GESTIÓN DE FORMACIÓN PROFESIONAL INTEGRAL
PROCEDIMIENTO DESARROLLO CURRICULAR
GUÍA DE APRENDIZAJE

1. IDENTIFICACIÓN DE LA GUIA DE APRENDIZAJE

- Denominación del Programa de Formación: Tecnólogo en Gestión de Destinos Turísticos
- Código del Programa de Formación: 122149
- Nombre del Proyecto: Estructuración de protocolos de mejoramiento e innovación para la gestión del turismo.
- Fase del Proyecto: Análisis
- Actividad de Proyecto: Diagnosticar la calidad, competitividad y sostenibilidad del sector turístico
- Competencia: Comprender textos en Inglés en forma escrita y auditiva
- Resultados de Aprendizaje Alcanzar:

  Encontrar vocabulario y expresiones de inglés técnico en anuncios, folletos, páginas web, etc.

  Comunicarse en tareas sencillas y habituales que requieren un intercambio simple y directo de información cotidiana y técnica.

  Realizar intercambios sociales y prácticos muy breves, con un vocabulario suficiente para hacer una exposición o mantener una conversación sencilla sobre temas técnicos.

- Duración de la Guía: 80 horas

2. PRESENTACION

Para responder a la rapidez con que los cambios afectan el mundo laboral, la formación que impartimos apunta a generar competencias y capacidades que involucran no sólo conocimientos y habilidades, sino también competencias de contenido social y personal que facilite y preparé de forma asertiva su proceso de ingreso a la vida laboral, herramientas que mejoren y potencialicen sus condiciones de empleabilidad y desarrollo personal.

Con esta guía proporcionamos al aprendiz que está próximo a culminar su etapa lectiva, las herramientas y condiciones necesarias para poder competir en un mundo laboral altamente demandante y en permanente cambio, generando entre otras cosas, habilidades para un buen desempeño en la práctica profesional, habilidades para el emprendimiento y la consecución de oportunidades laborales, así como para el desarrollo y mantenimiento en el mercado laboral.

3. FORMULACION DE LAS ACTIVIDADES DE APRENDIZAJE

3.1. Actividades de Reflexión inicial

Primer componente: *"Introduce myself…"*

a) Pay attention to the instructor's introduction and take note of the template.

Hello! **My name is** **Maria** **Corrales**
Gretting First name Last name
I'm 30 years old,
age

3.2. Actividades de apropiación del conocimiento (Conceptualización y Teorización)

a) Read the conversation and complete it.



A: Hi, Len. _____ ?
B: ____, thanks. And you?
A: I'm ____.

Greetings dialogue:

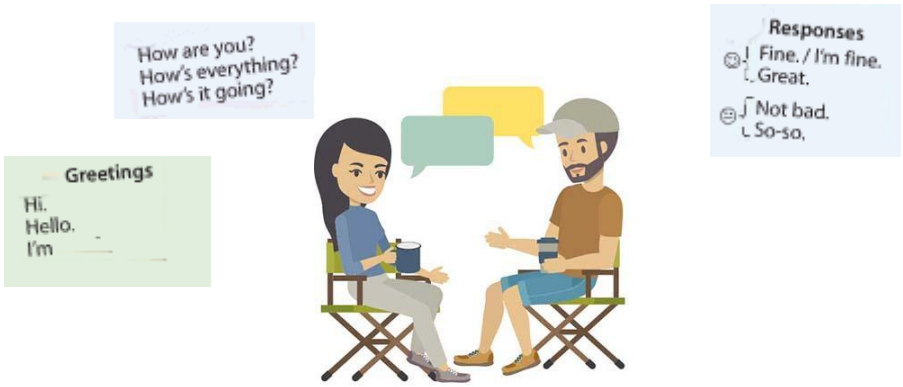


A: _____, Charlotte.
B: _____, Emily.
A: _____ tomorrow.

Farewells dialogue

3.3. Actividades de transferencia del conocimiento.

Now write a conversation by greeting a classmate, introducing yourself and finally saying goodbye to each other. Then prepare it and present it to the teacher.



3.1 Actividades de Reflexión inicial

Segundo componente: *"Spelling …"*



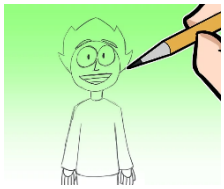
https://www.youtube.com/watch?v=kDdg2M1_EuE

a) Listen the song and try to identify the pronunciation of each letter.
b) Listen one more time and follow the alphabet.
c) Finally listen again and sing along.

Time: 30 minutes

3.2 Actividades de transferencia del conocimiento.

a) Create a character and add a name in English (the one you choose).
b) Give him or her age, marital status, and an e-mail.
c) Then introduce the character to your instructor, like this:



- Hello! / Good morning! / Hi!
- He is Charlie Brow
- He is 8 years old
- He is single
- His e-mail is : mrcharliebrown@(at)gmail.(dot)com

d) The e-mail must be spelled:
   - m – r – c – h – a – r – l – i – e – b – r – o –w – n – at – gmail - dot – com

Time: 3 hours

3.1 Actividades de Reflexión inicial

Tercer componente: *"Numbers …"*

Time: 1 hour

3.2 **Actividades de contextualización e identificación de conocimientos necesarios para el aprendizaje.**

a) Review the learned vocabulary and expand it. Pay attention to the instructor's explanation.



Numbers in English

Woodward ENGLISH

0 zero	10 ten	20 twenty	30 thirty
1 one	11 eleven	21 twenty-one	31 thirty-one
2 two	12 twelve	22 twenty-two	32 thirty-two
3 three	13 thirteen	23 twenty-three	33 thirty-three
4 four	14 fourteen	24 twenty-four	34 thirty-four
5 five	15 fifteen	25 twenty-five	35 thirty-five
6 six	16 sixteen	26 twenty-six	36 thirty-six
7 seven	17 seventeen	27 twenty-seven	37 thirty-seven
8 eight	18 eighteen	28 twenty-eight	38 thirty-eight
9 nine	19 nineteen	29 twenty-nine	39 thirty-nine
40 forty	50 fifty	60 sixty	70 seventy
41 forty-one	51 fifty-one	61 sixty-one	71 seventy-one
42 forty-two	52 fifty-two	62 sixty-two	72 seventy-two
43 forty-three	53 fifty-three	63 sixty-three	73 seventy-three
44 forty-four	54 fifty-four	64 sixty-four	74 seventy-four
45 forty-five	55 fifty-five	65 sixty-five	75 seventy-five
46 forty-six	56 fifty-six	66 sixty-six	76 seventy-six
47 forty-seven	57 fifty-seven	67 sixty-seven	77 seventy-seven
48 forty-eight	58 fifty-eight	68 sixty-eight	78 seventy-eight
49 forty-nine	59 fifty-nine	69 sixty-nine	79 seventy-nine
80 eighty	90 ninety		
81 eighty-one	91 ninety-one		
82 eighty-two	92 ninety-two		
83 eighty-three	93 ninety-three		
84 eighty-four	94 ninety-four		
85 eighty-five	95 ninety-five		
86 eighty-six	96 ninety-six		
87 eighty-seven	97 ninety-seven		
88 eighty-eight	98 ninety-eight		
89 eighty-nine	99 ninety-nine		

LARGE NUMBERS © Woodward English

100	one hundred	1,000	one thousand
101	one hundred and one	2,000	two thousand
200	two hundred	10,000	ten thousand
300	three hundred	100,000	one hundred thousand
400	four hundred	1,000,000	one million
500	five hundred	10,000,000	ten million
600	six hundred	123,456,789	one hundred and twenty-three million, four hundred and fifty-six thousand, seven hundred and eighty-nine.
700	seven hundred		
800	eight hundred		
900	nine hundred		

www.grammar.cl www.woodwardenglish.com www.vocabulary.cl

b) Pass from letters to digits or vice versa the numbers the instructor writes.
c) At the end Volunteer to write on the board the answers and check with the rest of the class.

Time: 2 hours

3.3 Actividades de apropiación del conocimiento (Conceptualización y Teorización)

3.4 Actividades de transferencia del conocimiento.

a) In pairs make a simple conversation following the conversation model.
   - Amy: Hi Chelsea!
   - Chelsea: Hello Amy! What's up?

- Amy: I lost my cellphone contacts, please give me your phone number.
- Chelsea: Oh! That's too bad! Sure is 322 456 856 054
- Amy: Thanks! Save my new one, is 305 989 106 347
- Chelsea: OK! So we'll keep in touch, I gotta go! See you.
- Amy: OK! See you … don't forget to call.

b) Now prepare it and present it in front of the class.

Time: 1:30 hours

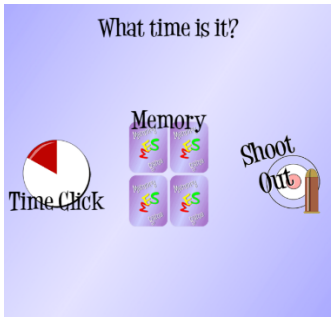
3.1 Actividades de Reflexión inicial

Cuarto componente: *"Telling the time …"*

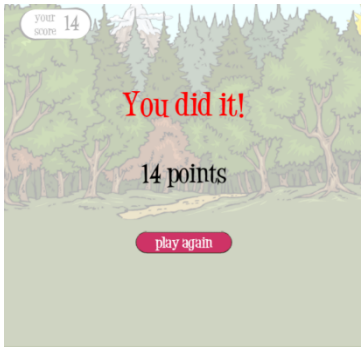
https://www.mes-games.com/whattime.php



a) Go to the website and click the option Learn n' Review and practice the vocabulary.
b) Familiarize with the vocabulary and continue with the Vocabulary Games option.



c) Choose the game you prefer, play it and take a screenshot of the result.



d) Save the image as a PDF document and send it to the instructor.

Time: 1 hour

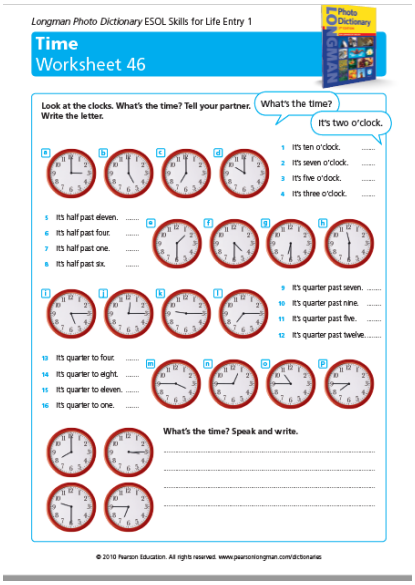
3.2 **Actividades de contextualización e identificación de conocimientos necesarios para el aprendizaje**

a) Learn about the different ways to read tell the time and the difference between It's … and At ….

b) After the explanation read the time of the clock on the board and say it out loud

Time: 1 hour

3.3 Actividades de apropiación del conocimiento (Conceptualización y Teorización)


Longman Photo Dictionary ESOL Skills for Life Entry 1

Time
Worksheet 46

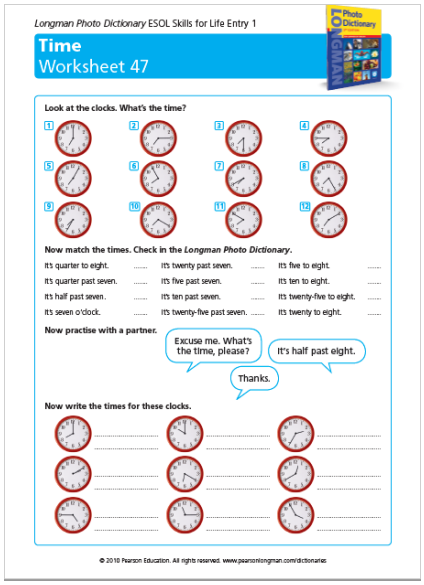
Look at the clocks. What's the time? Tell your partner. Write the letter.

What's the time?
It's two o'clock.

1 It's ten o'clock. .....
2 It's seven o'clock. .....
3 It's five o'clock. .....
4 It's three o'clock. .....
5 It's half past eleven. .....
6 It's half past four. .....
7 It's half past one. .....
8 It's half past six. .....
9 It's quarter past seven. .....
10 It's quarter past nine. .....
11 It's quarter past five. .....
12 It's quarter past twelve. .....
13 It's quarter to four. .....
14 It's quarter to eight. .....
15 It's quarter to eleven. .....
16 It's quarter to one. .....

What's the time? Speak and write.

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Longman Photo Dictionary ESOL Skills for Life Entry 1

Time
Worksheet 47

Look at the clocks. What's the time?

Now match the times. Check in the *Longman Photo Dictionary*.

It's quarter to eight. ..... It's twenty past seven. ..... It's five to eight. .....
It's quarter past seven. ..... It's five past seven. ..... It's ten to eight. .....
It's half past seven. ..... It's ten past seven. ..... It's twenty-five to eight. .....
It's seven o'clock. ..... It's twenty-five past seven. ..... It's twenty to eight. .....

Now practise with a partner.

Excuse me. What's the time, please?
It's half past eight.
Thanks.

Now write the times for these clocks.

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a) In couples answers the worksheet depending on the clocks.
b) When finish write both names and the number of the group/file and give it to your instructor.
c) At the end of the class you and your partner correct other apprentices' worksheet.

Time: 2 hours

3.4 Actividades de transferencia del conocimiento.



https://drive.google.com/file/d/11J7RRisHvrN1sE6E584g3yolW74OuZiK/view?usp=shari



a) Listen to the audio carefully.
b) Listen again and identify the events.
c) Write the events in on the corresponding day and time.
d) Check your answers with the rest of the class.

Time: 1 hour

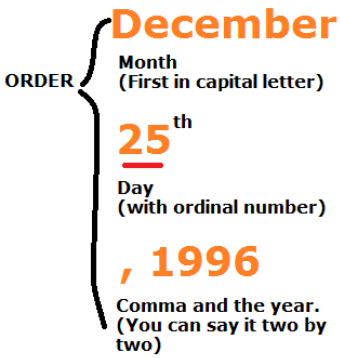
Actividades de Reflexión inicial

Quinto componente: *"Ordinal Numbers and Dates …"*

a) Answer to the instructor question about When were you born?
b) Take notes of what is the board:

May 7th,2001

June 20th, 2004



Time: 1 hour

3.1 **Actividades de contextualización e identificación de conocimientos necesarios para el aprendizaje**

a) Take note to the ordinal numbers.



b) Listen the correct pronunciation the first time and on the second time listen and repeat.

https://drive.google.com/file/d/11W5mt0JfUaD-yErTG-i8u30vFj5ODjU1/view?usp=sharing

c) Read the random numbers on the board out loud.

d) Watch the video about the months and listen carefully the pronunciation, the second time listen and repeat. https://www.youtube.com/watch?v=8ZlckJs9_Ks

e) Pay attention to when to use **in – on – at** for dates and time.



Time: 2 hours

3.2 Actividades de apropiación del conocimiento (Conceptualización y Teorización)

a) Have a calendar and listen and circle the dates you listen to.



https://drive.google.com/file/d/11mRl5ZjHTbnnnOFLh4yl6KT7juZKP9hL/view?usp=sharing



January						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

February						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

March						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

April						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

May						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

June						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

July						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

August						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

September						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

October						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

November						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

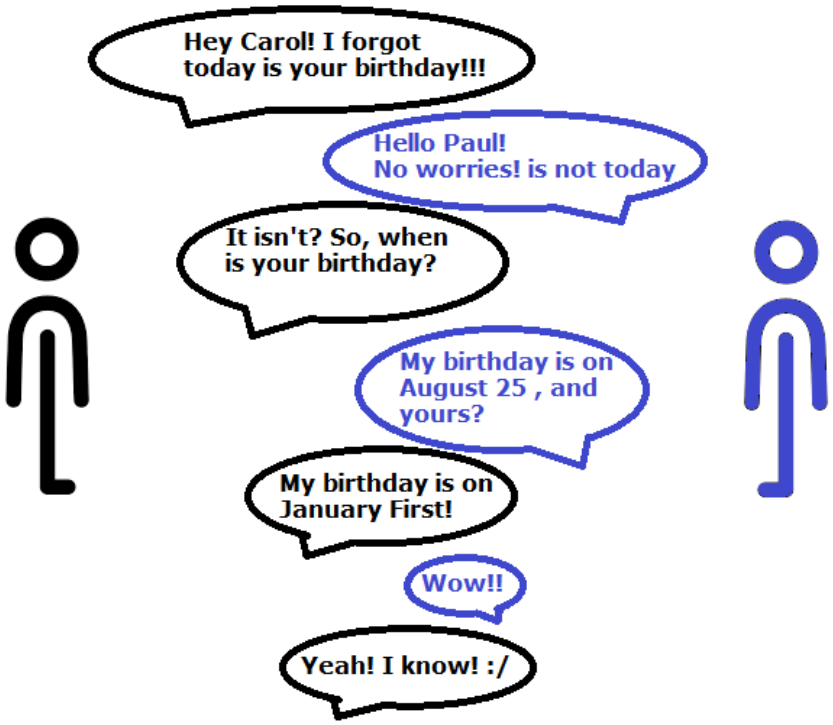
December						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

b) Listen again and check your answers.

Time: 1 hour

3.3 Actividades de transferencia del conocimiento.

a) In pairs create and small conversation about your partner's birthday following the example giving by the instructor.



b) Then present it to the class like a cartoon with audio. Can use PowerPoint to create a slide and then introduce the audio or PowToon to create a short video.

Time: 4 hours

3.1 Actividades de Reflexión inicial

Sexto componente: *"To be and Countries and Nationalities …"*



	Country: Australia Nationality: Australian I'm form Australia I'm Australian		Country: Bolivia Nationality: Bolivian I'm form Bolivia I'm Bolivian
	Country: Brazil Nationality: Brazilian I'm form Brazil I'm Brazilian		Country: Canada Nationality: Canadian I'm form Canada I'm Canadian

a) In groups of three people match each description with the corresponding flag.
b) The first group to finish wins an extra point for the To be Quiz.

Time: 1 hour

3.2 **Actividades de contextualización e identificación de conocimientos necesarios para el aprendizaje**

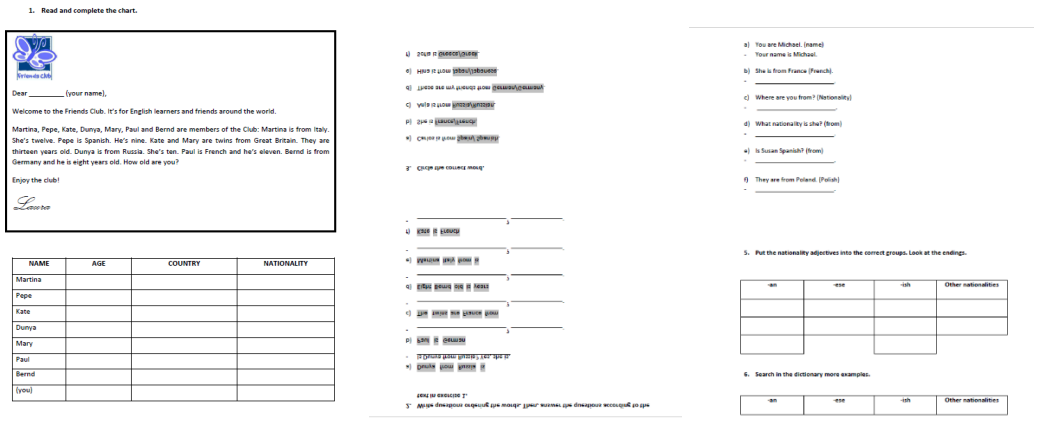
a) Take note of verb to be grammar and to use it correctly explanation.



b) Do the grammar practice.
c) When finish check the answers along with the instructor, must correct if have any mistake.

Time: 2 hours

3.3 Actividades de apropiación del conocimiento (Conceptualización y Teorización)



1. Read and complete the chart.

Dear _____ (your name),

Welcome to the Friends Club. It's for English learners and friends around the world.

Martina, Pepe, Kate, Dunya, Mary, Paul and Bernd are members of the Club: Martina is from Italy. She's twelve. Pepe is Spanish. He's nine. Kate and Mary are twins from Great Britain. They are thirteen years old. Dunya is from Russia. She's ten. Paul is French and he's eleven. Bernd is from Germany and he is eight years old. How old are you?

Enjoy the club!

NAME	AGE	COUNTRY	NATIONALITY
Martina			
Pepe			
Kate			
Dunya			
Mary			
Paul			
Bernd			
(you)			

5. Put the nationality adjectives into the correct groups. Look at the endings.

-an	-ese	-ish	Other nationalities

6. Search in the dictionary more examples.

-an	-ese	-ish	Other nationalities

a) In pairs answer the worksheet about nationalities and verb to be.
b) When finish write both full names and the number of the group/file on the worksheet and hand it to your instructor.
c) When finish check the answers along with the instructor, must correct if have any mistake.

Time: 2 hours

3.4 Actividades de transferencia del conocimiento.

a) Prepare a short presentation about some famous person following the example give it by the instructor.



He **is** John Michael Osbourne (Ozzy Osbourne)
He was born **on December 3rd 1948**
He **is 71** years old
He **is from** Birmingham, England
He **is English**
He **is** a singer, songwriter, actor, artist and a reality television personality

b) Make a poster with the image of your character and the info, like this:



Name: John Michael Osbourne
Birth date: December 3rd 1948
Age: 71
Nationality: Birmingham, England

Occupation: Singer – Songwriter – Actor – Artist - Reality television personality

c) Present your character using verb to be as in the first example, you can use the poster as a guide in case you forget any information.

Time: 6 hours

3.1 Actividades de Reflexión inicial

Septimo componente: *"Wh questions and Personal information …"*

a) Play Guess Who. So the teacher have three different images of famous characters on the board but you cannot see them, so the only way to know who are the characters is by asking questions about their personal information, like:



- Is a girl or a boy?
- How old is he/she/it?
- Where is he from?
- What is his/her job?

b) The three apprentices that guess the character have an extra point for the verb to be quiz.

Time: 2 hour

3.2 **Actividades de contextualización e identificación de conocimientos necesarios para el aprendizaje**

a) Pay attention of the basic WH questions words and their use.

WH QUESTIONS

WHAT > Que – Cual > General information
WHEN > Cuando > Moments
WHERE > Donde > Places
WHICH > Cual > Options 2 or +
WHO > Quien > People
WHY > Por que > Reasons
HOW > Como > Ways

b) After that complete the grammar exercises. Already have affirmative sentences, negative sentences, yes or no questions, and short answers; now add the WH question to complete the activity.

Ella no está en el supermercado.
+ _____
- _____
? _____

Nosotros somos dentistas.
+ _____
- _____
? _____

Ese es mi computador.
+ _____
- _____
? _____

c) At the end check your answers with the rest of the class.
Time: 2 hours

3.3 Actividades de apropiación del conocimiento (Conceptualización y Teorización)



a) Answer the worksheet about WH and general facts.
b) Follow the step that are indicated in the worksheet.
c) When finish, put name and group number on the paperwork and hand it to the instructor.

Time: 2 hours

3.4 Actividades de transferencia del conocimiento.

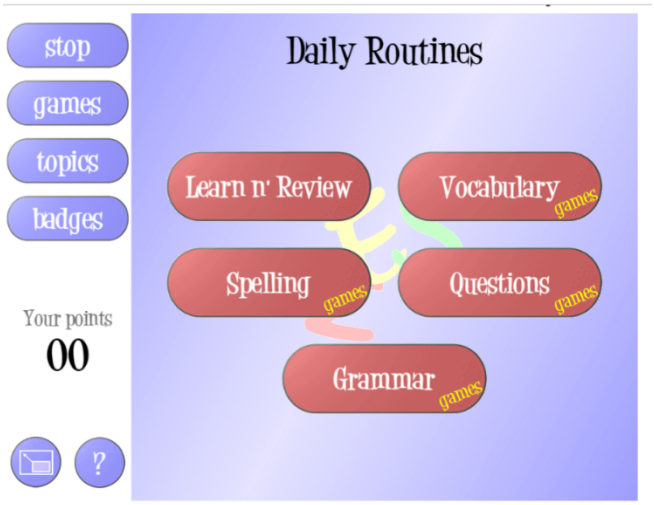
a) In groups of four people you are going to design an activity where your classmate can put into practice the WH questions
b) Present your activity to the instructor and if it is necessary make the corresponding corrections
c) Finally bring the materials and make the activity with your partners.

Time: 4 hours

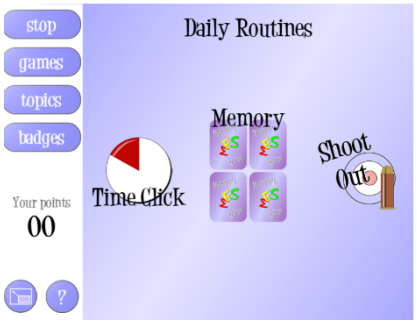
3.1 Actividades de Reflexión inicial

Octavo componente: *"Daily Routines …"*

https://www.mes-games.com/dailyroutines.php



a) Go to the website and click the option Learn n' Review and practice the vocabulary.
b) Familiarize with the vocabulary and continue with the Vocabulary Games option.



c) Choose the game you prefer, play it and take a screenshot of the result.



d) Save the image as a PDF document and send it to the instructor.

Time: 1 hour

3.2 **Actividades de contextualización e identificación de conocimientos necesarios para el aprendizaje**

a) Help the instructor to complete a daily routine on the board.



b) Then create your own routine using the one on the board as a guide.

Time: 2 hours

3.3 Actividades de apropiación del conocimiento (Conceptualización y Teorización)

a) After you that imagine that you are already a manager of tourist destinations and you have the job of your dreams. Now write down what your daily routine would be like if you were at that job.

Time: 2 hours

3.4 Actividades de transferencia del conocimiento.

a) Make a slide presentation with audio about your dreamy daily routine.
b) Present it to your classmates.

Time: 4 hours

3.1 Actividades de Reflexión inicial

Noveno componente: *"Frequency Adverbs …"*

HOW OFTEN DO YOU.....?

• always	100%	• *I **always** watch TV at night.*
• almost always	95%	• *She **almost always** eats breakfast.*
• usually	75%	• *Mike **usually** gets up late.*
• often	50%	• *I **often** exercise in the morning.*
• sometimes	25%	• *They **sometimes** go to Starbucks.*
• seldom	5%	• *I **seldom** see him.*
• rarely	5%	• *I **rarely** see him.*
• hardly ever	5%	• *I **hardly ever** see him.*
• never	0%	• *We **never** come to class late.*

1. How often do you eat ice cream?
   - Always
   - Usually
   - Often
   - Sometimes
   - Hardly ever
   - Never
2. How often do you go to the movies?
   - Always
   - Usually
   - Often
   - Sometimes
   - Hardly ever
   - Never
3. How often do you go on vacations?
   - Always
   - Usually
   - Often
   - Sometimes
   - Hardly ever
   - Never
4. How often do you arrive late to work or study?
   - Always
   - Usually
   - Often
   - Sometimes
   - Hardly ever

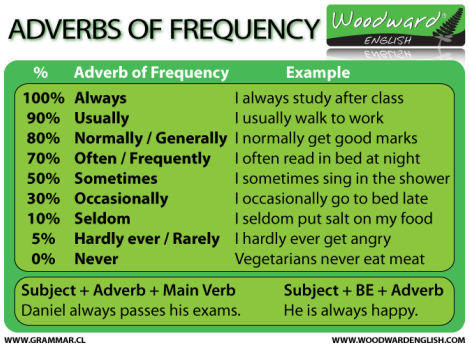
a) Answer a survey about some habits people have.
b) Must answer as sincerely as you can with Always – Usually – Often – Sometimes – Hardly ever – Never.

c) When finish write the name and group number.

d) Help the instructor to do an average of the activities that you do the most and those that do not

Time: 2 hours

3.2 **Actividades de contextualización e identificación de conocimientos necesarios para el aprendizaje**

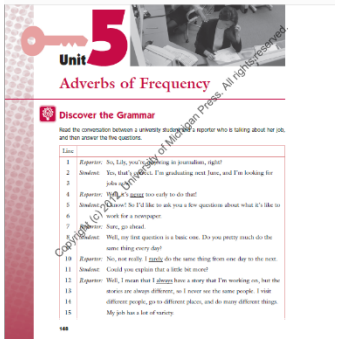


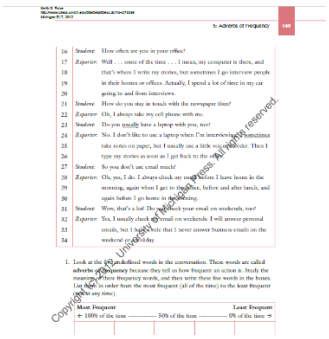
a) Write down the different frequency adverbs and their place in the sentence.

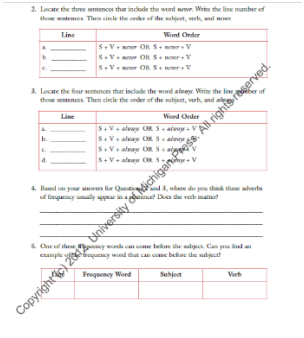
b) Do the practice exercises.

Time: 2 hours

3.3 Actividades de apropiación del conocimiento (Conceptualización y Teorización)







a) In pairs answer the worksheet about frequency adverbs.
b) When finish, put the names and group number on the paperwork and hand it to the instructor.

Time: 2 hours

3.4 Actividades de transferencia del conocimiento.

A: What's your typical day like?
B: Well, I usually go to work at 9:00 and come home at 6:00.
A: And what do you do in your free time?
B: I sometimes read or watch TV. What about you?
A: Pretty much the same.

https://drive.google.com/file/d/11wDGewp6DDe4UqBMIk-3WWua5iwHkOgl/view?usp=sharing

a) Read and listen to the conversation, then create your own conversation using frequency adverbs and present it to the class.

Time: 2 hours

3.1 Actividades de Reflexión inicial

Decimo componente: *"Simple Present …"*



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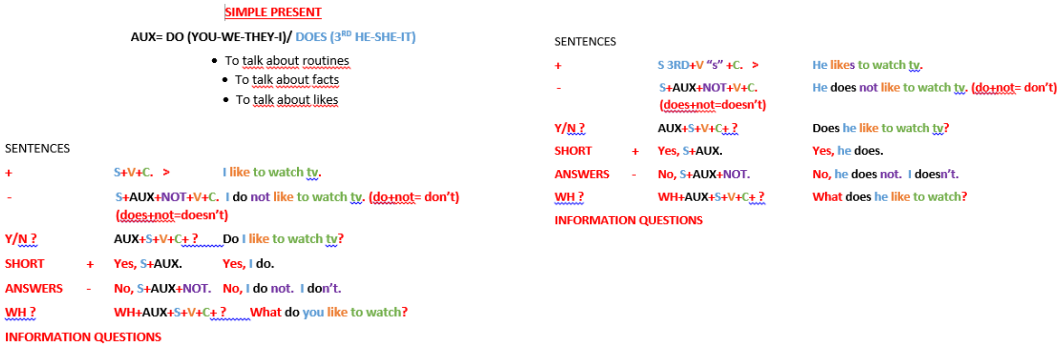
a) Look at the table carefully and identify the vocabulary.
b) Then listen once and try to understand the questions.

c) Listen again and try to check the correct option.
d) Listen one last time to check your answers
e) Finally the instructor checks the answers with the class.

Time: 1 hour

3.2 **Actividades de contextualización e identificación de conocimientos necesarios para el aprendizaje**

a) Pay attention to the Simple Present use and grammar with its spelling rules explanation.



SIMPLE PRESENT

AUX= DO (YOU-WE-THEY-I)/ DOES (3RD HE-SHE-IT)

- To talk about routines
- To talk about facts
- To talk about likes

SENTENCES			
+		S+V+C. >	I like to watch tv.
-		S+AUX+NOT+V+C. (does+not=doesn't)	I do not like to watch tv. (do+not= don't)
Y/N ?		AUX+S+V+C+ ?	Do I like to watch tv?
SHORT	+	Yes, S+AUX.	Yes, I do.
ANSWERS	-	No, S+AUX+NOT.	No, I do not. I don't.
WH ?		WH+AUX+S+V+C+ ?	What do you like to watch?

INFORMATION QUESTIONS

SENTENCES			
+		S 3RD+V "s" +C. >	He likes to watch tv.
-		S+AUX+NOT+V+C. (does+not=doesn't)	He does not like to watch tv. (do+not= don't)
Y/N ?		AUX+S+V+C+ ?	Does he like to watch tv?
SHORT	+	Yes, S+AUX.	Yes, he does.
ANSWERS	-	No, S+AUX+NOT.	No, he does not. I doesn't.
WH ?		WH+AUX+S+V+C+ ?	What does he like to watch?

INFORMATION QUESTIONS

b) Do the practice grammar exercises.



NAME: _____
GROUP: _____

Good afternoon, apprentices, please do the exercises according to the explanation given in the online session, you can do it on the computer or by hand. **Please upload the document with your name, without creating any other additional folder and in PDF format.** Thank you and happy day!
https://drive.google.com/drive/folders/1WcgePhVlW4QjDnBAqtruylXX3HTy3sRf?usp=sharing

Los hijos de Juan trabajan en un banco.

+ _____

- _____

Y/N ? _____

Short + _____
Answers - _____

wh ? _____

Nuestra hija casi nunca juega golf.

+ _____

- _____

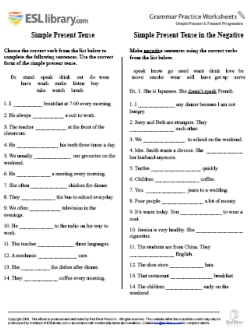
Y/N ? _____

Short + _____
Answers - _____

wh ? _____

c) When finish, put the name and group number on the paperwork and hand it to the instructor.
Time: 2 hours

3.3 Actividades de apropiación del conocimiento (Conceptualización y Teorización)


Simple Present Tense

Choose the correct verb from the list below to complete the following sentences. Use the correct form of the simple present tense.

fix stand speak drink eat fly wear have wash make listen buy take watch brush

1. I _____ breakfast at 7:00 every morning.
2. He always _____ a suit to work.
3. The teacher _____ at the front of the classroom.
4. He _____ his teeth three times a day.
5. We usually _____ our groceries on the weekend.
6. He _____ a meeting every morning.
7. She often _____ chicken for dinner.
8. They _____ the bus to school everyday.
9. We often _____ television in the evenings.
10. He _____ to the radio on his way to work.
11. The teacher _____ three languages.
12. A mechanic _____ cars.
13. He _____ the dishes after dinner.
14. They _____ coffee every morning.

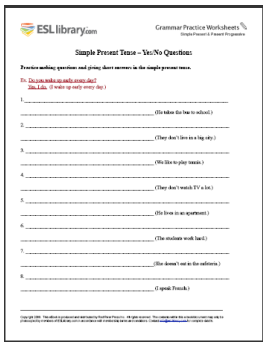
Simple Present Tense in the Negative

Make negative sentences using the correct verbs from the list below.

speak know go need want drink love be move smoke wear sell have get up serve

Ex. 1. She is Japanese. She doesn't speak French.

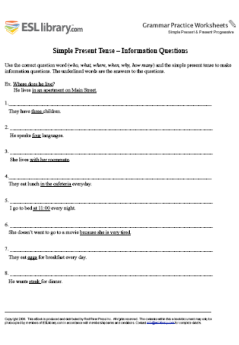
1. I _____ any dance because I am not hungry.
2. Jerry and Beth are strangers. They _____ each other.
3. We _____ to school on the weekend.
4. Mrs. Smith wants a divorce. She _____ her husband anymore.
5. Turtles _____ quickly.
6. Children _____ coffee.
7. You _____ jeans to a wedding.
8. Poor people _____ a lot of money.
9. It's warm today. You _____ to wear a coat.
10. Jessica is very healthy. She _____ cigarettes.
11. The students are from China. They _____ English.
12. The shoe store _____ hats.
13. That restaurant _____ breakfast.
14. The children _____ early on the weekend.


Simple Present Tense – Yes/No Question

Practice making questions and giving short answers in the simple present tense.

Ex. Do you wake up early every day?
Yes, I do. (I wake up early every day.)

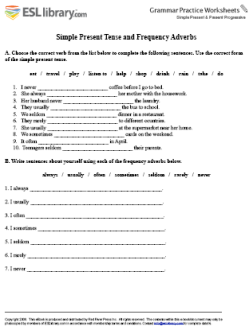
1. _____ (He takes the bus to school.)
2. _____ (They don't live in a big city.)
3. _____ (We like to play tennis.)
4. _____ (They don't watch TV a lot.)
5. _____ (He lives in an apartment.)
6. _____ (The students work hard.)
7. _____ (She doesn't eat in the cafeteria.)
8. _____ (I speak French.)


Simple Present Tense – Information Questions

Use the correct question word (who, what, where, when, why, how many) and the simple present tense to make information question. The underlined words are the answers to the questions.

Ex. Where does he live?
He lives in an apartment on Main Street.

1. _____
They have three children.
2. _____
He speaks five languages.
3. _____
She lives with her roommate.
4. _____
They eat lunch in the cafeteria every day.
5. _____
I go to bed at 11:00 every night.
6. _____
She doesn't want to go to a movie because she is very tired.
7. _____
They eat eggs for breakfast every day.
8. _____
He wants work for dinner.


Simple Present Tense and Frequency Adverbs

A. Choose the correct verb from the list below to complete the following sentences. Use the correct form of the simple present tense.

eat / travel / play / listen to / help / sleep / drink / rain / take / do

1. I never _____ coffee before I go to bed.
2. She always _____ her mother with the housework.
3. Her husband never _____ the laundry.
4. They usually _____ the bus to school.
5. We seldom _____ dinner in a restaurant.
6. They rarely _____ to different countries.
7. She usually _____ at the supermarket near her home.
8. We sometimes _____ cards on the weekend.
9. It often _____ in April.
10. Teenagers seldom _____ their parents.

B. Write sentences about yourself using each of the frequency adverbs below.

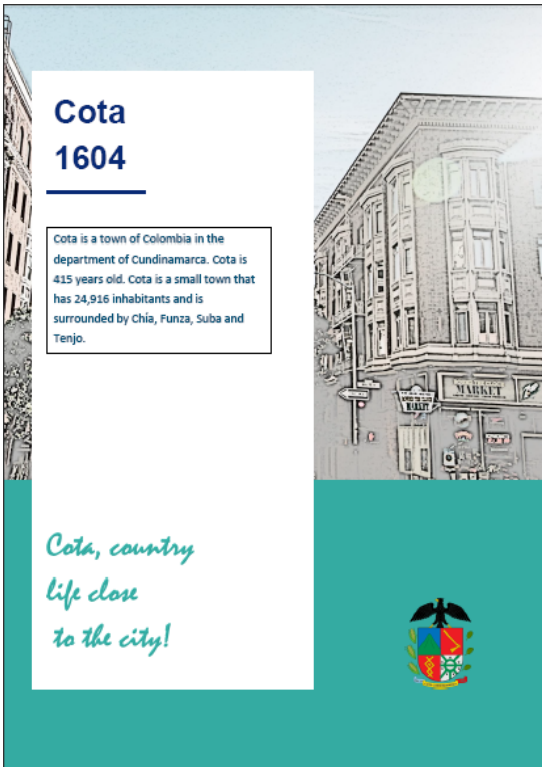
always / usually / often / sometimes / seldom / rarely / never

1. I always _____.
2. I usually _____.
3. I often _____.
4. I sometimes _____.
5. I seldom _____.
6. I rarely _____.
7. I never _____.

a) In pairs answer the worksheet about nationalities and verb to be.
b) When finish write both full names and the number of the group/file on the worksheet and hand it to your instructor.
c) At the end check the answers along with the instructor, must correct if you have any mistake.

Time: 2 hours

3.4 Actividades de transferencia del conocimiento.



a) For this final activity make a little introduction about your chosen destination. Tell the year it was founded, the name, where is located (Country – Department), how old is it, population, etc.

b) Add an invitation sentence.

c) Present it to your class and instructor.

Time: 3 hours

4. ACTIVIDADES DE EVALUACIÓN

Evidencias de Aprendizaje	Criterios de Evaluación	Técnicas e Instrumentos de Evaluación
Evidencias de conocimiento: Quiz sobre *to be* and simple present. **Evidencias de desempeño:**	Traduce del inglés documentos técnicos sencillos en tiempo presente.	• Quiz para evaluar los conocimientos gramaticales

Actividades en clase, talleres y listenings. **Evidencias de producto:** Diálogos, presentaciones y entregable.	Explica y defiende sus opiniones técnicas en un debate utilizando expresiones en inglés. Explica claramente su punto de vista sobre un tema técnico de actualidad en su profesión. Plantea, explica y contesta hipótesis técnicas. Sostiene una conversación con naturalidad, fluidez y eficacia, incluso sobre temas especializados de su profesión. Puede iniciar un discurso, tomar la palabra, y terminar una conversación técnica de su profesión. Puede interactuar fácil y espontáneamente con hablantes nativos.	• Rubrica para evaluar las presentaciones orales. • Lista de chequeo para evaluar el portafolio de evidencias de formación.

5. GLOSARIO DE TERMINOS

Chores… quehaceres

Department… Departamento

Scenery… Paisaje

Surroundings… Alrededores

6. REFERENTES BILBIOGRAFICOS

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LINGUEE, DeepL GmbH. Maarweg 165. 50825 Colonia. Alemania https://www.linguee.es/

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