respected by some enterprises/companies? Why?

I think _____ because _____





C. Read the text and answer true (T) or false (F). Correct the false ones.

SOME CONSIDERATIONS ABOUT CHILEAN LABOR LAW

The Chilean labor law has to be considered when hiring the staff that will provide services in Chile. If a Chilean company hires someone, the labor contract must be written in Spanish. There is no problem with having an English version when both, employer and employee, are familiarized with the language. However, the official version will be the Spanish one.

In accordance with the Chilean labor law, overtime has to be paid together with the respective salary, e.g. September overtime is paid with the September salary. However, you are not obliged to pay on the last day of the month, e.g. September 30, or the first day of the next month, e.g. October, 1st.

In addition, Chilean Labour Code establishes a list of motives allowing the employer to dismiss an employee. There are some circumstances or actions by the employee that allow the employer to dismiss the worker without paying any compensation (such as not showing to work for a certain period, stealing, etc.).

The employer is allowed to dismiss employees due to company needs, i.e. company running badly or in need to be restructured (it could also be only the department or position of the worker only, e.g. needing someone who speaks a foreign language). In case of CEOs, they can be dismissed without naming any reason, but they are also entitled to severance pay.

Therefore, being a bad worker is not a legal reason to dismiss someone in Chile. The work contract may state certain specific tasks or behaviours which the worker must follow; otherwise, the employer may dismiss the worker without any compensation. Such tasks or behaviors should be relevant to the kind of work the employee is performing (e.g. salesperson visiting a minimum number of clients per month). Being ill or filing for bankruptcy are not legal motives to dismiss someone. While a worker is sick, it is usually the health insurance that pays for his or her salary (although there is a limit for high wages).

Adapted text from: *Some considerations about Chilean Labor Law*. (2021, March 15). Brokering Abogados.

<https://www.brokering.cl/some-considerations-about-chilean-labor-law/>

	TRUE	FALSE
1. In Chile, contracts must be written in English for English speakers.		
2. Overtime is paid at the end of the working time.		
3. The Chilean Labor Law does not describe motives to dismiss employees.		
4. Employers must always pay monetary compensation.		
5. There are special considerations when dismissing a CEO.		
6. Being a bad worker is a legal reason to dismiss an employee in Chile.		
7. Illness or bankruptcy are not legal motives to dismiss workers.		

AFTER YOU READ

D. Complete the sentences with the words from the boxes.

a large salary - the terms of a contract
dismissed an employee from - break - hire - earn - new workers to

- The enterprise _____ the technology department.
- An employee will be fired in this company, if he or she _____.
- Mr. Bronte will _____ this month.
- If a company _____ improve sales, the employees will have better working conditions.

E. Group work. Sometimes labor laws are not respected by employers. In groups, describe a situation and share it with your classmates.

A situation can be to **dismiss a worker who is pregnant**.

For example, _____

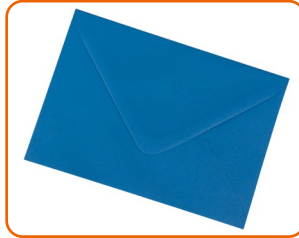




Lesson III: Speaking

WARM UP

A. With your classmate, discuss what these images represent.



INPUT

B. Read the dialogue. Then, discuss with your classmate: What are these colleagues talking about?

A: Did you realize Lara Bryden **was fired** yesterday?

B: OMG, I didn't know that. Do you know the reason of her **lay off**?

A: It wasn't a layoff; it was a termination. I remember the boss said she was ill last month, so she must have taken many **sick leaves**.

B: What? But I think that's not a reason to fire someone. And she was sick because of the pandemic, so I think that goes against the labor law. She will probably go to **the Department of Labor**... the company could be **penalized** for this.

A: Actually, I remember that the boss didn't ask the accountants for her **severance pay** so she may not be considered a **terminated worker** yet.

B: That is **unfair**, she should receive all of her severance pay, including vacations, and her month salary. This is problematic, we should talk to the boss.

C. Complete the box below with the words in bold. Pay attention to the categories.

Dismissals	Wrongful dismissals
e.g. was fired	

CONTROLLED PRACTICE

D. In pairs, take a role to practice the dialogue. Then, switch the roles.

E. Some of these dismissal reasons are wrongful. Tick the ones that are legal reasons to dismiss workers (you may check the text from previous lesson).



1	Sick leaves	
2	Constantly being late for work	
3	Yell at the boss	
4	Being irresponsible	
5	Not showing for work for a certain period of time	

FREER PRACTICE

F. In pairs, complete the dialogue with the expressions that are in the box. There are two extras words.

Salary - Dismissal - Late for work - Severance payment
Wrongful dismissal - Punished - Sick

A: Did you notice Harry Lovegood is a terminated worker now?

B: OMG, I didn't know about it. Do you know the reason for his **(1)** _____?

A: I remember the boss said he was **(2)** _____ last month, so probably that's the reason.

B: What? I don't believe that. He is never late; he is always on time and very responsible. I think that is a **(3)** _____, and he should probably go to the National Labor Department... the company could be **(4)** _____ for this.

B: He should think about it. If Harry wasn't late, then it is illegal. He should receive all of this **(5)** _____ for being terminated, including vacations, and his current salary. This is problematic, we should talk to the boss.

WRAP UP

G. Pair work. Check your answers with your teacher. Then, practice the dialogue with your classmate.

EXIT TICKET

H. List two wrongful dismissals.

1. _____ 

2. _____

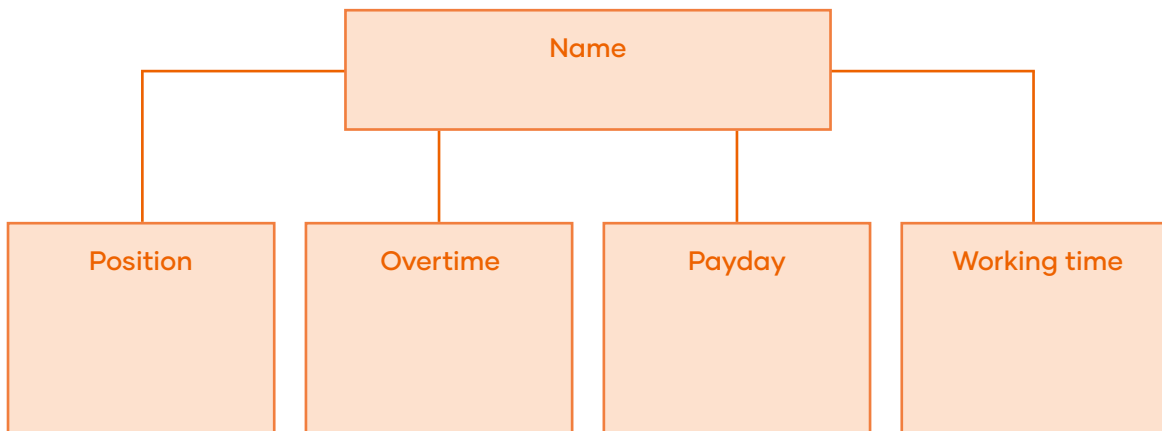


Lesson IV: Writing

PRE WRITING

A. Complete the categories with the words from the box.

**Lisa Manoban - 10 hours (\$150,000) - Assistant
5th day of the month - 35 hours**



DRAFTING



B. Answer this worker's email by using the information from activity A.

From: lisamanoban@stylecompany.com

To: hr@stylecompany.com

Subject: Salary questions

Dear Human Resources,

I have some doubts in relation to my working hours and salary. What is the amount of money I will receive for my overtime? When do you often pay overtime? When is the payday? I was ill during this month; will I receive the same salary?

Best,

Lisa Manoban

From: hr@stylecompany.com

To: lisamanoban@stylecompany.com

Subject: RE: Salary questions

Dear _____,

I will answer your questions in order.

1. _____
2. _____
3. _____
4. _____

_____.

_____.

REVISING

C. Ask a classmate for feedback. Be respectful with your comments.

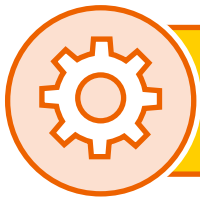
Criteria	OK 😊	Needs to improve
Email structure		
Grammar		
Vocabulary		
Information		

EDITING

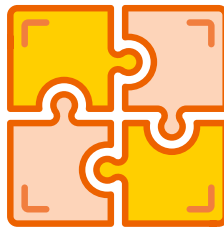
D. Check your classmate's comments. Rewrite your email in your notebook focusing on the writing criteria: structure, grammar, vocabulary, and information.

EDITING

E. Publish your text by showing it to your teacher.



Project: A Labor Law Poster



Name of the project	A Labor Law Poster
Level	12th grade
Time	120'
General aim	Design a labor law poster for your company workers.
Languaje aims	Inform about specific labor laws by presenting a poster both in written and oral form.
Resource / Material	Bilingual dictionary, booklet, images to support the information, Internet webpages.
Teacher's role	Present the project to students, give instructions, facilitate research time, mediate group work, help with language doubts.
Students' role	Listen to the instructions carefully, ask questions about the project, search responsibly for information on the Internet, work in groups by determining roles. Suggested roles: material keeper, language master, timekeeper, and researcher.

PROCEDURE

A. In groups of 4, follow these steps:

1. Choose one topic to cover: contract, salary, type of dismissals, in relation to labor laws.
2. Determine the roles of your group:
 - a) Material keeper
 - b) Language master
 - c) Timekeeper
 - d) Researcher
3. Search information on the Internet to inform your workers about the topic. Always look for information on reliable webpages (e.g. <https://www.brokering.cl/>).
4. Organize the information you find by including the following:

CATEGORY	INFORMATION
False information	
Actions affecting others	
Relevant time of development	

You can use these phrases to help you.

False information	Actions affecting workers
Some people may think... but... Be careful with... There's misinformation about... Notice that not always...	Some labor laws are... Please pay attention to... Some workers may be affected by... This affects workers because...

5. Start designing your poster. Include images to represent each category (false information, actions affecting workers, time of development).

FOLLOW UP

- B. Once you finished, rehearse your presentation and check your writing. You can use the rubric to guide you.

VARIATION

- C. You can imagine that your group is a Human Resource department, and that some workers ask you for help because they do not know labor laws. You will have to create a poster including the three topics. Then, you will present it to the class, as if they were the employees.

RUBRIC	
Name of the project	
Students' names	
Date	
Mark	

	CRITERIA	Excellent (5)	Sufficient (3)	Weak (1)
1	Student participated by asking questions either about the assessment or language doubts.			
2	Student showed a draft in each session.			
3	Students brought all materials requested for each session.			
4	All required aspects are included in the final product.			
5	The final product presents legal and real information.			
6	Student's speaking performance is fluent. They have good use of pronunciation, structures, and vocabulary.			
7	Student's writing performance is intelligible, with clear paragraphs including structures, and vocabulary.			
8	The project is presented on the requested date.			
SELF-ASSESSMENT				
9	I contributed to my group work.			
10	I searched for real information.			
11	I fulfilled my role.			
12	I checked the final poster (writing and presentation) before sending it/showing it.			
SCORE		_____ / 60		

RUBRIC
50-60 points: Well done!! You did it wonderfully! 😊
36-50 points: Good try! Keep improving your work. 😊
0-35 points: Look at the comments, you can do better next time. 😞

Comments:

Unit II: Calculating salaries, severance pay, and labor obligations



Goal: To use their English knowledge to understand and produce oral and written texts, by building a critical personal stance to report information about labor obligations.

Skills: Listening, Reading, Speaking, and Writing.

Project: "Calculating families' labor obligations".

★ 18 KEY WORDS

Calculate (v.)	Salary slip (n.)	Workforce (n.)
Company (n.)	Subcontractor (n.)	Worktime (n.)
Deduction (n.)	Tax (n.)	
Earnings (n.)	Termination Letter (n.)	
Enterprise (n.)	Unemployment (v.)	
Healthcare insurance (n.)	Unsuccessful (adj.)	
Paycheck (n.)	Wage (n.)	
Plus (n.)	Work (v.)	



Lesson 1: Listening Comprehension

BEFORE YOU LISTEN

A. Complete the chart with the words from the box.

equals to - and - add - minus - subtract - divided by
two thousand and three hundred dollars - comes to
multiplied by - twenty-three hundred dollars

HOW DO WE SAY IT?		
	SYMBOL	MEANING
1	+	Plus, _____ , _____
2	-	Less, _____ , _____
3	=	Is, _____ , _____
4	x	Times, _____
5	/	Over, _____
6	\$2,300	_____ , _____

WHILE YOU LISTEN

[CLICK HERE TO LISTEN](#) 

B. You will listen to a conversation between a human resources representative and a new employee. Complete the chart with the information you hear.

1. Name _____

2. Position _____

3. Concern/question _____

4. Problem _____

5. Solution _____

AFTER YOU LISTEN

C. Help these workers to know how much they will earn this month by following the formula.

e.g. Three hundred dollars **plus** four hundred dollars **is equal to** seven hundred dollars.

My salary is three hundred dollars. This month I made fifty dollars because of overtime, and my provident fund was ten dollars. So, how much will I earn this month?

Three hundred dollars **1.** _____ **2.** _____ dollars

3. _____ **4.** _____ dollars

5. _____ **6.** _____ dollars.

My wage is \$500 every month, but this month I had a sick leave of ten days, so I will not receive \$60. Then, how much will I earn this month?

7. _____ dollars **8.** _____ **9.** _____

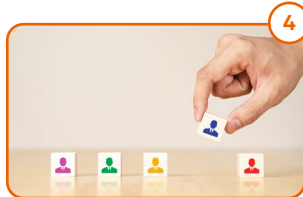
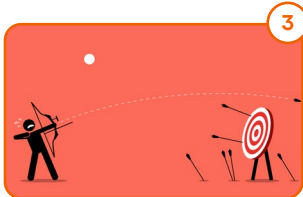
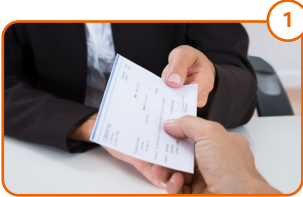
dollars **10.** _____ **11.** _____ dollars.



Lesson II: Reading Comprehension

BEFORE YOU READ

A. Match the words to the pictures.



- A. _____ Workforce
- B. _____ Outplacement firm service
- C. _____ Unsuccessful
- D. _____ Paycheck

B. Predict. You will read the termination of a contract. What reasons may the letter include to fire an employee?

WHILE YOU READ

C. Read the letter and check your predictions. What reason did the letter include to fire the employee?



Oct. 14, 2020

Dear Jim,

This letter is to inform you that your employment with Williams Construction will end as of Oct. 28, 2020.

Over the last few months, Williams Construction has experienced a lack of work in our industry, leading to financial difficulties. We have explored a variety of options to increase the need for labor, but unfortunately, our efforts have been unsuccessful.

We have concluded that we must reduce our workforce by 20%. We regret to say your position is a part of this reduction and your job position will be eliminated. This decision is final.

You will receive a final paycheck after your last day with us, and payment for the remaining leave days you have. You will also receive a \$20,000 severance pay. Please sign and return the attached claim document to ensure you collect this.

Your healthcare benefits will remain in effect for 120 days after the termination date. We ask you to return your company cell phone, keys, and ID badge on your last day of employment.

Please keep in mind, you have signed a number of confidentiality agreements. Please review the attached copies.

Within the next week, a representative from human resources will contact you to set up a meeting to discuss details regarding your benefits. They will also provide you with an outplacement firm service to assist you in your job search. If you have additional questions, your representative is John Wallis. He can be contacted at 423-534-6234 or jw@williamsconstruction.com.

Please accept our appreciation for your contributions during your employment with Williams Construction.

Sincerely,
Don Williamson
General Manager

Adapted text from: *3 Example Termination Letters (with Template)*. (2021, February 22). Indeed.

<https://www.indeed.com/career-advice/career-development/termination-letter>

D. Write true (T) or false (F) about the termination letter.

1. _____ The letter informs the employee about his new job position.
2. _____ The company has suffered monetary problems due to a lack of job opportunities.
3. _____ The employer decided to fire some workers to solve the company's difficulties.
4. _____ The employee will receive half of his expected final payment.
5. _____ The worker's healthcare plan will not provide coverage once the working relationship is finished.
6. _____ An agency will contact the worker to help him find another job.

AFTER YOU READ

E. Read the examples from the text. Do they talk about present or future events?

- | | |
|---|----------------------------|
| e.g. Your working time is 45 hours per week. | _____ Present _____ |
| 1. A representative will contact you to set up a meeting. | _____ |
| 2. Your benefits will remain in effect for 120 days. | _____ |

F. Reorder the sentences to inform a worker about his or her continuity in the company.

e.g. employer / 400 / will / workers / the / this / terminate / month

The employer will terminate 400 workers this month. _____

1. company / in the / Mr. Keppner / longer / no / will / work/ _____

2. continue / healthcare plan / will / Your / for 3 months _____

3. help / job / representative / find/ you / A / will / another _____

G. Web-quest. Search on this website <https://www.previsionsocial.gob.cl/> to find a Chilean agency that helps people with unemployment issues. Share your findings with your classmates.



Lesson III: Speaking

WARM UP

A. Think & discuss.



Do you know what a subcontractor does? Look at the image and discuss with a classmate: What is a subcontractor? Why is their job relevant?



INPUT

B. Read the following statements. Answer: What do all these statements mean? What type of company do these working conditions refer to? Share your ideas with a classmate.

This is fifty less than the contractor company.
We can offer only 10 dollars per hour.
You were recently fired by a company, now we can arrange a meeting with you.
We have some benefits for you such as grocery gift cards.



CONTROLLED PRACTICE

C. Re-order these sentences to make a conversation. Number the sentences from 1 to 11 (one and eleven are already marked). Then, check your answers with your teacher.



- a. _____ Ms. Simons, good morning. Please come in.
- b. _____ Good morning, thank you.
- c. _____ Yes, I already signed my termination letter. It was hard at first, because I have a family.
- d. _____ Excuse me, did you say ten dollars per hour? I used to make twenty dollars per hour at the Superwine Company. Your offer is fifty percent less.
- e. _____ Yes, you will have the same working time, that is work for 40-hour a week, and your schedule will be from 9 to 6 pm with one hour of lunch.
- f. _____ Ok, Will I have to fulfil the same job responsibilities?
- g. _____ I understand. Well, we wanted to offer you a similar position in the same company.
- h. _____ That sounds great, it's very similar to what I was hired for. I would like to start right now.
- i. _____ I'm glad to hear that. In this subcontractor company, we pay ten dollars per hour, so ten times over forty is 400 dollars. We also give gift cards for lunch.
- j. _____ Ok, you were recently fired by Superwine Company, right?
- k. _____ Yes, I'm sorry, that is the offer.

FREER PRACTICE

D. Create four sentences to achieve a resolution to the previous conversation. Then, practice it to receive feedback from your classmates/teacher.



Employee: _____

Subcontractor: _____

Employee: _____

Subcontractor: _____

EXIT TICKET

E. Give some examples of Chilean subcontractor jobs.



Lesson IV: Writing

PRE WRITING

A. Look at the following information. What are they?

HAND & BEAUTY COMPANY	
SALARY SLIP FOR JANUARY 2021	
Name: Jessica Simpson	Department: Sales
Designation:	Bank Name: Northway
Location:	Bank Account NO. 1-77665544-9

Earnings			Deduction		
Serial N°	Salary Head	Amount	Serial N°	Salary Head	Amount
1	Basic	40,000	1	Tax Deducted at source	5,000
2	Overtime	10,000			
3	Medial	4,500			
4	Allowance		2	Employee Provident Fund	5,000
SALARY (Gross)		54,500	Total deduction		10,000

NET SALARY	44,500
------------	--------

TOTAL NUMBER OF DAYS	31
----------------------	----

HAND & BEAUTY COMPANY

SALARY SLIP FOR JANUARY 2021

Name: Mike Jones	Department: Sales
Designation:	Bank Name: Royal
Location:	Bank Account NO. 9-233-444

Earnings			Deduction		
Serial N°	Salary Head	Amount	Serial N°	Salary Head	Amount
1	Basic	25,800	1	Tax Deducted at source	5,000
2	Overtime	0	2	Employee Provident Fund	5,000
3	Medial	4,500			
4	Allowance				
SALARY (Gross)		30,300	Total deduction		10,000

NET SALARY	20,300
------------	--------

TOTAL NUMBER OF DAYS	20
TOTAL NUMBER OF SICK LEAVES	11

Image adapted from: *Decoding a Salary Slip*. (2017, September 12). Ask.Careers.

<https://ask.careers/blogs/decoding-a-salary-slip/>

B. Now, complete Jessica Simpson's report with the words from the box

**medical leave - basic salary - overtime - deductions
provident fund - earnings**

This month, Jessica Simpson worked everyday without asking for a **(1)** _____.

She received a **(2)** _____ of \$40,000 plus \$10,000 for **(3)** _____ hours and 4,500 for medical allowance. The **(4)** _____ from this month were the legal ones, these were the tax deducted of \$5,000 and her **(5)** _____ of \$5,000. Then, her **(6)** _____ minus her deductions came to \$44,500 NET salary.

WHILE YOU READ



C. Now, write a similar report with Mike Jones' salary slip. Consider the vocabulary and the structure used.

REVISING

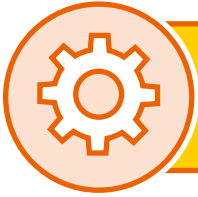
D. Compare your writing to your classmate.

EDITING

E. Once you compare your writing, rewrite your reporting with the missing information.

PUBLISHING

F. Share the report to another classmates/teacher.



Project: Reporting our families' labor obligations



Name of the project	Reporting our families' labor obligations
Level	12th grade
Time	120'
General aim	Analyze families' labor contracts or severance pay.
Language aims	Report their families' labor obligations by calculating their paychecks or severance pay.
Resource / Material	Bilingual dictionary, booklet, interviews' charts, families' contracts, salary slip, or severance pay (optional).
Teacher's role	Present the project to students, give instructions, facilitate group work, help with the language.
Students' role	Listen to instructions carefully, ask questions about the project, find answers related to language, work in groups by determining roles: material keeper, language master, timekeeper, and interview collector.

PROCEDURE

A. In groups of 4, follow these steps:

1. Discuss whether your caregivers or families have contracts, salaries, or termination letters.
2. Choose one caregiver/family member for each student to interview.
3. Determine the roles your group members will have while writing:
 - a) Material keeper
 - b) Language master
 - c) Timekeeper
 - d) Researcher

*Switch roles from Unit I Project
4. Check the interview chart. Complete them while you are interviewing your caregiver/family member.

Interviewee (contract)	
Name	
Working time	
Monthly hours	
Taxes	
Overtime	

Interviewee (severance package)	
Name	
Working years	
Reason for dismissal	
Severance pay	
Benefits	

5. Check the calculation of earnings and deductions. Take into account if it is a medical leave.
6. Check the calculation of severance pay (working years, month salary). Be careful with the reason for termination.
7. Report what you have found, indicating whether the calculations were done correctly or incorrectly.
8. Describe what workers will do in case the calculations were incorrect.
9. If the calculations are correct, describe what workers could do to prevent incorrect calculations.

B. Write your report.



C. Write solutions/recommendations:



Useful expressions

Introduce the report

In the previous interviews,
According to the interviews,

Talking about facts

The majority were...
None of them were...
Only one was...

Incorrect calculations

We believe/think/agree workers should...

Preventing incorrect calculations

To prevent problems with calculating, workers could...

FOLLOW UP

D. Once you finish, remember to check the rubric before presenting your work.

VARIATION

E. The class can be split into two: one will miscalculate some salaries/severance pay, and the other will calculate them correctly. Once both groups are ready, they will receive wrongful and rightful calculations, and will report what they found by giving solutions or recommendations to prevent bad enterprise practices.

RUBRIC	
SCALE OF ASSESSMENT	
Name of the project	
Students' names	
Date	
Mark	

	CRITERIA	Excellent (5)	Sufficient (3)	Weak (1)
1	Student participated by asking questions either about the assessment or language doubts.			
2	Student showed a draft in each session.			
3	Students brought all materials requested for each session.			
4	All required aspects are included in the final product.			
5	The final product presents real information (must include interview charts).			
6	Student's speaking performance is fluent. They have good use of pronunciation, structures, and vocabulary.			
7	Student's writing performance is intelligible, with clear paragraphs including structures, and vocabulary.			
8	The project is presented on the requested date.			
SELF-ASSESSMENT				
9	I contributed to my group work.			
10	I presented information to the group (chart).			
11	I fulfilled my role.			
12	I checked the final report and solution (writing and presentation) before sending it/showing it.			
SCORE		_____ / 60		

RUBRIC

50-60 points: Well done!! You did it wonderfully! 😊

36-50 points: Good try! Keep improving your work. 😊

0-35 points: Look at the comments, you can do better next time. 😞

Comments:

Unit III: Staff development and wellness



Goal: Understand and produce clear oral and written texts in communicative situations to design a program based on the development, and wellness of workers.

Skills: Listening, Reading, Speaking, and Writing.

Project: Staff development and wellness program proposal.

☆ 30 KEY WORDS

Absenteeism (n.)	Feedback (n.)	Program (n.)
Agree (v.)	Healthy (adj.)	Promote (v.)
Benefit (n.)	Improve (v.)	Remotely (adv.)
Culture (n.)	Leadership (n.)	Retention (n.)
Customer (n.)	Manual (n.)	Skill (n.)
Development (n.)	Mentor (n.)	Training (n.)
Disagree (v.)	Mentorship (n.)	Update (v.)
Ensure (v.)	Performance (n.)	Upgrade (v.)
Environment (n.)	Performance review (n.)	Wellness (n.)
Expert (n.)	Profitable (adj.)	Workplace (n.)



Lesson 1: Listening Comprehension

BEFORE YOU LISTEN

A. Pair work. Think and discuss. Have you ever participated in a training program? What do you think they are about?



B. Pair work. Write an X in the correct cell to indicate whether the pairs of words are synonyms, opposites, or if they do not have any relation. You can use your dictionary to help you.

	Synonyms	Opposites	No relation
e.g Training - Coaching	X		
1. Mentorship - Business			
2. Update - Antique			
3. Skills - Ability			
4. Experienced - Manual			
5. Disagree - Agree			
6. Expert - Novice			

WHILE YOU LISTEN

[Click here to listen](#)

C. Barbara and Ryan are two Human Resources representatives talking about new training programs. Listen to the audio and complete these notes.

Let's talk about our new **1.** _____ programs.

I would like to start a **2.** _____ program for new **3.** _____.

We would assign each new hire to a mentor in their **4.** _____

I think we should **5.** _____ our training **6.** _____ instead.

This will also help older **7.** _____, as they can develop teaching and collaborative **8.** _____.

D. Listen to the audio again and answer true (T) or false (T).

1. _____ Barbara would like to start a mentorship program.
2. _____ Ryan agreed on having mentors for new employees.
3. _____ Ryan considers small training sessions for the new software launch.
4. _____ Barbara disagreed on having an expert for the training sessions.

AFTER YOU LISTEN

E. Read the examples taken from the audio. Do they talk about the possibility of an imaginary situation or a possible future?

e.g. Training mentors would be beneficial for the company. Imaginary situation

1. New employees will learn more from working directly with experienced employees.

2. We would assign each new hire to a mentor in their department.

F. Reorder the sentences to inform a worker about his continuity in the company. Check them with a classmate.

attend / training / to / would / we / programs / the / understand / course / to / the

e.g. **We would attend the training course to understand the programs.**

1. develop / I / the training / would / improve / plan / to / skills / workers'

2. company / the / update / would / manual / the / workers / for / the

3. enterprise / agree / would / workers / an / with / agency / to / train / the



Lesson II: Reading Comprehension

WORKING ENVIRONMENT

BEFORE YOU READ

A. Pair work. Think & discuss. Do you have any family members who have worked? If your answer is yes, how is/was their working environment? If your answer is no, how is your class environment?



B. Pair work. Choose 6 words from the Wordle that you both do not know, and put them on the chart. Then, use a dictionary or search on <https://www.thesaurus.com/> to complete it.

promote
 environment
remotely profitable
 healthy customer
 harassment
 retention absenteeism
culture
 workplace
 benefit
 injury
 upgrade

Word	Synonym
e.g. benefit	Assistance
1.	
2.	
3.	
4.	
5.	
6.	

WHILE YOU READ



C. Read the text and choose a heading (A-F) for each paragraph (1 - 6)

A. Employee retention	
B. Increased productivity	
C. Encourage healthy relationships among workers	
D. Upgrade the current environment	
E. Healthier employees	
F. Better customer service	

DOES WORKPLACE CULTURE AFFECT EMPLOYEES? (AND HOW YOU CAN CREATE A GREAT WORKPLACE CULTURE FOR YOUR COMPANY!)

July 22, 2019

Human Resources

By: Lynn Zimmers

Companies that focus on creating a workplace culture that employees are excited to be a part of find that their employees are happier with their jobs. And if your employees are happy with their jobs, they gain all sorts of superpowers. They become **more productive, more profitable, and more willing to promote your company.**

Reasons to create a great workplace culture.

1. _____

Employees who love their work encourage their colleagues to perform at their best, and everyone wins. Happiness is contagious, and so is productivity. They tend to go hand in hand. So, if you increase happiness, you can see an increase in productivity, too.

2. _____

Studies have proven that healthier employees have a better performance. Healthy employees also tend to have lower absenteeism, fewer workplace accidents, and a lower risk of injury. Think about how much easier it is to do good work when you feel good physically.

3. _____

When employees are happy with their jobs, they tend to stick around. And when you don't need to constantly interview and replace employees, you can focus on serving your clients.

4. _____

The way your employees treat your customers is a direct reflection of how you treat your employees. If you turn your employees into fans of your company, they will be your biggest promoters.

SO, HOW DO YOU CREATE A GREAT WORKPLACE CULTURE?

5. _____

If your employees work onsite, you can make upgrades to their office space. These upgrades might include:

- Standing desks or other active working areas.
- Office plants, which reduce stress and improve indoor air quality.
- Using color to promote energy.
- Educating your staff on healthy and unhealthy cultures in the workplace.

If your employees work remotely or in the field, you can find other ways to upgrade their environments. Whatever you can do to make their work areas more helpful to wellness and productivity is valuable.

6. _____

One of the best ways to create a culture that helps you attract and retain the best talent is to ensure healthy relationships among your workers. Company policies including sexual misconduct, sexual harassment, workplace bullying, among others, will help your workers maintain healthy relationships between themselves. In conclusion, employers must create a healthy and secure environment for all their employees.

Adapted text from: Zimmers, L. (2019, July 22). *Does your Workplace Culture Affect Employees?* Innovative Employer Solutions. <https://innovativeemployer.com/great-work-environment/>

D. Read the text again and choose the best alternative for each question.

1. What happens if workers feel happier at their jobs?

- A.** They will become more productive, more valuable, and more willing to cooperate with the company.
- B.** They will produce more and be gentle with clients.

2. What are the reasons to create a great workplace culture?

- A.** Employees will be happier, help others, and obtain more profit.
- B.** Employees will increase their productivity, be healthier, maintain their job, and be better with clients.

3. How can you promote a positive workplace culture?

- A.** By reducing workers' working time, greeting them everyday, and asking them for their opinions.
- B.** By developing active working areas, buying new plants, and changing wall colors.

4. How can you encourage healthy working relationships?

- A.** Companies can promote working strategies such as workshops, mentorships, training sessions.
- B.** Companies can create policies to avoid sexual harassment, sexual misconduct, and bullying.

5. Why does creating protocols help workers build healthy relationships?

- A.** Because enterprises ensure that employees work in healthy environments.
- B.** Because employees will know how to communicate with customers.

AFTER YOU READ

E. Circle the best word (a, b, or c) to complete the text.

P&H company has the best workplace _____ (1) in Australia. We attempt to _____ (2) a _____ (3) culture by focusing on our workers' needs and training. This has helped us in achieving a lower _____ (4) and lower risks of _____ (5). Sadly, this has been a long process because some years ago we had a terrible case of sexual _____ (6). Currently, we do everything we can to _____ (7) the safety of our employees.

- | | | | |
|------|---------------|-------------------|----------------|
| e.g. | a) pencil | b) company | c) family |
| 1. | a) office | b) color | c) environment |
| 2. | a) promote | b) upgrade | c) beneficiate |
| 3. | a) bullying | b) creative | c) healthy |
| 4. | a) work | b) absenteeism | c) retention |
| 5. | a) production | b) injury | c) remote |
| 6. | a) customers | b) culture | c) harassment |
| 7. | a) ensure | b) profit | c) help |



Lesson III: Speaking

WARM UP

A. Pair work. Watch the following video and answer: what does "taking turns" mean in a performance review? Do you think you could do what the employee does?

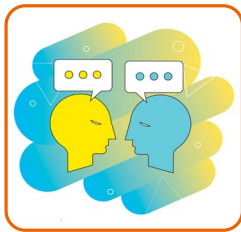


 Watch a video

Comedy Central. (2020, August 12). This Employee Performance Review Takes a Turn - Corporate [Video].
YouTube. <https://www.youtube.com/watch?v=siekr4dYTI>

INPUT

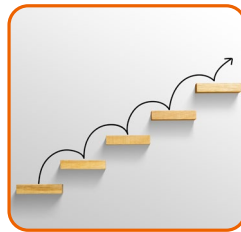
B. Complete the dialogue (1-7) with the following words. Then, check them with your teacher.



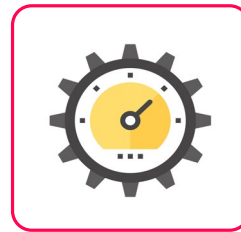
Feedback



Creativity



Improvement



Performance



**Performance
review**



Client



Problem-solving



Leadership

Ms. Méndez: Sophia, as you know, every year we have the annual performance review. In this process, we evaluate your performance in different areas, such as your future in the company, improvement, creativity, (1) _____, relationship with customers, among others.

Sophia: Okay. I'm looking forward to your (2) _____.

Ms. Méndez: Great. First of all, I've seen a lot of (3) _____ this year in your sales numbers. You've improved your numbers beyond expectations.

Sophia: I'm glad you noticed. I've been working hard in that area.

Ms. Méndez: Keep up the good work. You also did a great job using your (4) _____ to drive sales. You used (5) _____ skills when customers complained about products. Well done!

Sophia: Thank you. I appreciate that.

Ms. Méndez: However, we've noticed that you haven't been careful in keeping records. Every time you talk to a (6) _____ make a note of that in our software system.

Sophia: Okay. I guess I've been forgetting to do that lately. I'll be sure to pay more attention to that in the future.

Ms. Méndez: Excellent. Here's a copy of your (7) _____ summary. Do you have any questions?

Sophia: No, I don't. Thank you for your time.

CONTROLLED PRACTICE

C. Pair work. Each student takes a role to practice the dialogue. Use a monolingual dictionary to check your pronunciation.



<https://dictionary.cambridge.org/es/>

FREER PRACTICE

D. Create a similar dialogue using the following:

- Name of employee and Human Resources (HR) representative.
- An introduction phrase e.g. Today we have our performance review/ every year we evaluate workers/ etc.
- Improvement e.g. creativity, leadership, sales, etc.
- Need to improve e.g. relation with the staff, register of records, etc.
- A closure phrase e.g. This is your performance review/ We hope you agree with us on your performance/ etc.



EXIT TICKET

E. What do you need to include in a performance review?



Lesson IV: Writing

PRE-WRITING

A. Pair work. Think & discuss: What aspects are relevant to choose a wellness program?



B. Complete the wellness programs (1-8) with the words from the box. Compare your answers with a classmate.

**Fitness - Workplace - Trainers - Develop - Rooms
Depression - Program - Workday**

ACCOUNTING DEPARTMENT

The approved **(1)** _____ wellness program for this year is to:
Create an on-site fitness center for team members to use during their free time.
The fitness center will include a swimming pool, a rock-climbing wall, and access
to personal **(2)** _____ **(3)** _____ yoga classes for team
members throughout **(4)** _____. Conference or break
(5) _____ will be used for these events.

SALES DEPARTMENT

The approved workplace wellness **(6)** _____ for this year is to provide:
A 90-minute **(7)** _____ lunch to each member. These lunches and
snacks will be delivered by companies that provide natural food products.
They also provide confidential support for members facing stress, substance
abuse, **(8)** _____, and anxiety (this includes financial assistance).



DRAFTING

C. Read the email and follow the directions of the HR manager. You can use your dictionary to complete the activity.

From: alexarg@mobify.com
To: hr@mobify.com
Subject: Production department wellness program

Dear Jimin,
I hope this finds you well. I am writing to you because I need you to develop a wellness program for the production department. You already have the accounting and sales' programs. You can search on <https://risepeople.com/blog/workplace-wellness-programs/> for more ideas. I look forward to your comments.

Best,
Alexa Roger
Human Resources Manager

From: hr@mobify.com
To: alexarg@mobify.com
Subject: RE Production department wellness program

Dear Alexa,

PRODUCTION DEPARTMENT

Best regards,
Human Resources Assistant

REVISING

D. Ask a classmate for feedback. Be respectful with your comments.

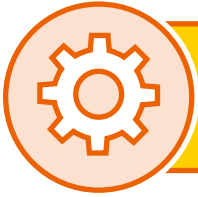
Criteria	OK 😊	Needs to improve
Structure of sentences		
Vocabulary		
Information		

EDITING

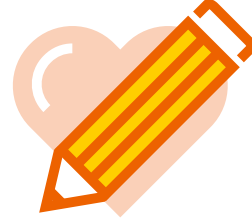
E. Check your classmate's comments. Rewrite your email focusing on the writing criteria: structure of sentences, vocabulary, and information.

PUBLISHING

F. Publish your text by showing it to your teacher.



Project: Staff Development and Wellness Program Proposal



Name of the project	Staff Development and Wellness Program Proposal
Level	12th grade
Time	90'
General aim	Design a Wellness Program Proposal
Languaje aims	Provide information related to training, working environment, and performance reviews.
Resource / Material	Bilingual dictionary, booklet, Internet webpages
Teacher's role	Present the project to students, give instructions, monitor group work, help with the language.
Students' role	Listen to instructions carefully, ask questions about the project, responsibly search information on the Internet, work in groups by determining roles. Suggested roles: material keeper, language master, timekeeper, and designer.

PROCEDURE

A. In groups of 4, follow these steps:

1. Think about an imaginary enterprise you could have created during 11th or 12th grade.
2. Determine the roles of your group:
 - a) Material keeper
 - b) Language master
 - c) Timekeeper
 - d) Designer

*Switch roles from your Unit I and II projects.
3. Design a written wellness proposal (300 words) for your enterprise considering the following:
 - Training: type and reason for your selection.
 - Ensure a healthy working environment: what to include? e.g. upgrade office, company policy, etc.
 - Performance review: time (weekly/monthly/annual) and considerations (improvement and need to improve).
 - How would these aspects affect the workers' development? What for?

Useful language

Training

The training for the company would be...

The type of training for this year would be...

Workers would receive training on...

Healthy working culture

The wellness program would include...

Workers would have...

The department would receive...

The company would provide...

Performance review

The company would have a (monthly/annual) performance review for...

The performance review would include...

Workers would agree on...

Employers would decide that...

Benefits for the company

Considering this wellness program, workers would have...

Choosing this program, the company would receive...

This wellness program would help to...

STAFF DEVELOPMENT AND WELLNESS PROGRAM	
Name of the company:	
Name of the wellness proposal:	
People in charge:	
Training	
Promoting a healthy working environment	
Performance review	
Benefits for the company	

4. Prepare a brief presentation. Imagine your teacher and classmates are the Human Resources department. Use visual aids (PowerPoint Presentation, poster, etc.).

FOLLOW UP

B. Before you finish, remember to check the rubric before presenting your work.

VARIATION

C. Each group can create an imaginary company and design a wellness program for different company departments (e.g. sales, accounting, production department). Groups may share the programs with teachers from other subjects to know whether or not their proposals are likely eligible.

RUBRIC	
SCALE OF ASSESSMENT	
Name of the project	
Students' names	
Date	
Mark	

	CRITERIA	Excellent (5)	Sufficient (3)	Weak (1)
1	Student participated by asking questions either about the assessment or language doubts.			
2	Student showed a draft in each session.			
3	Students brought all materials requested for each session.			
4	All required aspects are included in the final product.			
5	Student's speaking performance is fluent. They have good use of pronunciation, structures and vocabulary.			
6	Student's writing performance is intelligible, with clear paragraphs including structures, and vocabulary.			
7	The project is presented on the requested date.			
SELF-ASSESSMENT				
8	I contributed to my group work.			
9	I fulfilled my role.			
10	I checked the final proposal (writing and PPT) before sending it/showing it.			
SCORE		_____ / 60		

RUBRIC

45-50 points: Well done!! You did it wonderfully! 😊

30-44 points: Good try! Keep improving your work. 😊

0-29 points: Look at the comments, you can do better next time. 😞

Comments:

Unit IV: Staffing



Goal: Use English knowledge to understand and produce oral and written texts to build a personal stance regarding the recruitment process through social media.

Skills: Listening, Reading, Speaking, and Writing.

Project: Recruitment Process Support.

☆ 31 KEY WORDS

Agency (n.)	Duty (n.)	Qualities (n.)
Applicant (n.)	Equipment (n.)	Recruit (v.)
Apply (v.)	Experience (n.)	Recruit (n.)
Background (n.)	Experienced (adj.)	Recruiter (n.)
Candidate (n.)	Inquiry (n.)	Recruitment (n.)
Certification (n.)	Interview (n.)	Résumé (n.)
Clerical (adj.)	Job advertisement (n.)	Requirements (n.)
Data (n.)	Knowledge (n.)	Software (n.)
Deadline (n.)	Procedure (n.)	Vacancy (n.)
Degree (n.)	Process (n.)	
Diploma (n.)	Proficient (adj.)	



Lesson 1: Listening Comprehension

BEFORE YOU LISTEN

A. Match the words (1-8) from column A with their synonyms in column B (a-h). For example: (1C) Recruitment Program.

	Column A	Column B
	1. Recruitment	a. Open position
	2. Employment market	b. Publication jobs
	3. Candidate	c. Program
	4. Vacancy	d. Selection process
	5. Hire	e. Job market
	6. Competitors	f. Employ
	7. Job advertisement	g. Opponent
	8. Software	h. Applicant

B. Predict. You will listen to a conversation between Mr. Johnson, a Human Resources manager, and his assistant, James. Considering the words from Activity A, what do you think the conversation will be about?

WHILE YOU LISTEN

[Click here to listen](#) 

C. Now, listen to the conversation and confirm your prediction. What is the conversation about?

D. Listen to the conversation again and answer true (T) or false (F).

1. _____ Mr. Johnson wants James to call a new candidate.
2. _____ The first step in a recruitment process is to search on job advertisement.
3. _____ The new vacancy is for a sales representative.
4. _____ James will pay attention to the average salary and candidate requirements.
5. _____ Other steps in a recruitment process include describing the job position.
6. _____ The company needs a candidate qualified in the ADL system.

AFTER YOU LISTEN

E. Match the sentences (1-6) with their corresponding endings (a-f). Number 1 is done as an example.



- | | |
|---|--|
| 1. The company is looking for recruits to assist on | a. managing the new product design. |
| 2. I need to start the recruitment process | b. the development of new applications. |
| 3. The new Sales department candidates | c. by searching job advertisements. |
| 4. Currently, the accountants job market is | d. offering their benefits and salaries. |
| 5. We have a recent vacancy in the marketing department | e. need to have developed social skills and product knowledge. |
| 6. We need to see how our competitors are | f. offering \$50,000 a year. |



Lesson II: Reading Comprehension

JOB ADVERTISEMENT

BEFORE YOU READ

A. What elements do you expect to see in a job ad? Tick the ones you choose.

A. Pictures of the company	<input type="checkbox"/>
B. Name of the company	<input type="checkbox"/>
C. Expected salary and schedule	<input type="checkbox"/>
D. Physical requirements of the position	<input type="checkbox"/>
E. Information about colleagues	<input type="checkbox"/>
F. Description of duties of the position	<input type="checkbox"/>
G. Dress code	<input type="checkbox"/>
H. Studies and skills required	<input type="checkbox"/>

B. Pair work. Use a dictionary, find the definition of these keywords and write them down.

A. Clerical (adj.)

B. Duty (n.)

C. Diploma (n.)

D. Procedure (n.)

E. Equipment (n.)

F. Proficient (adj.)

G. Knowledge (n.)

H. Background (n.)

I. Data (n.)

J. Applicant (n.)

K. Inquiry (n.)

WHILE YOU READ

C. Read the text. Check your prediction from Activity A. What sections must you include in a job ad? Create a list.

A. (example) Job description _____

B. _____

C. _____

D. _____

E. _____

HUMAN RESOURCES ASSISTANT

CHANDLER UNIFIED SCHOOL DISTRICT, Chandler, AZ (map)

JOB DESCRIPTION

TITLE: HUMAN RESOURCES ASSISTANT

POSITION TYPE: FULL-TIME

SALARY: \$44,237 - \$57,506 A YEAR

Application Deadline: March 22, 2021

Posted: January 22, 2021

Duties/Responsibilities:

- Performs a wide variety of clerical work including data entry, typing, filing, record keeping, and preparing reports.
- Maintains accurate employee personnel records using a software system.
- Receives inquiries by telephone or in person and gives appropriate information.
- Performs periodic audits of HR files and records to ensure that all required documents are collected and filed appropriately.
- May assist with payroll functions including processing, answering employee questions, fixing processing errors, and distributing checks.
- Assists in conducting orientation of new employees and coordinate post-employment paperwork.
- Performs other duties as assigned.

Required skills/Abilities:

- Excellent verbal and written communication skills.
- Excellent interpersonal skills with the ability to manage sensitive and confidential situations with tact, professionalism, and diplomacy.
- Be flexible, responsible, reliable, punctual, and able to adapt to change.
- Exercise positive problem-solving behavior and conflict resolution skills.
- Excellent organizational skills and attention to detail.
- Proficient with Microsoft Office Suite or related software.

Education and Experience:

- High School diploma or equivalent plus post-graduate degree in business.
- Experience in Human Resources or a related area is required.
- Knowledge of office procedures and practices.

Physical Requirements:

- Prolonged periods of sitting at a desk and working on a computer.
- Must be able to lift up to 15 pounds at times.

Apply for this job [HERE](#) 

Adapted from: <https://www.shrm.org/resourcesandtools/tools-and-samples/job-descriptions/pages/human-resource-assistant.aspx>

D. Read the advertisement again and answer true (T) or false (F).

- A.** _____ The ad is about someone applying for a job.
- B.** _____ The job position will be available until March only.
- C.** _____ The job requires office cleaning experience.
- D.** _____ It is necessary to understand how to use a computer.
- E.** _____ The applicant must be able to sit and type.

E. Answer these questions about the text.

1. What is the section 'duties/responsibilities' about?

2. What knowledge must the applicant have?

3. Why is it important to declare the physical requirements for the job?

AFTER YOU READ

A. Pair work. Complete these sentences (a-e) with the corresponding keyword from the box.



**applicants – diploma – clerical
proficient – reliable**

1. The company needs _____ workers in computer skills.
2. The new candidate must be _____ because he or she will analyze workers' information.
3. To apply for the position, _____ must send their CV to the institutional email address.
4. We have a vacancy for _____ duties in our main office in NY.
5. All workers are expected to have a school _____ as a minimum requirement.



Lesson III: Speaking

WARM UP

A. Pair work. Answer the following questions:

Do you know how people find jobs? What would your ideal job be?



A. Match the positions and their duties (1-9) according to the images. You can use a monolingual dictionary for help.



Accountants



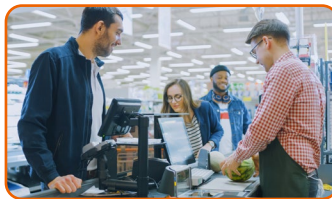
Surveyors



IT managers



Copywriters



Cashiers



Customer service
representatives



Engineers



Nurses



Architects

1. _____ care for people who are ill or injured, especially in a hospital.
2. _____ keep or examine records of money received.
3. _____ deliver short- and long-term visions for the company's technology needs and goals.
4. _____ answer customer questions through in-person, phone, email, etc.
5. _____ write the words for advertisements.
6. _____ receive and pay out money in a shop, bank, restaurant, etc.
7. _____ design new buildings and make certain that they are built correctly.
8. _____ design or build machines, engines or electrical equipment, or things such as roads, railways, or bridges, using scientific principles.
9. _____ measure and record the details of areas of land.

INPUT

C. Pair work. Listen and read the dialogue. Then, discuss with your classmate: In which part of the dialogue does the representative describe the position they are looking for? Highlight that part.



Representative: Thanks for calling NHI Construction. How can I help you?

Applicant: I'm inquiring about any job openings you have.

Representative: Well, right now we're looking for a part-time surveyor.

Applicant: Ok. Could that job transition to full-time eventually?

Representative: Possibly. That would depend on performance.

Applicant: I see. Well, what are the requirements for that position?

Representative: Let me see, a civil engineering degree or relevant field, and a valid surveyor certificate. The candidate needs to collaborate with diverse disciplines such as engineers and architects; therefore, you need to have excellent mathematical and problem-solving skills.

Applicant: Ok, how much does the position pay?

Representative: I'm sorry, I cannot give you that information. You can talk about your salary expectations in the interview.

Applicant: Oh ok, so I'd like to apply for that position.

Representative: Great! Send in an application with a résumé on our webpage. We will notify you if you are selected for an interview. We are doing them on Mondays, so please save that day.

Applicant: I will. Thanks so much.

CONTROLLED PRACTICE

D. Pair work. Take a role to practice the dialogue. Then, switch roles.



E. The following vocabulary and expressions are related to Human Resources. Tick the ones that correspond to the recruitment process.

1. Job vacancy _____
2. Interview _____
3. "Send your application..." _____
4. Customer _____
5. Improvement _____
6. "We'll have a performance review..." _____
7. "We are looking for a position..." _____
8. Salary expectations _____

FREER PRACTICE

F. Pair work. Create a similar dialogue including information from Activity A and E.

Representative: _____

Applicant: I'm inquiring about any _____ you have.

Representative: Well, right now _____.

Applicant: _____

Representative: Possibly. That would be contingent upon performance.

Applicant: _____

Representative: _____

Applicant: Ok, how much does the position pay?

Representative: _____

Applicant: Ok, I'd like to apply for that position.

Representative: Great! _____

Applicant: I will. Thanks so much.

EXIT TICKET

G. What should applicants consider when searching for a job?



Lesson IV: Writing

PRE WRITING

A. After an HR meeting, you wrote a sticky note. Complete it with the words from the box. There is one extra word.

Salary - Job - Building - Drawings - Architect Coordinating
Responsibility - Positive - Negative - Certification - Proposal - Software

- Job description: new **(1)** _____, full-time **(2)** _____, **(3)** _____ \$50,000 a year.
- Job goal: design a new **(4)** _____.
- Education: a degree, recent **(5)** _____ on the field experience using FDO **(6)** _____.
- Duties: Presenting a design **(7)** _____, producing detailed **(8)** _____, **(9)** _____ with contractors.
- Skills: Flexibility, **(10)** _____, cooperation, **(11)** _____ problem-solving behavior.

DRAFTING

B. Read the MEMO and complete the chart with information from Activity A. You can use the vocabulary from the text in Lesson III

MEMO	CC Construction Company
<p>To: Joseph Webber From: Caroline Grey Date: 03.05.2021 Subject: Advertisement reminder</p> <p>Joseph, remember to send me the advertisement chart today in the evening. As we talked, you need to use the agency chart. Let me know if you have more questions.</p>	

Axedo Staffing Agency

Name of the company:

**Vacancy
Title
Position type
Salary
Application deadline**

Job goal:

Duties/Responsibilities:

Required Skills/Abilities:

Education:

Physical requirements:

-
-
-
-
-
-
-
-
-
-

REVISING

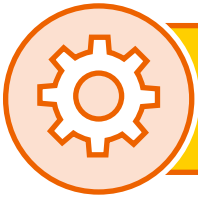
C. Compare your writing with a classmate.

EDITING

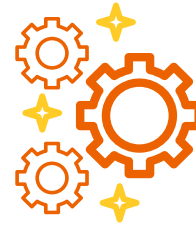
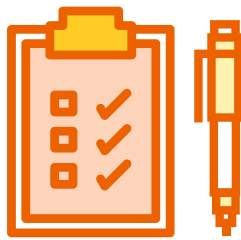
D. Once you compare your writing, rewrite your reporting with the missing information if necessary.

PUBLISHING

E. Share the Chart with classmates/your teacher.



Project: Recruitment Process Support



Name of the project	Recruitment Process Support
Level	12th grade
Time	120'
General aim	Create A Social Network Account to teach people about the recruitment process.
Languaje aims	Present information related to the recruitment process.
Resource / Material	Bilingual dictionary, booklet, Internet webpages.
Teacher's role	Present the project to students, give instructions, mediate group work, help with the language.
Students' role	Listen to instructions carefully, ask questions about the project, responsible use of social media, work in groups by determining roles. Suggested roles: material keeper, language master, timekeeper, and designer.

PROCEDURE

A. In groups of 4, follow these steps:

1. Create a social media account: Instagram, Facebook, or TikTok.

2. Determine the roles of your group:

- a) Material keeper
- b) Language master
- c) Timekeeper
- d) Designer

*Switch roles from your Unit III project.

3. Considering what you are learning during your classes (English and technical subjects), your group must: Design four post/stories/video (80 words each) with the following information:

- The recruitment processes
- Finding a job (options)
- Advertisements
- First interview (dress code, myths, what you can do)

Useful language

Recruitment process

The recruitment process consists of...
The first step to recruit candidates is...
Another step in this process is to...

Finding a job

To find a job you can...
Useful webpages are
A way to find a job is...

Advertisement

Job ads have...
You can focus on...
Advertisement should include...
Employers will decide that...

First interview

In the first interview, you can...
When you are selected, you can wear...
A first interview myth is...

TOPIC	POST
Recruitment process	
Finding a job	
Advertisement	
First interview	

4. After writing your post, you can design the pictures by using the Social Network app, or using <http://canva.com>
5. Share your account with your teacher and classmates.

FOLLOW UP

B. Before publishing your posts, show them to your teacher. Remember to check the rubric to guide your work.

VARIATION

C. The groups can create a blog (<http://wordpress.com>) to write entries about different topics: Recruitment process, finding job experiences, first interview, new employees, etc. Then, the other groups have to write at least four comments from their classmates' entries.

RUBRIC	
SCALE OF ASSESSMENT	
Name of the project	
Students' names	
Date	
Mark	

	CRITERIA	Excellent (5)	Sufficient (3)	Weak (1)
1	Student participated by asking questions either about the assessment or language doubts.			
2	Student showed a draft in each session.			
3	Students brought all materials requested for each session.			
4	All required aspects are included in the final product.			
5	Student's speaking performance is fluent. They have good use of pronunciation, structures, and vocabulary.			
6	Student's writing performance is intelligible, with clear paragraphs including structures, and vocabulary.			
7	The project is presented on the requested date.			
SELF-ASSESSMENT				
8	I contributed to my group work.			
9	I fulfilled my role.			
10	I checked the final proposal (post, story, video) before sending it/showing it.			
SCORE		_____ / 60		

RUBRIC

45-50 points: Well done!! You did it wonderfully! 😊

30-44 points: Good try! Keep improving your work. 😊

0-29 points: Look at the comments, you can do better next time. 😞

Comments:

Appendix



ANSWER KEY UNIT I

LESSON I

Activity A:

1. f (example)
2. e
3. g
4. a
5. b
6. d
7. c

Activity B:

Students' own answers.

Activity C:

1. A
2. B
3. A
4. A
5. B

Activity D:

1. contract, job responsibilities
2. full-time
3. terminated workers
4. severance pay

LESSON II

Activity A:

1. overtime
2. dismiss
3. employee
4. wrongful
5. employer
6. hire
7. severance pay
8. staff

Activity B:

Students' own answers

Activity C:

1. F
2. T
3. F
4. F
5. F
6. F
7. T

Activity D:

1. dismissed an employee from
2. breaks the terms of a contract
3. earn a large salary
4. hires new workers to

Activity E:

Students' own answers.

LESSON III

Activity A:

Students' own answers.

Activity B:

Students' own answers.

Activity C:

- Dismissals
- was fired
 - lay off
 - severance pay
 - terminated worker

Wrongful dismissals

- sick leaves
- the department of labor
- unfair
- penalized

Activity D:

Students' own answers.

Activity E:

2. ✓
3. ✓
4. ✓

Activity F:

1. dismissal
2. late for work
3. wrongful dismissal
4. punished
5. severance pay

Activity G:

Students' own answers.

Activity H:

Students' own answers.

Lesson IV

Activity A:

Name: Lisa Manoban
Overtime: 10 hours (\$150.000)
Position: Assistant
Payday: 5th day of the month
Working time: 35 hours

Activity B:

Students' own answers.

Activity C:

Students' own answers.

Activity D:

Students' own answers.

Activity E:

Students' own answers.

LESSON V**Project**

Students' poster

ANSWER KEY UNIT II**LESSON I****Activity A:**

1. add, and
2. minus, subtract
3. equals to, comes to
4. multiplied by
5. divided by
6. two thousand and three hundred dollars, twenty-three hundred dollars

Activity B:

1. Name: Mr. Allen
2. Office Manager
3. Paycheck is too low
4. Subtract taxes and sick leaves
5. Check the salary slip again/ recalculate again

Activity C:

1. plus/add
2. fifty
3. less/minus/subtract
4. ten
5. is/equals to/comes to/
6. three hundred and forty/ thirty-four hundred
7. five hundred
8. less/minus/subtract

9. sixty

10. is/equals to/comes to/

11. four hundred and forty/forty-four hundred

LESSON II**Activity A:**

1. D
2. A
3. C
4. B

Activity B:

Students' own answers

Activity C:

Lack of work and financial issues

Activity D:

1. F
2. T
3. T
4. F
5. F
6. T

Activity E:

1. Future
2. Future

Activity F:

1. Mr. Keppner will no longer work in the company.
2. Your healthcare plan will continue for 3 months.
3. A representative will help you find another job.

Activity G:

Students' own answers.

LESSON III**Activity A:**

A company that hires workers to work in a different company. Their job is relevant because subcontractors help other companies that cannot spend a lot of money.

Activity B:

Students' own answers.

Activity C:

- a. 1
- b. 2
- c. 4
- d. 10
- e. 7
- f. 6
- g. 5
- h. 8
- i. 9
- j. 3
- k. 11

Activity D:

Students' own answers.

Activity E:

Students' own answers.

LESSON IV**Activity A:**

Salary Slips

Activity B:

1. medical leave
2. basic salary
3. overtime
4. deductions
5. provident fund
6. earnings

Activity C:

Students' own answers.

Activity D:

Students' own answers.

Activity E:

Students' own answers.

Activity F:

Students' own answers.

LESSON V**Project**

Students' own answers.

ANSWER KEY UNIT III**LESSON I****Activity A:**

Students' own answers.

Activity B:

1. No relation
2. Opposites
3. Synonyms
4. No relation
5. Opposites
6. Opposites

Activity C:

1. training
2. mentorship
3. employees
4. department
5. update
6. manual
7. workers
8. skills

Activity D:

1. T
2. F
3. T
4. F

Activity E:

1. possible future
2. possible imaginary situation

Activity F:

1. I would develop the training plan to improve workers' skills.
2. The company would update the manual for the workers.
3. The enterprise would agree to train the workers with an agency.

LESSON II**Activity A:**

Students' own answers.

Activity B:

Students' own answers.

Activity C:

1. B
2. E
3. A
4. F
5. D
6. C

Activity D:

1. A
2. B
3. B
4. B
5. A

Activity E:

1. C
2. A
3. C
4. B
5. B
6. C
7. A

LESSON III

Activity A:

Students' own answers.

Activity B:

1. leadership
2. feedback
3. improvement
4. creativity
5. problem-solving
6. client
7. performance review

Activity C:

Students' own answers.

Activity D:

Students' own answers.

Activity E:

Students' own answers.

LESSON IV

Activity A:

Salary Slips

Activity B:

1. medical leave
2. basic salary
3. overtime
4. deductions
5. provident fund
6. earnings

Activity C:

Students' own answers.

Activity D:

Students' own answers.

Activity E:

Students' own answers.

Activity F:

Students' own answers.

LESSON V

Project

Students' own answers.

ANSWER KEY UNIT IV

LESSON I

Activity A:

1. D
2. E
3. H
4. A
5. F
6. G
7. B
8. C

Activity B:

Students' own answers.

Activity C:

Students' own answers.

Activity D:

1. F
2. T
3. F
4. F
5. T
6. T

Activity E:

1. B
2. C
3. E
4. F
5. A
6. D

LESSON II

Activity A:

Students' own answers.

Activity B:

Students' own answers.

Activity C:

Students' own answers.

Activity D:

- A. F
- B. T
- C. F
- D. T
- E. T

Activity E:

- A. Main duties of the position.
- B. Knowledge of office procedures and practices.
- C. Because the applicant needs to know what physical conditions are needed.

Activity F:

- a. proficient
- b. reliable
- c. applicants
- d. clerical
- e. diploma

LESSON III

Activity A:

Students' own answers.

Activity B:

1. Nurses
2. Accountants
3. IT managers
4. Customer service representatives

5. Copywriters

6. Cashiers

7. Architects

8. Engineers

9. Surveyors

Activity C:

Students' own answers.

Activity D:

Students' own answers.

Activity E:

1. √
2. √
3. √
4. -
5. -
6. -
7. √
8. √

Activity F:

Students' own answers.

Activity G:

Students' own answers.

LESSON IV

Activity A:

1. architect
2. job
3. salary
4. building
5. certification
6. software
7. proposal
8. drawings
9. coordinating
10. responsibility
11. positive

Activity B:

Students' own answers.

Activity C:

Students' own answers.

Activity D:

Students' own answers.

Activity E:

Students' own answers.

LESSON V

Project

Students' own answers.

SCRIPTS

SCRIPT UNIT I

- Boss:** Hey, did you check the final requirements to write Mary Chapman's contract?
- Worker:** Not yet, I remember that we received some aspects yesterday, but there were others that we need more information about.
- Boss:** Yes, please include her general job responsibilities, weekly schedule, termination details, and duration of employment.
- Worker:** Ok, her job responsibilities are to design several books about adolescent personalities. She will have a full-time schedule, this is from 8 am to 6 pm with a one hour lunch break at 1 pm, right?
- Boss:** Yes, please write that her employment will be terminated without severance pay if she does not send the first draft of her work.
- Worker:** Noted. The duration of employment is an indefinite contract, isn't it?
- Boss:** No, remember that after two fixed-term contracts, she will sign an indefinite one. This is her second one, so she will have a fixed-term contract, from March to May.
- Worker:** Ok, thank you.

SCRIPT UNIT II

- HR Rep:** Mr. Allen, please come in. How was your first month in the company?
- Employee:** It was great, everyone is so nice, and the position as an office manager is wonderful in this company.
- HR Rep:** I'm happy to hear it. So, do you have a question about your salary?
- Employee:** Yes, I think my paycheck is too low.
- HR Rep:** Let's figure it out, then. You make fifteen dollars an hour, correct?
- Employee:** Yes. And I work forty hours. So, forty times fifteen is three hundred dollars.
- HR Rep:** Yes, but we subtract taxes and you were sick this month.
- Employee:** Oh, I can't believe I forgot that.
- HR Rep:** It's no problem. Let's check that anyway, just to be sure. Taxes came to thirty dollars plus your sick leave which is ten dollars comes to forty dollars. Remember that sick leave is paid by your health insurance.
- Employee:** Okay, so three hundred less forty is two hundred and sixty. I guess the check is right after all. Thank you.

SCRIPT UNIT III

- Ryan:** Hello Barbara, as the new Human Resources representative, let's talk about our new training programs.
- Barbara:** Sure Ryan. I have a couple of new ideas I would like to implement.
- Ryan:** Great. What are they?
- Barbara:** Well, I would like to start a mentorship program for new employees. We would assign each new hire to a mentor in their department.
- Ryan:** I do not know about that. Would it be difficult for older workers? They don't know how to do that. I think we should update our training manual instead.
- Barbara:** I disagree. I think new employees will learn more from working directly with experienced employees than by reading the manual. This will also help older workers, as they can develop teaching and collaborative skills, that would be beneficial for the company.
- Ryan:** You might be right. I'll give it some thought.
- Barbara:** Thanks. What about training employees for the new software launch?
- Ryan:** Good question. I think we should have several small training sessions rather than one long session.
- Barbara:** That sounds like a good idea to me. Do you think we should bring in a trainer?
- Ryan:** Yes, I think so. The employees should learn from an expert.
- Barbara:** I agree. Let's do it.

SCRIPT UNIT IV

- Mr. Johnson:** Hey James, how are you doing today?
- James:** Very good sir, thanks. What about you?
- Mr. Johnson:** Great! Today is the best day to do the recruitment process and you will help me.
- James:** Oh, right. What do you need me to do sir?
- Mr. Johnson:** The first step we need to make as recruiters is to search on the Internet how the other companies are hiring their candidates.
- James:** Oh, to have a better understanding of the job market and our competitors?
- Mr. Johnson:** Yes, the vacancy is for a new accountant, so you can search for that position on any job searching websites.
- James:** Ok sir, so I will pay attention to the average salary and market conditions that our competitors are offering.
- Mr. Johnson:** Excellent, James! The other step is to describe the position of the candidate.
- James:** What type of ideal candidate do we need?
- Mr. Johnson:** The Accounting department asked us to find an honest and productive candidate with more than 5 years of experience, ideally working in an import company like this one, and with a postgraduate certificate in the ADL system.

James: Why do we need a candidate who knows the ADL system? Is the company implementing that system right now?

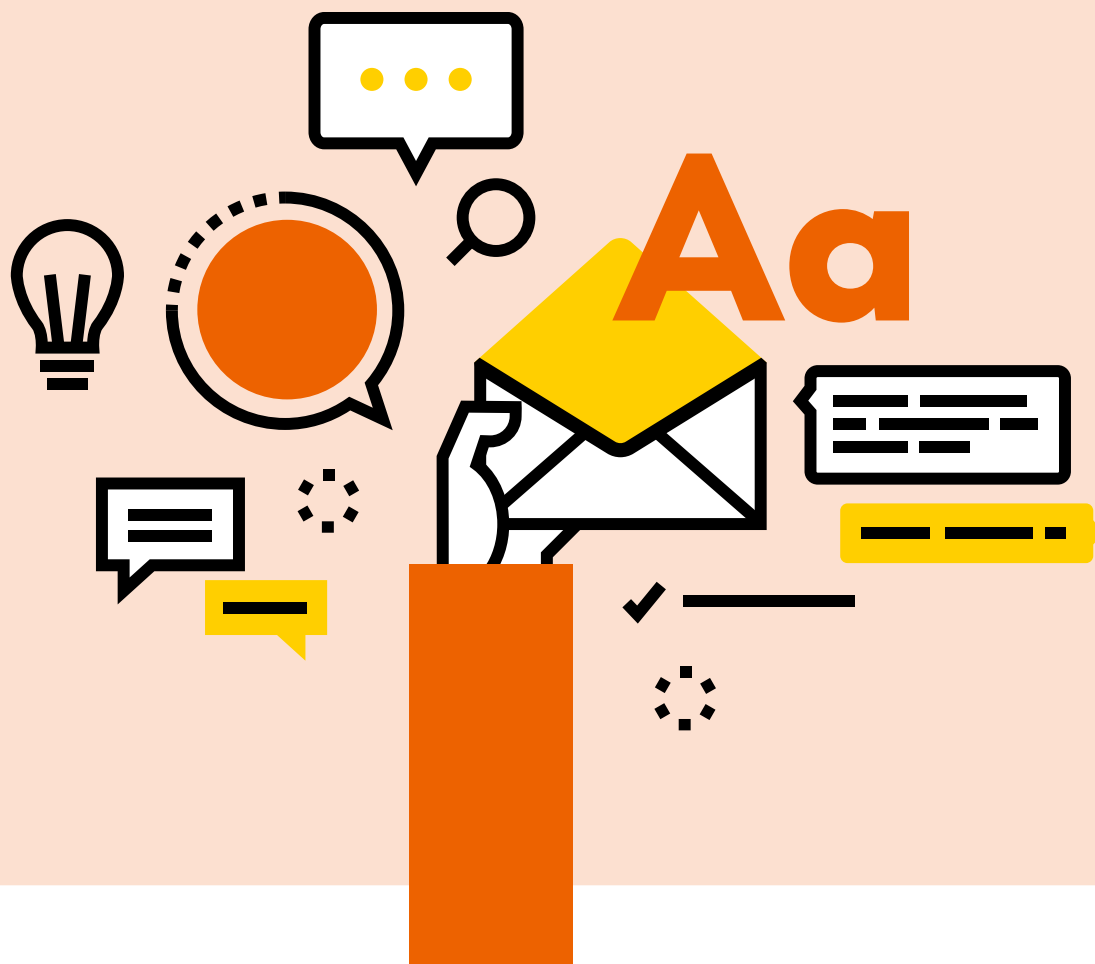
Mr. Johnson: Yes, the accounting department will have it next month, so they need an accountant familiar with that software.

James: Ok then, I will work on that. Anything else?

Mr. Johnson: No James, tell me when you are ready to do the advertisement.

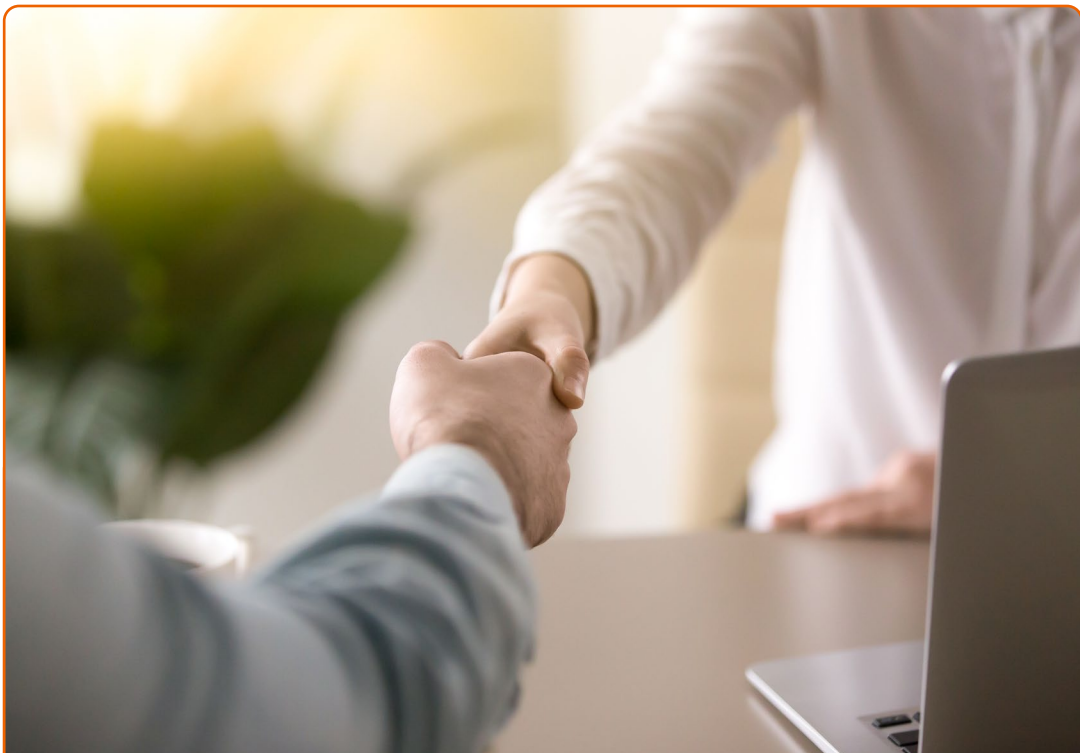
James: Alright, I will ASAP.

Flashcards





DISMISSAL



HIRE



OVERTIME



WAGE



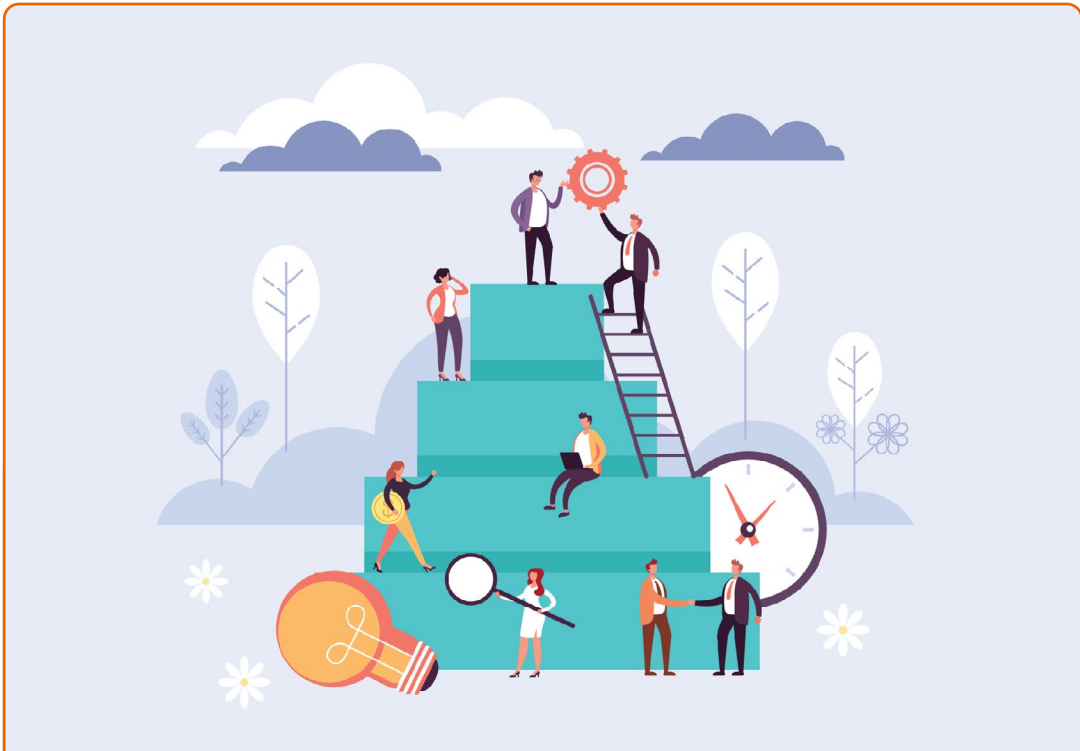
WORKFORCE



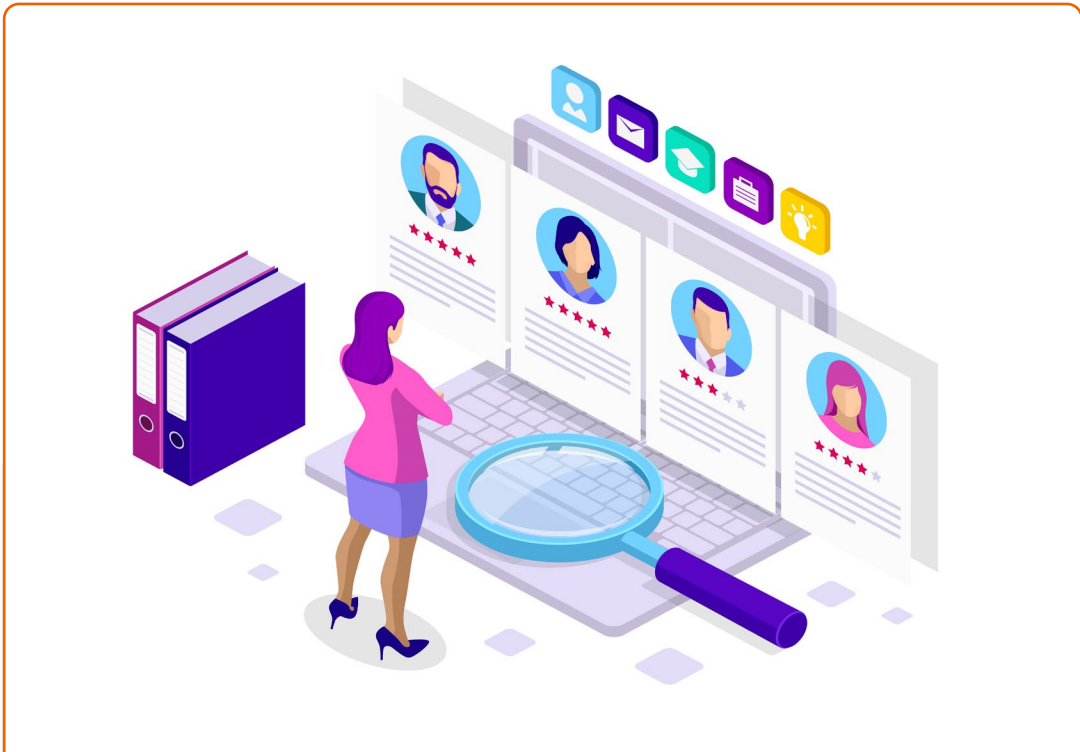
TRAINING



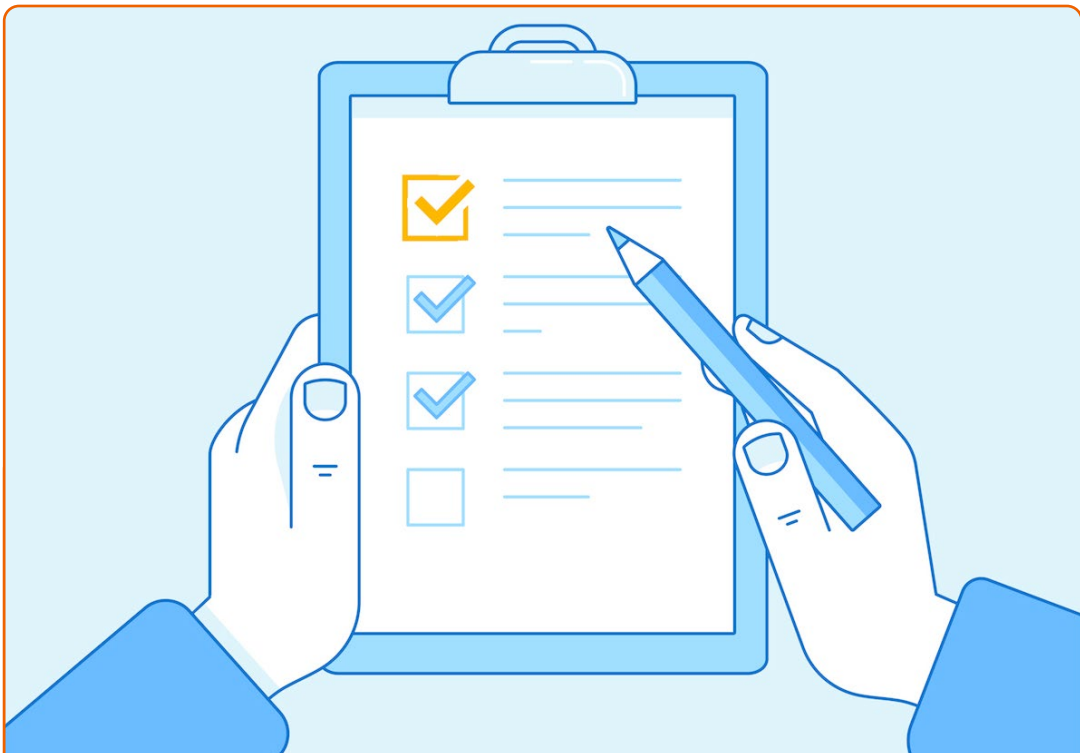
SKILLS



DEVELOPMENT



RECRUITMENT



REQUIREMENTS

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