**Lesson 19**

# Worklife

**Trabajar**

**In this Spanish lesson you learn to**

* Describe professions and occupations using work-related terms
* Talk about the advantages and disadvantages of different professions
* Persuade others
* Talk about likes and dislikes, giving reasons



**Vocab Canvas**



# Talking

# A conversation with HR

You have your annual meeting with your boss and as you feel that you performed very well in the past year you want a salary raise.

|  |  |
| --- | --- |
| http://www.glovico.org/syllabus/images/think.png | Thinking* Think about good arguments to propose for your raise.
* Consider a good strategy to convince your boss to give you that raise (do you want to threaten to quit or do you want to rely on your arguments only).
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| http://www.glovico.org/syllabus/images/talk.png | Talking* Describe your performance in the past year and your satisfaction (or unsatisfaction) with the current work situation.
* Convince your boss to give you a salary raise.
 |
| http://www.glovico.org/syllabus/images/optional.png | Optional* Negotiate whether there would be opportunities to move to another position abroad with your current employer.
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# Story telling



# Writing

# Write an application

You want to change jobs and decide to write an application.

|  |  |
| --- | --- |
| http://www.glovico.org/syllabus/images/prepare.png | Preparation* Consider how to write applications in the language that you are learning.
* Think about the cover letter, the CV as well as documents that are typically attached.
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| http://www.glovico.org/syllabus/images/write.png | Writing* Write your application and reason why you are the perfect candidate for the job.
* Make sure to hit the right professional tone.
 |
| http://www.glovico.org/syllabus/images/review.png | Review* Check your spelling and review your style.
* Once you are happy with your application, send it to your teacher so he or she can review it.
 |

# Reading

# http://www.glovico.org/syllabus/images/lesson19_1.jpg

**¿A qué te dedicas?**

Andres, Liliana y Paola son tres amigos. Estaban en el colegio juntos y ahora trabajan en Ciudad de México. Andres siempre era muy creativo, hoy es un diseñador gráfico en un periódico importante de México, El Universal. A Liliana le gusta el turismo, es una empleada en una agencia de viajes. Paola se dedica a la educación, es profesora en un colegio.

Hoy discuten sus razones para elegir su trabajo y sus impresiones de la rutina diaria.

**Andres:**"Trabajo desde hace 3 años en El Universal. Me encanta el aspecto creativo de mi profesión. El sector de los medios de comunicación se desarrolla rápidamente, a veces es difícil comprender todos los cambios, sobre todo para los colegas mayores. Les aconsejo que hagan un curso para formarse en medios digitales. A veces deseo que los diseñadores tengan un horario más flexible. Ahora vengo a la una de la tarde y me quedo hasta las nueve o las diez. Claro, los periodistas esperan nuevas noticias hasta la noche y después de que ellos escriben los artículos mis tareas empiezan. Entonces para mí es muy difícil tener una vida social."

**Liliana:**"A mí me encanta viajar. Por eso elegí mi profesión. Trabajo en una pequeña agencia de viajes. Sobre todo organizamos viajes de aventura para los turistas de los Estados Unidos. Les recomiendo que vayan a Huasteca Potosina para hacer kayakismo o que viajen a los cenotes de Yucatán. El turismo me interesa mucho, pero como más gente organiza sus viajes en internet, muchas agencias tienen problemas. Muchas colegas están en paro, eso me preocupa muchas veces. "

**Paola:**"Soy maestra en un colegio de niños de once a dieciséis años. Me gusta trabajar con niños y ver como se desarrollan durante los años. Normalmente son corteses y serios porque quieren aprender. Pero también hay días locos. Pero soy muy paciente y tengo reglas para los niños: prohíbo que traigan sus móviles en mis clases y les ordeno que hagan sus deberes cada día. Me encanta tener mucho tiempo durante las vacaciones para mi familia."

# Culture

**Writing a CV in Spanish**

One of the first items of importance if you are looking for employment in Latin America or Spain is a CV. And of course, to make a professional impression at first glance, it needs to be adapted to the Spanish way of layouting a CV. One of the first things you might notice when having a look at such a CV is that it is possibly a little bit longer than you are used from elsewhere and that it is typically structured into the following sections.

**Datos Personales**

This paragraph gives the basic information about you. You do not have to give all of these but of course should where relevant for your job. Also note that in most Latin American countries is legal and very common to ask about marital status in job interviews and therefore it is oftentimes already included in the CV. The following list is typical in this paragraph.

* Nombre
* Dirección
* Teléfono
* E-mail
* Fecha de nacimiento
* Nacionalidad
* Estado civil
* Carnet de conducir
* Disponibilidad (state here if you are only available parts of the day)

In addition you would typically add a foto of you (formatted to the right hand side).

**Formación Académica**

In this section you highlight your educational background. You typically state educational titles that you have, the institutions from which you got these, the cities and countries of these institutions as well as the years in which you started and ended your training there. In this section only list very important items of your education as you can include an additional optional paragraph "Formación Complementaria" for shorter trainings or workshops that you might have visited.

**Experiencia Profesional**

In this section you list your past jobs. This should include the beginning and end date of your occupation in a job, which position you held, the name of the company and the city as well as country in which you worked.

**Idiomas**

Here you express your language skills. Include yout mother tongue and state for each language the level you have reached in it so far.

**Informática**

This section holds the information on any programming skills that you might have but also the familiarity with various software programs.

**Otros Datos de Interés**

In this last section, which is optional, you can list anything that does not fit into the categories above, like voluntary commitments, memberships in various associations, etc.

# - See more at: http://www.glovico.org/syllabus/Spanish/lesson19/culture#sthash.VAySpDSU.dpuf

# Grammar

# Introduction to the Spanish subjunctive

So far, you have mainly been using the verb tenses in the indicative mood, which is used to express factual or real actions and events. Only in one situation you have used a different mode to express commands or instructions, the imperative.

Now you will learn a new mode, the **subjunctive,** which is frequently used in Spanish to express uncertainty, hypothesis or subjectivity.

|  |  |
| --- | --- |
| Juan va a la Universidad hoy. | Juan goes to university today. |
| No creo que Juan vaya a la universidad hoy. | I don’t believe that Juan is going to university today. |

## Regular verbs in the subjunctive

### -ar verbs

In general, -ar verbs take the indicative present tense endings of -er verbs in the subjunctive. The only exception is the first person singular, which ends in **e.**

|  |
| --- |
| **hablar** |
| yo | habl + e |
| tú | habl + es |
| él, ella, usted | habl + e |
| nosotros/as | habl + emos |
| vosotros/as | habl + éis |
| ellos, ellas, ustedes | habl + en |

### -er and -ir verbs

In general, -er and -ir verbs take the indicative present tense endings of -ar verbs in the subjunctive. The only exception is the first person singular, which ends in **a.**

|  |  |  |
| --- | --- | --- |
|  | **beber** | **vivir** |
| yo | beb + a | viv + a |
| tú | beb + as | viv + as |
| é, ella, usted | beb + a | viv + a |
| nosotros/as | beb + amos | viv + amos |
| vosotros/as | beb + áis | viv + áis |
| ellos, ellas, ustedes | beb + an | viv + an |

## Stem-changing verbs in the subjunctive

### -ar and -er verbs

Stem-changing **-ar** and **-er** verbs that change **e -> ie** or **o -> ue** have the same stem-change in the subjunctive.

|  |  |  |
| --- | --- | --- |
|  | **mostrar** | **querer (i -> ie)** |
| yo | muestre | quiera |
| tú | muestres | quieras |
| él, ella, usted | muestre | quiera |
| nosotros/as | mostremos | queramos |
| vosotros/as | mostréis | queráis |
| ellos, ellas, ustedes | muestren | quieran |

Note that similar to the indicative the stem-change does not occur for the first and second person plural.

### -ir verbs

The verbs ending in -ir with a stem-change from **e -> ie** or **o ->ue** in the indicative have the same change in the subjunctive. It occurs for all persons except for the first and second person plural. They change **e -> i** and **o -> u** respectively. Verbs ending in -ir that have a stem-change **e -> i** in the indicative exhibit the same change for all persons in the subjunctive. Take a look at an example for each of them.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **sentir (e -> i)** | **dormer (o -> ue)** | **pedir (e -> i)** |
| yo | sienta | duerma | pida |
| tú | sientas | duermas | pidas |
| él, ella, usted | sienta | duerma | pida |
| nosotros/as | sintamos | durmamos | pidamos |
| vosotros/as | sintáis | durmáis | pidáis |
| ellos, ellas, ustedes | sientan | duerman | pidan |

## Verbs with an irregular first person singular indicative

You have previously learnt a number of verbs that have a particular irregularity in the first person singular in the indicative present tense. These verbs take that irregularity as the stem of their subjunctive forms. These verbs include **decir, hacer, poner, tener, traer, venir** and **ver.**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **decir (digo)** | **hacer (hago)** | **poner (pongo)** | **tener (tengo)** | **traer (traigo)** | **venir (vengo)** | **ver (veo)** |
| yo | diga | haga | ponga | tenga | traiga | venga | vea |
| tú | digas | hagas | pongas | tengas | traigas | vengas | veas |
| él, ella, usted | diga | haga | ponga | tenga | traiga | venga | vea |
| nosotros/as | digamos | hagamos | pongamos | tengamos | traigamos | vengamos | veamos |
| vosotros/as | digáis | hagáis | pongáis | tengáis | traigáis | vengáis | veáis |
| ellos, ellas, ustedes | digan | hagan | pongan | tengan | traigan | vengan | vean |

## Spelling changing in the subjunctive

The verbs ending in **-car, -gar** and **-zar** exhibit the following spelling changes in all forms of the subjunctive.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **buscar** | **jugar** | **empezar** |
|  | busque | llegue | empiece |
|  | busques | llegues | empieces |
|  | busque | llegue | empiece |
|  | busquemos | lleguemos | empiecemos |
|  | busquéis | lleguéis | empiecéis |
|  | busquen | lleguen | empiecen |

## Irregular verbs in the subjunctive

The verbs **dar, estar, haber, ir, saber** and **ser** are completely irregular in the subjunctive.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **dar** | **estar** | **haber** | **ir** | **saber** | **ser** |
| yo | dé | esté | haya | vaya | sepa | sea |
| tú | des | estés | hayas | vayas | sepas | seas |
| él, ella, usted | dé | esté | haya | vaya | sepa | sea |
| nosotros/as | demos | estemos | hayamos | vayamos | sepamos | seamos |
| vosotros/as | deis | estéis | hayáis | vayáis | sepáis | seáis |
| ellos, ellas, ustedes | den | estén | hayan | vayan | sepan | sean |

# Influencing others with the subjunctive

The subjunctive can be used to express wishes, suggestions, preferences and (implicit) commands.

## Typical verbs of volition

You already know many of the verbs that can be used to express volition, for example **necesitar, perdir** and **querer.** However so far you have mainly used them to express what the subject of the sentence desires him or herself to do. When you use them to express what the subject of the sentence wants someone else to do, you need to use the subjunctive.

|  |  |
| --- | --- |
| Quiero ir al cine. | I want to go to the cinema. |
| Quiero que vayas al cine. | I want you to go to the cinema. |

In the second example, **I** try to influence the person I’m talking to, to go to the cinema.

|  |  |
| --- | --- |
| aconsejar | to advise |
| aprobar | to approve |
| desear | to wish |
| insistir | to insist |
| mandar | to order |
| necesitar | to need |
| ordenar | to order |
| pedir | to ask |
| permitir | to permit |
| prohibir | to prohibit |
| proponer | to propose |
| querer | to want |
| recomendar | to recommend |
| sugerir | to suggest |

Sentences using verbs like **aconsejar, mandar, ordenar, pedir, permitir, prohibir, proponer, querer, recomendar** and **sugerir** require an indirect object pronoun.

|  |  |
| --- | --- |
| Le aconsejo que se cuide mejor. | I advise you to take better care of yourself. |
| Te pido que me ayudes limpiar la casa. | I ask you to help me clean the house. |
| Nos recomiendan que subamos lentamente. | They recommend us to go up slowly. |

# Vocabulary

|  |  |
| --- | --- |
| **Spanish** | **English** |
| el/la arquitecta | architect |
| el/la peluquero/a | hairdresser |
| el pintor (de casas) | (house) painter |
| el/la profesor/a | professor |
| el/la bombero/a | firefighter |
| el/la policía | policeman/woman |
| el/la periodista | journalist |
| el/la ingeniero/a | engineer |
| el/la químico/a | chemist |
| el/la maestro/a | teacher |
| el/la fotografo/a | photographer |
| el/la mecánico/a | mechanic |
| el/la intérprete | interpreter |
| el/la contador/a | accountant |
| el/la veterinario/a | veterinarian |
| el martillo | hammer |
| la llave inglesa | wrench |
| las herramientas | tools |
| el/la farmacéutico/a | pharmacist |
| el/la secretario | secretary |
| el/la dentista | dentist |
| el/la panadero/a | baker |
| el/la electricista | electrician |
| el/la cocinero/a | cook |
| el/la fontanero/a | plumber |
| el/la diseñador/a gráfico/a | graphic designer |
| el/la abogado/a | lawyer |
| el/la psicólogo/a | psychologist |
| formar | to train, to educate |
| reparar | to repair |
| repartir | to deliver |
| el/la cartero/a | postman/woman |
| la economía | economy |
| el sector | sector |
| la agricultura | agriculture |
| la pesca | fishing |
| la minería | mining |
| la producción de energía | energy production |
| la industría | industry |
| la educación | education |
| la construcción | construction |
| el transporte | transportation |
| el comercio | trade |
| la sanidad | (public) health |
| los medios de comunicación | media |
| el sueldo | salary |
| la tarea | task |
| la actitud | attitude |
| el perjuicio | prejudice |
| desarrollar | to develop |
| el desempleo | unemployment |
| estar en paro | to be unemployed |
| valiente | brave |
| paciente | patient |
| impaciente | impatient |
| prudente | careful |
| cortés | polite |
| emocionante | exciting |
| gracioso/a | funny |
| generoso/a | generous |
| serio | serious |
| inseguro | insecure |
| dedicarse a | to work as, to spend time on |
| el colegio | school |
| la profesión | profession |
| la rutina diaria | daily routine |
| creativo/a | creative |
| el periódico | newspaper |
| la agencia de viajes | travel agency |
| el aspecto | aspect |
| comprender | to understand |
| el cambio | change |
| el curso | course |
| los medios digitales | digital media |
| el horario | schedule |
| flexible | flexible |
| la noticia | news |
| el artículo | article |
| organizar | to organize |
| preocuparse | to worry |
| aprender | to learn |
| loco/a | crazy |
| la regla | rule |
| los deberes | homework |
| el cenote | natural well (Mexico) |
| aprobar | to approve |
| desear | to wish |
| insistir | to insist |
| mandar | to order |
| ordenar | to order |
| permitir | to permit |
| prohibir | to prohibit |
| proponer | to propose |
| sugerir | to suggest |