PROCESO DE GESTIÓN DE FORMACIÓN PROFESIONAL INTEGRAL

FORMATO GUÍA DE APRENDIZAJE

1. IDENTIFICACIÓN DE LA GUIA DE APRENDIZAJE

- **Denominación del Programa de Formación:** Técnico en Integración de Operaciones Logísticas
- **Código del Programa de Formación:** 222321
- **Nombre del Proyecto:**
- **Fase del Proyecto:** En ejecución.
- **Actividad de Proyecto:**
- **Duración de la guía:** 60 horas

COMPETENCIA: Interactuar en lengua inglesa de forma oral y escrita dentro de contextos sociales y laborales según los criterios establecidos por el Marco Común Europeo de Referencia para las Lenguas

Resultado de Aprendizaje por alcanzar y evaluar:

- 03 Discutir sobre posibles soluciones a problemas dentro de un rango variado de contextos sociales y laborales.

2. PRESENTACIÓN

Aprender inglés en estos tiempos de exigencias de toda índole, más que un deber o implicar un esfuerzo impuesto, debe ser una motivación para que nosotros como aprendices del Sena, y aún, más allá como personas, que queremos ser cada vez más competentes, tenemos en el área de bilingüismo la posibilidad de mostrar nuestra excelencia y competitividad en el mundo laboral

El aprender un idioma extranjero nos permite conocer otras culturas y por ende contar con diversidad de herramientas para dar respuesta a situaciones laborales innovadoras y exigentes, a través de otros contextos ricos en posibilidades para ampliar nuestra visión de futuro y para recrearnos en los contextos del yo entiendo, yo puedo y yo propongo métodos y soluciones.

El siglo XXI es sinónimo de globalización, de comunicación instantánea, de comprensión de signos y símbolos estandarizados, es el encuentro de personas que hablan idiomas diferentes con necesidades y metas laborales comunes. Las respuestas fluyen constantemente en textos en inglés y en español y somos las personas, las que les damos significado, somos los que empleamos esa información para solucionar gran variedad de problemáticas.

3. FORMULACIÓN DE LAS ACTIVIDADES DE APRENDIZAJE

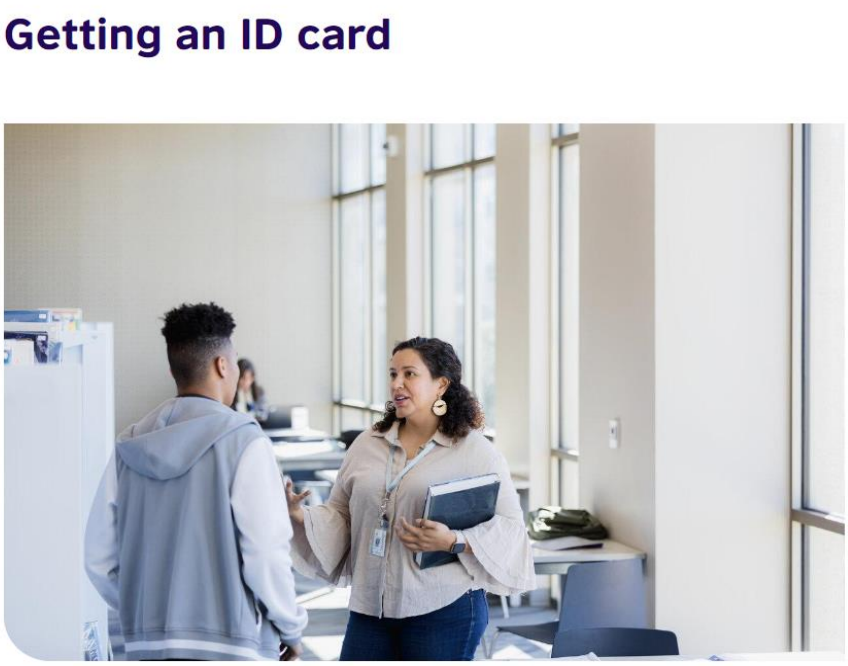
NIVEL 3

- Descripción de la(s) Actividad(es)
- Ambiente requerido
- Materiales

Tomando como referencia la planeación pedagógica y las orientaciones para elaborar guías de aprendizaje citado en la guía de desarrollo curricular.

I. ACTIVIDADES DE REFLEXIÓN INICIAL: WARM UP

1- Listening exercise. Click on the following link and develop the activities.
https://learnenglishteens.britishcouncil.org/skills/listening/a1-listening/getting-id-card



2- Choose the correct option:

1-

a. a cotton dirty old tie
b. a dirty cotton old tie
c. an old cotton dirty tie
d. a dirty old cotton tie

2-

a. a small Japanese serving bowl
b. a Japanese small serving bowl
c. a small serving Japanese bowl
d. a serving small Japanese bowl

3-

a. a red big plastic hat
b. a big red plastic hat
c. a plastic big red hat
d. a big plastic red hat

4-

a. a new French exciting band.
b. a French new exciting band
c. an exciting French new band
d. an exciting new French band

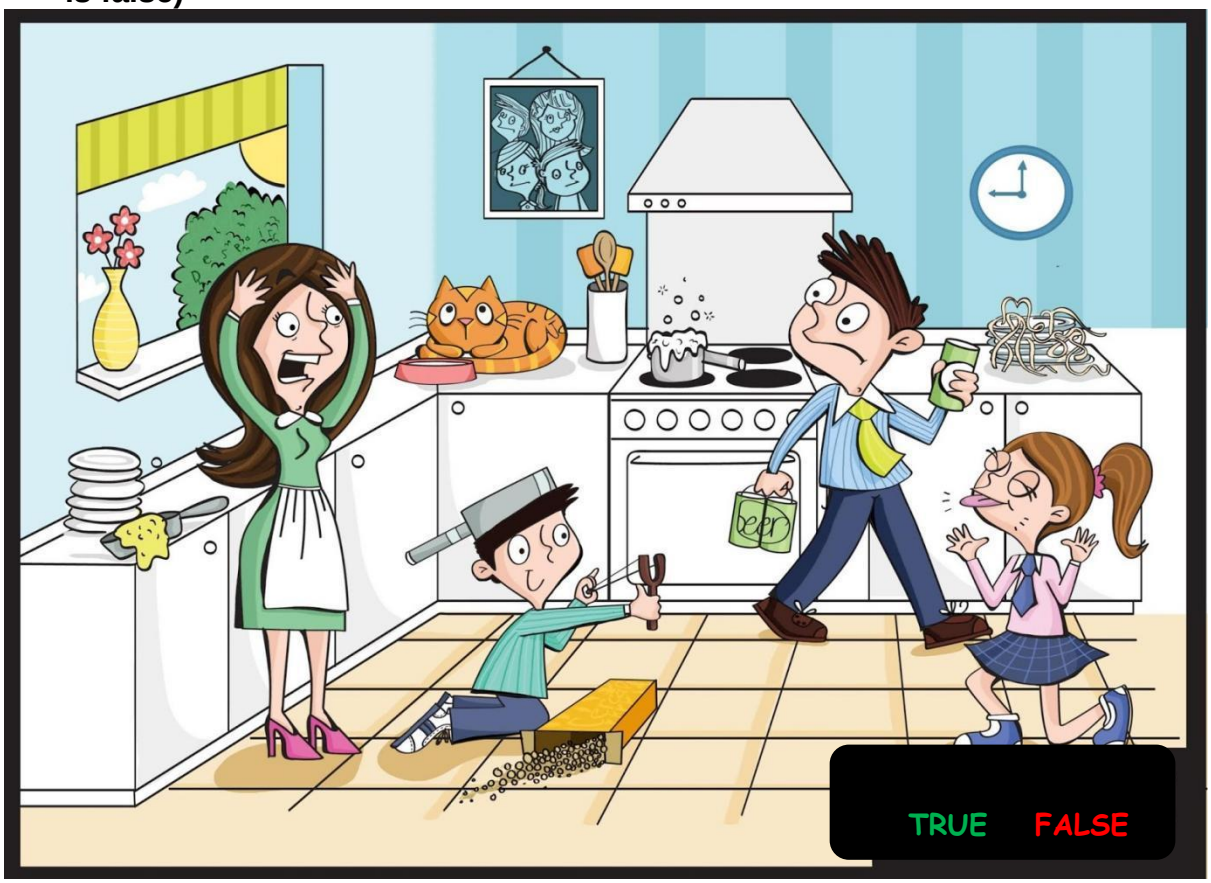
5-

a. an old wooden square table
b. a square wooden old table
c. an old square wooden table
d. a wooden old square table

6-

a. a beautiful blue sailing boat
b. a blue beautiful sailing boat
c. a sailing beautiful blue boat
d. a blue sailing beautiful boat

3- Look at the picture and write T (if the sentence is true) or F (if the sentence is false)



1. The family is in the bedroom.
2. It is nine o'clock at night.
3. Mum is happy and smiling.
4. Dad is holding some cans of beer.
5. Tom is kneeling on the floor.
6. Tom is firing his catapult at Judy.
7. Mum is wearing her slippers.
8. The dog is sitting on the kitchen unit.
9. The window blind is down.
10. Outside, it looks cold, windy and it's raining.
11. The pan on the cooker is boiling over.
12. Judy has got her tongue out.
13. Mum has got long black hair.
14. There is a box of cereal on the floor in front of Tom.
15. There are some plates of spaghetti under the clock.
16. There is a vase of flowers on the window sill.
17. Dad is wearing an apron.
18. Jusy has got a pan on her head.
19. There is a picture of the family on the wall.
20. The children are on their way to school.

- **Now write the correction of the false sentences:**

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

II. ASKING AND GIVING DIRECTIONS

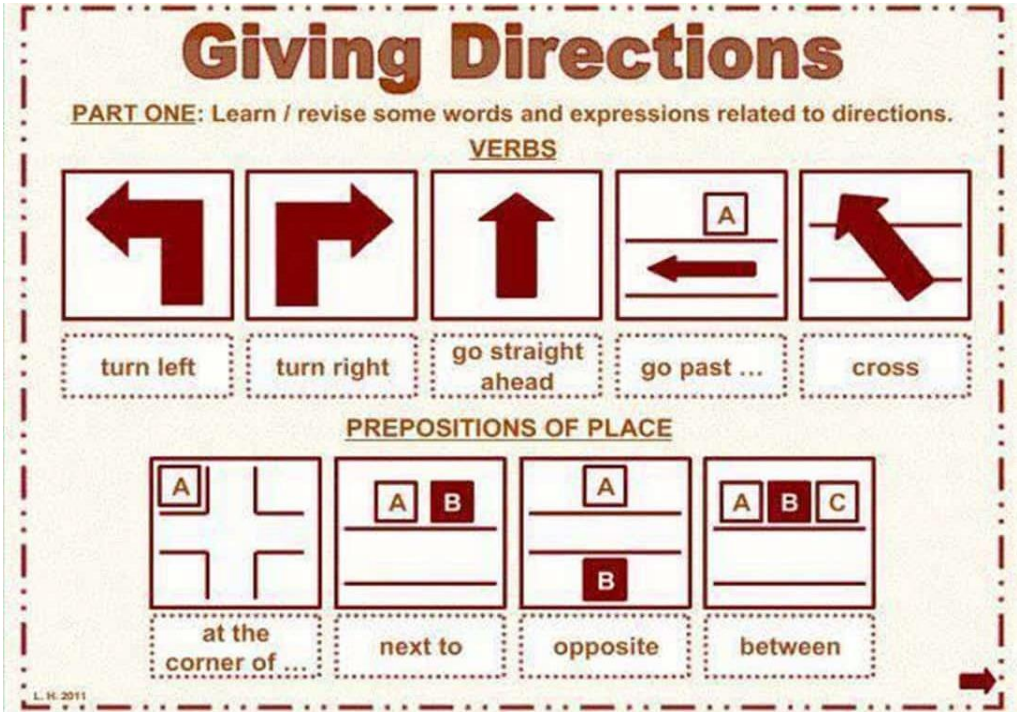
Asking for/giving directions

Asking for directions

- Excuse me! How do I get to the...?
- Excuse me! Where's the ...?
- Excuse me! Is there a ... near here?
- Excuse me! Can you tell me the way to the...?

Giving directions

- Go straight ahead.
- Go along the street.
- Turn left/ right.
- Take the first/second turning on the right/left.
- Cross the street
- Go past
- Go through the park/...
- Go across the bridge
- Go as far as the roundabout



1- Conversation model: Practice the following conversations with a classmate:

1. **A**: Excuse me sir. Is there a bank around here?
   B: Yes, there is one right across the street next to Library.
2. **A:** Can you give me directions to the petrol station?
   B: Of course, I will, just follow this road until you come to the main road. Turn right and then continue for about 100 meters. You will see the petrol station on the left.
3. **A:** Is there a bank near here?
   B: Yes, there is one in Orange Street. Orange Street is the third road on your right.
4. **A**: Excuse me, where is the School?
   B: It is across from the police office.
5. **A:** Excuse me! Could you tell me where the nearest bank is, please?
   B: Walk two blocks and turn left at the bookstore. The bank will be across the street, next to the post office.
   A: Is it far from here?
   B: No, it's just a ten-minute walk.
   A: Thank you very much.
   B: You're welcome.

2- Read the fax message. Which is Monica's new house: a,b,c or d?

To: Simon Miles
From: Monica Adams
Fax Number: 567 892 3453

Simon,

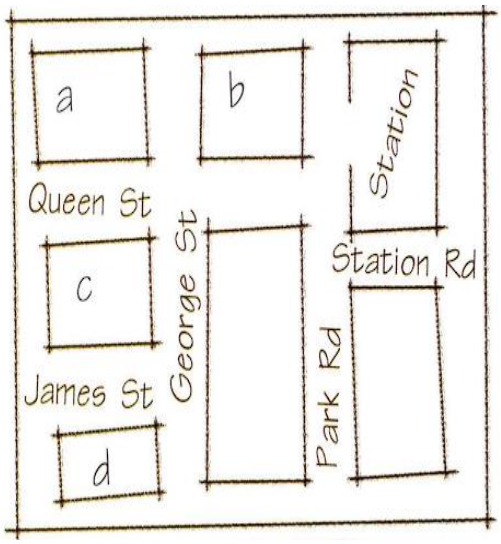
I'm so pleased you can come on Sunday. Here are the directions to my new house.

Come out of the station and turn left. Walk along Park Road and take the first turning on your right into Queen Street. Turn left again into George Street. Then, walk along George Street and take the first turning on your right into James Street. My house is on the left, opposite the cinema.

Don't get lost! Just phone me if there's a problem.

See you soon.

Monica



3- Listening exercise. Click on the following link and develop the activities.
https://learnenglishteens.britishcouncil.org/skills/listening/a2-listening/giving-directions

Giving directions



III. SIMPLE PRESENT TENSE

SIMPLE PRESENT TENSE

The simple present tense is used to describe habits, unchanging situations, general truths, and fixed arrangements.

Forms

+	S + V(s/es) + O.
−	S+ don/t/doesn/t + V (base form) + O.
?	Do/does + S + V(base form) + O ?



Affirmative (+)	Negative (-)	Interrogative (?)
• I run fast.	I don't run fast.	Do I run fast?
• You run fast.	You don't run fast.	Do you run fast?
• He runs fast.	He doesn't run fast.	Does he run fast?
• She runs fast.	She doesn't run fast.	Does she run fast?
• It runs fast.	It doesn't run fast.	Does it run fast?
• They run fast.	They don't run fast.	Do they run fast?
• We run fast.	We don't run fast.	Do we run fast?

- **Read and complete:**

1. Who _____ Sally _____ in Spain? (visit)
   She _____ her aunt and uncle. (visit)

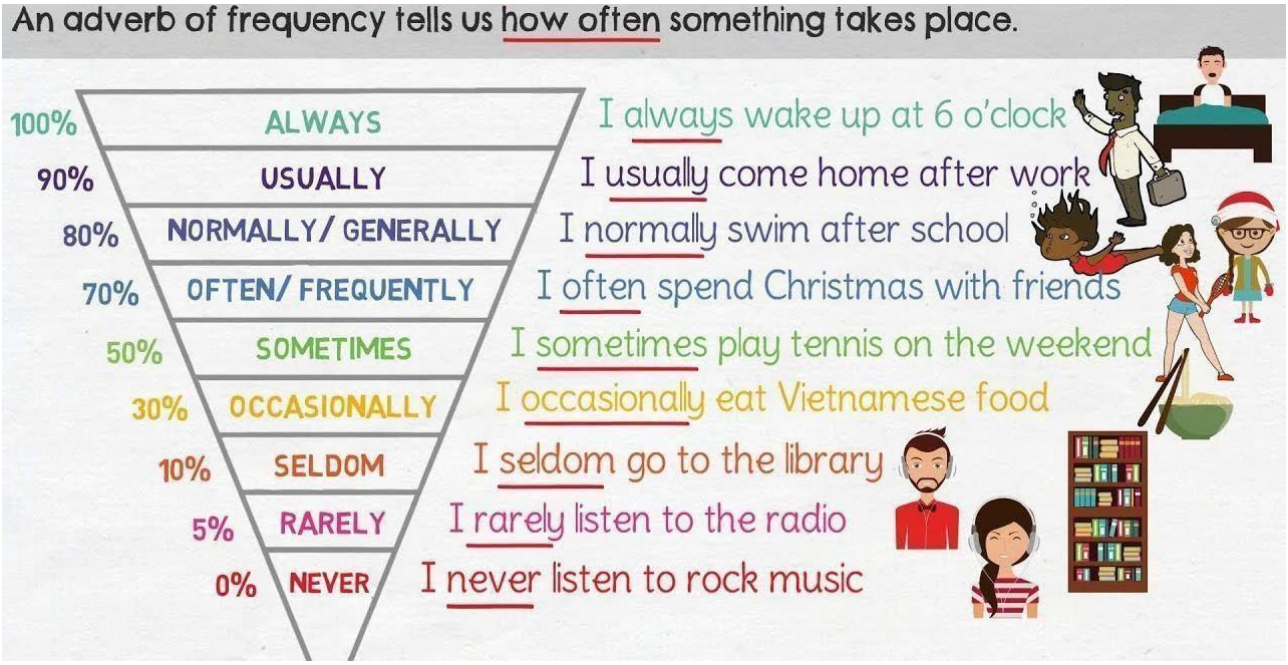
2. _____ Tom _____ to school by bus? (go)
   No, he doesn't. He _____ to school on foot. (go)

3. What _____ she _____ on TV? (watch)
   She _____ the news but she _____ soap operas.
   (watch) (not watch)

4. _____ they _____ swimming? (like)
   Yes, they do, but they _____ running. (not like)

5. When _____ you _____ to a football match? (go)
   I _____ to a football match on Sundays. (go)

IV. ADVERBS OF FREQUENCY



- **Ask your classmates how often they do something, use the vocabulary below. Check and practice with the exercises included here:**

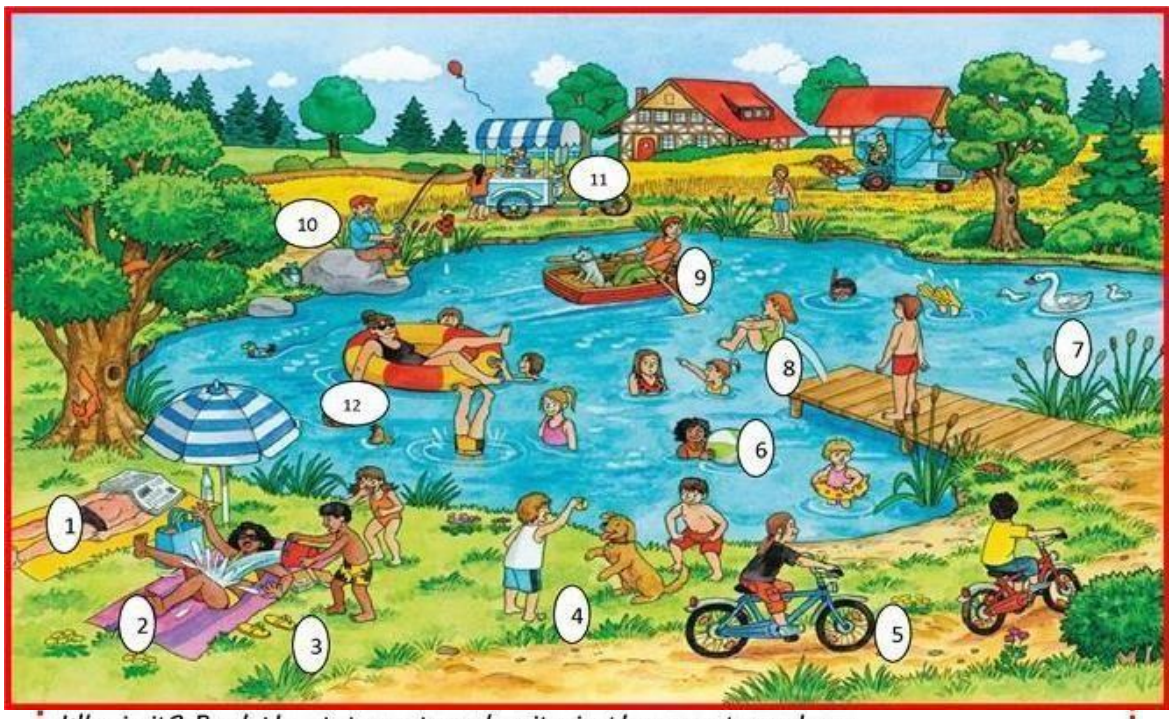
clean	eat	relax	play (sports or instruments)	study
do the grocery	drink wine	listen to music	phone (friends, relatives,...)	do the gardening
go shopping	walk	run	speak a foreign language	go on holidays
swim	sing	drive	read something	watch TV
dance	drink coffee	go to the cinema	eat ethnic food (what kind?)	feed your pet
go to the gym	cook	write emails	use the internet	drink tea

How often do you .....?

https://agendaweb.org/grammar/adverbs-exercises.html

V. PRESENT CONTINUOUS-PROGRESSIVE

What are they doing now?



Who is it? Read the statements and write in the correct numbers.

A) We are riding our bikes. My brother is in front of me. He is wearing a yellow T-shirt and jeans. My bike is blue. I am number __

B) I am beside my Mum. She is sunbathing but not for long! I am pouring a bucket of cold water over her! I am number __

C) He is sitting on a rock and he is fishing. What number is he? __

D) They are beautiful and white with long necks. They are swimming. Number __

E) I am with my dog and we are in a rowing boat. I am rowing and my dog is looking at some ducks. We are number __

F) My dog is jumping up! I am holding a biscuit for him. I am Number __

G) I am selling ice creams. At the moment, I am serving a little girl. Number __

H) My friend is behind me and he is wearing red shorts. I am jumping into the lake. I am holding my knees. I am number __

I) I am trying to relax. I don't want too much sun, so I have got my newspaper on my face. I am lying down. I am Number __

J) My friends and I are playing in the lake. I'm holding a huge beach ball. I am number__

K) My swimsuit is black. I am on the lake and I am lying in a rubber dinghy and there's too many kids round here! I wish they would go away! I am Number __

L) Aah! My son is throwing a bucket of water over me! Not nice! Number __

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POSITIVE

I am	I'm	working.
You are	You're	
He is	He's	
She is	She's	
It is	It's	
We are	We're	
They are	They're	

NEGATIVE

I am not	I'm not	working.
You are not	You aren't	
He is not	He isn't	
She is not	She isn't	
It is not	It isn't	
We are not	We aren't	
They are not	They aren't	

QUESTION

Am I	working?
Are you	
Is he	
Is she	
Is it	
Are we	
Are they	

SHORT ANSWER

Yes, I am	No, I am not	No, I'm not
Yes, you are	No, you are not	No, you aren't
Yes, he is	No, he is not	No, he isn't
Yes, she is	No, she is not	No, she isn't
Yes, it is	No, it is not	No, it isn't
Yes, we are	No, we are not	No, we aren't
Yes, they are	No, they are not	No, they aren't

-ING SPELLING

work study	working studying	GENERAL RULE: add -ing
live make	living making	Consonant + -e : delete -e and add -ing
run swim	running swimming	Consonant + vowel + consonant (stressed): double the consonant + -ing

General Rule

In general we just add -ING to the end of a verb.

- eat ⇒ eating
- go ⇒ going
- read ⇒ reading



Verbs ending in W, X, or Y

Do NOT double the final letter at the end of the verb when it is W, X, or Y.

- snow ⇒ snowing
- fix ⇒ fixing
- play ⇒ playing



Verbs ending in Consonant + E

Remove the E from the end of the verb and add -ING.

- dance ⇒ dancing
- ride ⇒ riding
- write ⇒ writing



Verbs ending in IE

Remove the IE from the end of the verb and add -YING.

- die ⇒ dying
- lie ⇒ lying
- tie ⇒ tying

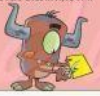


Consonant + Vowel + Consonant

When a verb with one syllable ends in a C + V + C we double the final consonant.

Exception: When the verb ends in W, X, or Y.

- cut ⇒ cutting
- run ⇒ running
- stop ⇒ stopping



Consonant + Vowel + Letter L

Double the final L

Do NOT double the final L unless stressed

equal	equalling	equaling
travel	travelling	traveling
control	controlling	controlling

Last syllable is NOT stressed

Two or more syllables and final syllable is NOT stressed, do NOT double final letter.

- happen ⇒ happening
- open ⇒ opening
- visit ⇒ visiting



Last syllable IS stressed

Verb with two or more syllables and final syllable IS stressed, double the final letter.

- begin ⇒ beginning
- forget ⇒ forgetting
- submit ⇒ submitting



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Read and answer:

a) Maria _____ (cook) dinner.

b) Lily _____ (read) a book.

c) John and Susan _____ (work).

d) Father _____ (walk) in the garden.

e) Peter and Judy _____ (write) on the whiteboard.

f) My mother _____ (prepare) dinner.

g) The teacher _____ (write) in his notebook.

h) Anna _____ (wash) the dishes.

i) My friends _____ (watch) television.

j) Helen _____ (dive) in the sea.

k) Pam and Peter _____ (colour) the picture.

l) Grandpa _____ (smoke) a cigarette.

m) My sister _____ (cut) some bread.

n) The girls _____ (play) with their dolls.

o) Emma _____ (wear) black trousers.

p) Harry and Lee _____ (eat) burgers.

q) Alvin _____ (swim) in the lake.

r) The cats _____ (not/jump) over the fence.

s) Woody and Bean _____ (look) for Tony.

t) Poppy _____ (telephone) her friend.

VI. DYNAMIC AND STATIVE VERBS

Introduction

Verbs in English can be classified into two categories: **stative** verbs and **dynamic** verbs. Dynamic verbs (sometimes referred to as "action verbs") usually describe actions we can take, or things that happen; stative verbs usually refer to a state or condition which is not changing or likely to change. The difference is important, because stative verbs cannot normally be used in the continuous (BE + ING) forms. This will explain the differences between the two types of verbs, and give lots of examples of each kind.

Dynamic verbs

There are many types of dynamic verbs, but most of them describe activities or events which can begin and finish. Here are some examples:

Dynamic Verb	Type	Examples
play	activity	She plays tennis every Friday. She's playing tennis right now.
melt	process	The snow melts every spring. The snow is melting right now
hit	momentary action	When one boxer hits another, brain damage can result. (This suggests only ONE punch.) When one boxer is hitting another, brain damage can result. (This suggests MANY repeated punches.)

Dynamic verbs, as you can see from the table above, can be used in the simple and perfect forms *(plays, played, has played, had played)* as well as the continuous or progressive forms *(is playing, was playing, has been playing, had been playing)*.

Stative verbs

Stative verbs usually refer to a state or condition which is quite static or unchanging. They can be divided into verbs of **perception** or **cognition** (which refer to things in the mind), or verbs of **relation** (which describe the relationships between things). Here are some:

Stative Verb	Type	Examples
hate	perception	I hate chocolate.
believe	perception	She believes in UFOs.
contain	relation	The box contains 24 cans of soda.
own	relation	Yong owns three motorbikes.

Note that we CANNOT use these verbs in the continuous (progressive) forms; you CAN'T say "*Yong is owning three cars." Owning is a state, not an action, so it is always in the simple form.

Example verbs

Here are some common stative and dynamic verbs. The lists may help you to understand what types of verbs are likely to be stative and what types are commonly dynamic.

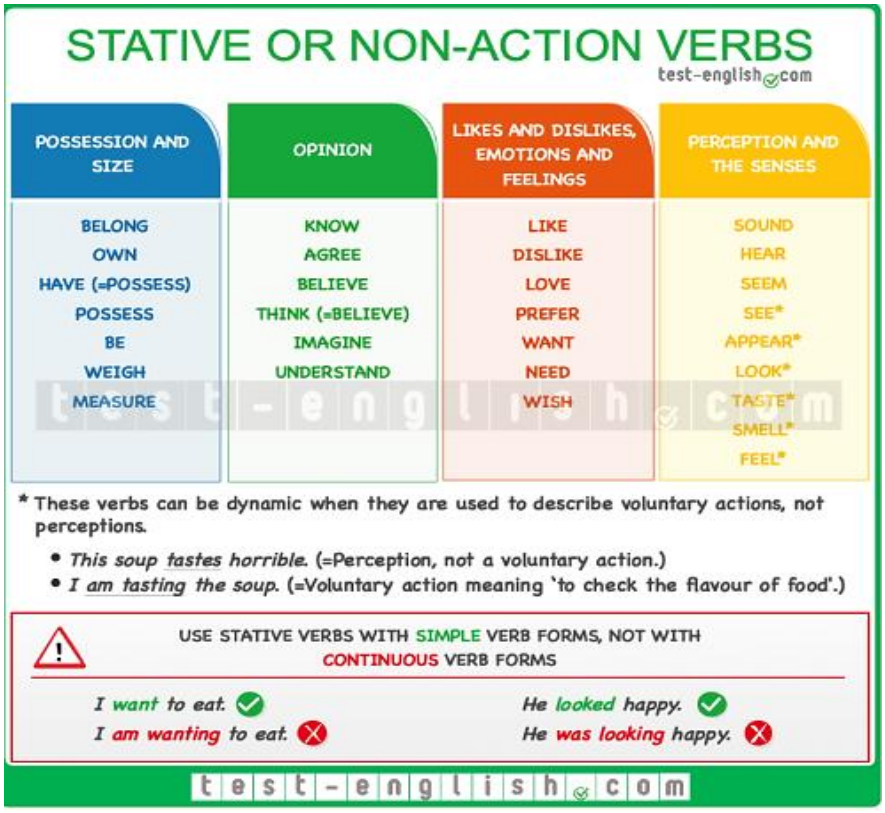
Stative Verbs	**love**; **hate**; **like**; **see**; **hear**; **sound**; **think** (meaning "have an opinion"); **mind** (meaning "care about") ; **recognize**; **seem**; **have** (meaning "own"); **prefer**; **doubt**; **consist of**; **mean**
Dynamic Verbs	**eat**; **drink**; **go**; **type**; **read**; **write**; **listen**; **speak**; **watch**; **say**; **grow**; **work**; **sleep**; **cook**; **talk**

*Click on the following links and develop the exercises:

https://www.eltbase.com/quiz/075_01.htm

https://continuingstudies.uvic.ca/elc/studyzone/410/grammar/stat1

https://www.perfect-english-grammar.com/stative-verbs-exercise.html



VII. LISTENING EXERCISE:

Write down the study habits you have (use the simple present and frequency adverbs)

_____
_____
_____
_____
_____
_____
_____
_____
_____

Click on the following link and develop the activities:

https://learnenglishteens.britishcouncil.org/skills/listening/a1-listening/study-tips

Study tips



VIII. COMPARATIVES AND SUPERLATIVES

The dog is **faster** than the elephant.
The horse is **the fastest**.
The horse is **bigger** than the dog.
The elephant is **the heaviest**.
The dog is **more energetic** than the elephant.



	ADJECTIVE	COMPARATIVE	SUPERLATIVE
ONE syllable	fast young	-ER faster younger	-EST the fastest the youngest
ONE syllable Ending in -E	nice strange	-R nicer stranger	-ST the nicest the strangest
ONE syllable Consonant + Short Vowel + Consonant	big hot	Double the last consonant and add -ER bigger hotter	 -EST the biggest the hottest
TWO syllables Ending in -Y	happy crazy	Remove the -Y and add -IER happier crazier	 -IEST the happiest the craziest
TWO or MORE syllables	famous beautiful	MORE + more famous more beautiful	THE MOST + the most famous the most beautiful
Common Exceptions	good bad	better worse	the best the worst

Comparative and Superlative - exercises

Fill in the correct form of the words in brackets (comparative or superlative)

1. My house is _____(big) than yours.
2. This flower is _____ (pretty)than that one.
3. Non-smokers usually live _____(long) than smokers.
4. Who is the _____(rich) woman on earth?
5. He was the _____(clever) thief of all.
6. New York is _____(big) Paris.
7. English milk is _____(strong) French milk.
8. An elephant is _____(heavy) a fly.
9. A Mini is _____(cheap) a Jaguar.
10. Rugby is _____(funny) than football.
11. Mary is the _____ (pretty) of all.

Work on these exercise and check:
https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Comparatives_and_superlatives/Compartive,_Superlative_and_Equatives_-_Adjectives_and_Adverbs_sz596575uv

Complete the sentences. Use the comparative or the superlative form of the adjectives.

1	A horse can run *faster than* a cow, but a cheetah is *the fastest* land animal.	fast
2	Gorillas are_____cats, but giraffes are _____animals in the world.	tall
3	Tigers are_____wolves, but elephants are _____animals in the world.	heavy
4	Science is_____History, but Maths is school subject.	difficult
5	Peter is_____Tom at tennis, but Sam is_____tennis player in our class.	good
6	A tiger is_____a snow leopard, but a lion is of big cats.	loud
7	Ann is_____Kate, but Mary is _____girl in the class.	beautiful
8	Nick is_____Jim at rugby, but Simon is_____rugby player of all.	bad

*Takenfrom:*https://en.islcollective.com/resources/printables/worksheets_doc_docx/ adjectives_comparatives_and_superlatives/adjectives-beginner-prea1/67507

IX. READING COMPREHENSION



São Paulo is the largest city in South America and the third most populous of the world, with more than 10 million **inhabitants**. It is the economical capital of Brazil and a very busy place. It is also the richest in culture, parks and museums.

São Paulo is centered around the *Praça da Sé*, where there is a stone mark symbolizing the "point zero" of the city. The subway system is cheap and efficient, but it covers only a few areas of the city, although extensions are being made. The most interesting neighborhoods and places to visit include *Jardins, Itaim* and The *Ibirapuera* Park.

The **main** tourist attractions in the city include the different neighborhoods with their

special Italian, Japanese or Arabic influence. They have their own characteristic atmosphere, and it is a lot of fun to walk around, go to one of the many small restaurants or have a drink somewhere.

Brazilians say that *Paulistanos* (*São Paulo* locals) live to work and to eat which is certainly true. Food in *São Paulo* is the best in the country. You can find it from a variety of restaurants from the simplest delivery place to the fine, expensive ones.

São Paulo is also very much a party town. You can get **stuck** in the traffic in the middle of the night when party animals return from their hunt.

Automotive traffic in *São Paulo* is complicated, especially in main routes all along the weekdays and gets worse at rush hours (from 8 a.m. to 10 a.m. and from 6pm to 8pm). On the weekend traffic is good with some **impediments** in places where there are bars, shopping centers or other public attractions.

São Paulo has the largest underground transportation system in Brazil, the "Metro". However, it is not as **comprehensive** as the trains in Europe or North America but it covers the most important areas.

A) After you have read the previous text, read the next questions, and choose the most accurate one:

1. What time does the traffic get worse in *São Paulo?*
a) It gets worse during rush hours.
b) From 8 to 10 a.m. only.
c) In the mornings, from 8 to 10 a.m. and in the evenings from 6 to 8. p.m.

2. Where is *São Paulo* located?
a) *São Paulo* is between *Itaim* and *Ibirapuera* park.
b) It is centered where there in a Stone Mark.
c) It is near a beach.

3) Why is *São Paulo* the largest city in South America?
a) Because of the number of inhabitants, it has more than 10 million people.
b) Because it has a variety of museums and parks which attracts many tourists.
c) Because of its growing economics and rich culture.



4) Who are the *Paulistanos?*
a) People who work in popular restaurants around *São Paulo.*
b) The local people from the largest city of South America.
c) It is not mentioned in the text.

5) What are the most interesting neighborhoods in the city?
a) *Jardins* and *Itaim* are included as the most fascinating ones.
b) There is only one which is *Praça da Sé*.
c) The most interesting ones are those who have foreign influences.

B) Finally, compare the city or place where you live with São Paulo using comparatives and adjectives.

_____
_____
_____
_____
_____
_____
_____
_____

X. GERUNDS AND INFINITIVE

What is a gerund?

A gerund is a noun made from a verb by adding "-ing." The gerund form of the verb "read" is "reading." You can use a gerund as the subject, the complement, or the object of a sentence.

EXAMPLES:

- ***Reading*** *helps you learn English.* *SUBJECT OF SENTENCE*
- *Her favorite hobby is* ***reading****.* *COMPLEMENT OF SENTENCE*
- *I enjoy* ***reading****.* *OBJECT OF SENTENCE*

Gerunds can be made negative by adding "not."

EXAMPLES:

- *He enjoys* ***not working****.*
- *The best thing for your health is* ***not smoking****.*

What is an infinitive?

An infinitive is the "to" form of the verb. The infinitive form of "learn" is "to learn." You can also use an infinitive as the subject, the complement, or the object of a sentence.

EXAMPLES:

- ***To learn*** *is important.* *SUBJECT OF SENTENCE*
- *The most important thing is* ***to learn****.* *COMPLEMENT OF SENTENCE*
- *He wants* ***to learn****.* *OBJECT OF SENTENCE*

Infinitives can be made negative by adding "not."

EXAMPLES:

- *I decided* ***not to go****.*
- *The most important thing is* ***not to give up****.*

Use a gerund or an infinitive?

Both gerunds and infinitives can be used as the subject or the complement of a sentence. However, as subjects or complements, gerunds usually sound more like normal, spoken English, whereas infinitives sound more abstract. In the following sentences, gerunds sound more natural and would be more common in everyday English. Infinitives emphasize the possibility or potential for something and sound more philosophical. If this sounds confusing, just remember that 90% of the time, you will use a gerund as the subject or complement of a sentence.

EXAMPLES:

- ***Learning*** *is important.* NORMAL SUBJECT
- ***To learn*** *is important.* ABSTRACT SUBJECT - LESS COMMON
- *The most important thing is* ***learning****.* NORMAL COMPLEMENT
- *The most important thing is* ***to learn****.* ABSTRACT COMPLEMENT - LESS COMMON

As the object of a sentence, it is more difficult to choose between a gerund or an infinitive. In such situations, gerunds and infinitives are not normally interchangeable. Usually, the main verb in the sentence determines whether you use a gerund or an infinitive.

EXAMPLES:

- *He* ***enjoys swimming****. "ENJOY" REQUIRES A GERUND.*
- *He* ***wants to swim****. "WANT" REQUIRES AN INFINITIVE.*

Some verbs are followed by gerunds as objects. List of Verbs Followed by Gerunds
https://www.englishpage.com/gerunds/gerund_list.htm

EXAMPLES:

- *She* ***suggested going*** *to a movie.*
- *Mary* ***keeps talking*** *about her problems.*

Some verbs are followed by infinitives. List of Verbs Followed by Infinitives
https://www.englishpage.com/gerunds/infinitive_list.htm

EXAMPLES:

- *She* ***wants to go*** *to a movie.*
- *Mary* ***needs to talk*** *about her problems.*

EXERCISES

A. INFINITIVE OR GERUND?

1. Remember_____(BRING) your literature books for next class!!!We will start _____(WORK) on a short story.
2. If you want _____(LOSE) weight, you should stop _____(EAT) sugar and you should avoid _____(DRINK) beer.
3. I admit _____(HAVE) some butter cookies for breakfast this week. That's why I am not likely _____(LOSE) much weight.
4. I am writing this letter _____(COMPLAIN) about the service in your restaurant. The food was cold and the waiter forgot _____(BRING) the water I had ordered. I really didn't enjoy _____(EAT) in your place

B. PUT THE VERBS IN THE INFINITIVE OR GERUND:

1. If you want _____ (LOSE) weight, you must get into the habit of _____(DO) physical activity.
2. It's important_____(VISIT) a nutritionist before you start _____ (DIET).
3. _____(EAT) fruit and vegetables is always a healthy option.
4. Remember _____(DRINK) 2 litres of water a day.
5. I remember _____(WALK) a lot when I was young.That helped me _____(LOSE) weight.

6. I can't stand _____ (DRINK) green tea! I only enjoy _____(HAVE) mate.

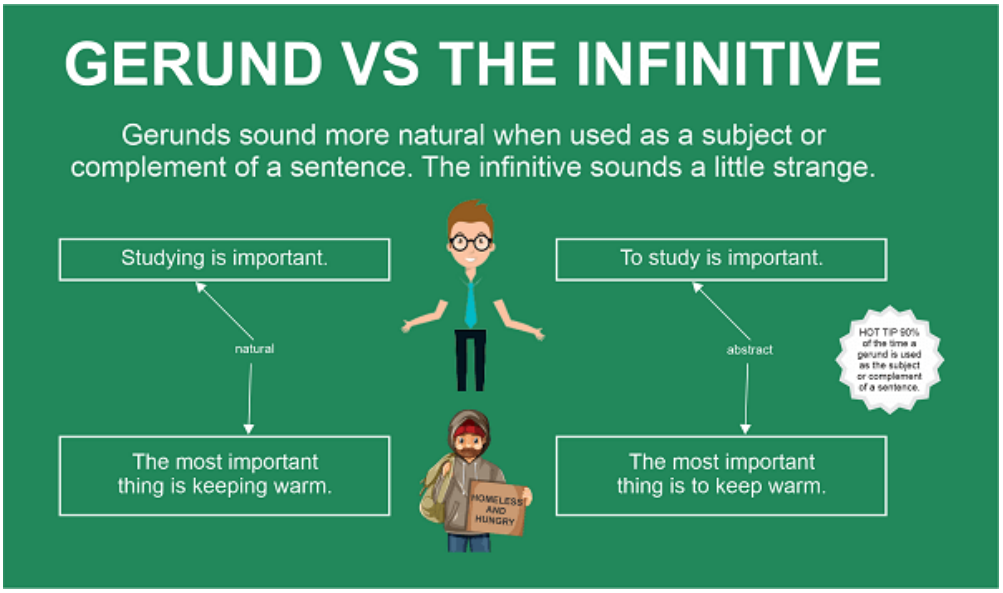
C. MULTIPLE CHOICE:

1. I was reading a book when the phone started ringing. I had to stop _____ (ANSWER/TO ANSWER/ANSWERING) it.
2. Marty's worried _____ (ABOUT PUTTING/FOR PUTTING/TO PUT) on weight.
3. Eat a kiwi fruit immediately after _____ (HAVE/TO HAVE/HAVING) lunch or dinner. It's a good way of (BURNING/BURN/TO BURN) calories.
4. I don't mind_____ (DRINK/TO DRINK/DRINKING) water.

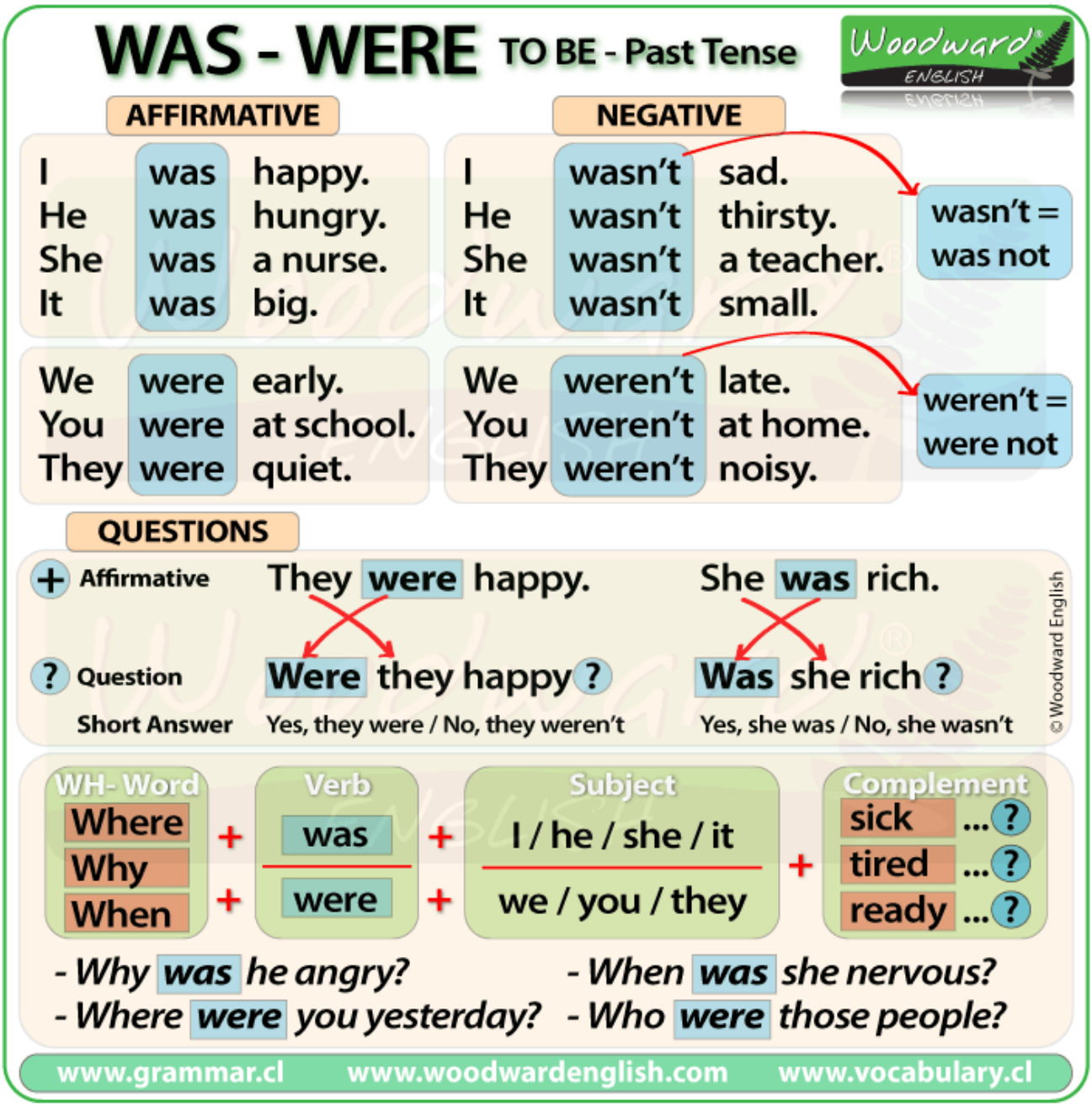
D. PUT THE VERBS IN THE INFINITIVE OR GERUND:

1. If you want_____(FIND)a job, you should start _____(TALK) to people who have a steady job.
2. _____(WRITE) your C.V.(Curriculum) is also very important.
3. Don't forget _____(ADD) a color photo of yourself to your C.V.
4. Remember _____(PRACTISE) your English if you have a job interview in a company. It is necessary _____(HAVE) good English skills for a job like that.
5. I remember _____(GO) to my first job interview 20 years ago. It was very positive. I learned _____(BE) more self-confident after it.
6. I am worried about _____(TALK) in public. I expect _____(DO) it well next time.

* Click on the following links and develop the exercises:
https://www.englishpage.com/gerunds/gerunds_infinitives_1.htm
https://www.englishpage.com/gerunds/gerunds_infinitives_10.htm
https://www.englishpage.com/gerunds/gerunds_infinitives_8.htm



XI. VERB TO BE IN PAST



1. **Fill in the blanks accordingly:**

2. You_____in Colombia a week ago.
3. She_____22 last year.
4. We_____in Ecuador with Steven.
5. Chaplin_____a famous movie star.
6. The weather_____nice yesterday.
7. The banks_____opened yesterday.

2. **Make the same sentences negative and interrogative.**
   Negative

_____
_____
_____
_____
_____
_____
_____
_____
_____

Interrogative

_____
_____
_____
_____
_____
_____
_____
_____
_____

3. **Read the answers and write the WH- question for each one. Pay attention to bold phrases.**

a. _____**?**

Cornelio was born **in Mexico City.**

b. _____**?**

Analia and Andrea grew up **in Buenos Aires.**

c. _____**?**

My best friend in high school was **Jorge Essen.**

d. _____**?**

His favorite course in high school was **geography.**

e. _____**?**

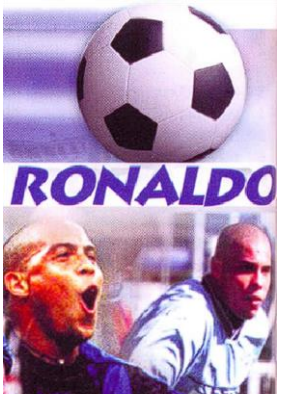
He was **eighteen years old** when he entered college.

4. Read the biography and match the numbers (1-3) to what they refer to (A-C)

1- 1976
2- 14
3- 54

The age he was when Jairzinho discovered him.
The goals he scored for a Brazilian team.
The year he was born.

Ronaldo Luiza Nazario da Lima, the famous footballer, was born on September 22nd 1976 in a poor area of Rio de Janeiro, Brazil.
Ronaldo did not have the things most children have, but his great joy in life was football. He often missed school and was usually outside with his friends, with no shoes on, playing football with a rag ball! Ronaldo's mother did not want him to play football. She believed that there was not future in this for him. But Ronaldo loved the sport so much that nothing could stop him from playing it.
When Ronaldo was 14 years old, a former football player, Jairzinho, discovered him. He realized that he was a talented player, and two years later Ronaldo played for a Brazilian team, scoring 54 goals in 54 games! Ronaldo was on his way to the top and everyone wanted him on their team. In fact, they thought he was the greatest football player since Pele.
Today Ronaldo is retired and was one of the best players in the world and everyone knows his name. He is the living proof of a person who turned his dream into reality!



- **Now read again the text and underline the sentences with the verb to be in past.**

XII. THE USE OF ADVERBS



TYPES OF ADVERBS

TYPE	ADVERBS	EXAMPLE
Adverbs of Frequency	always, sometimes, often, usually, frequently, rarely/hardly ever, never, generally, etc.	• She normally eats three meals a day. • I usually buy all my vegetables at the market.
Adverbs of Manner	cheerfully, efficiently, painfully, carefully, slowly, badly, easily, well, quickly, etc.	• The children were playing happily with their toys. • The police dealt with the incident very efficiently.
Adverbs of Time	now, yesterday, soon, later, yet, tomorrow, already, tonight, today, then, last month/year, etc.	• She'd already gone when we got there. • I'm going to hang out with my friends tomorrow.
Adverbs of Place	off, above, abroad, far, on, away, back, here, out, outside, behind, in, down, downstairs, etc.	• His children go everywhere with him. • Let's open the box and see what's inside it.
Adverbs of Degree	quite, too, entirely, very, extremely, rather, almost, absolutely, just, barely, deeply, etc.	• I'm not absolutely certain I posted it. • He was quite agreeable to accepting the plan.
Adverbs of Evaluation	apparently, clearly, fairly, frankly, fortunately, honestly, hopefully, carelessly, etc.	• David is clearly unhappy to be here. • Frankly, I think the Internet is overrated.
Conjunctive Adverbs	accordingly, besides, equally, further, hence, namely, next, now, additionally, etc.	• I don't want to go; besides, I'm too tired. • Furthermore, they had not consulted with her.

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SOME WORDS WORK AS ADJECTIVES AND ADVERBS

ADJECTIVE	ADVERB
The early soap opera.	They arrive early.
A hard test.	They practice hard.
A fast motorbike.	You run fast.
A long distance.	They wait long.
His question is right.	We do it right.
It is near the house.	She lives near my house.
A late movie.	I got home late.
A high building.	An eagle flies high.

1. Use the words in brackets as adjective or adverb as in the example:
Example: Peter works _____(slow).
Answer: Peter works slowly.
A- He _____reads a book. (quick)
B- Mandy is a _____girl. (pretty)
C- The class is _____loud today. (terrible)
D- Max is a _____singer. (good)
E- You can _____open this tin. (easy)
F- It is a _____day today. (terrible)
G- She sings the song_____. (good)
H- He is a _____driver. (careful)
I- The dog barks_____. (loud)

2. Find the adjective in the first sentence and fill the gap with the adverb.
A- Joanne is happy. She smiles happily.
B- The boy is loud. He shouts _____.
C- Her English is fluent. She speaks English _____.
D- Our mom was angry. She spoke to us _____.
E- My neighbor is a careless driver. He drives_____.
F- The painter is awful. He paints _____.
G- This group is terrible. They behave _____bad today.

3. Fill in the blanks with an adverb of degree:

very – much – completely – too – so – almost – pretty – exactly – slightly – truly – rather – quite

1. I'm _____sorry if I hurt your feelings.
2. This car is_____ much. I can't afford it.
3. Ben graduated and his parents are_____happy.
4. I agree _____with you.
5. Wait a minute, I'm _____ done with the cleaning.
6. I'm _____ tired that I'm going to bed early.
7. "Are you sure?" – "_____ sure".
8. "Let's play football." I would _____play volleyball."
9. Thank you very _____.
10. That's _____ the color I have been looking for.

XIII. IMPERATIVES

The imperative to give orders.

Match the signs with the following commands:

– **Switch off** your mobile phone!
– **Look at** the blackboard!
– **Open** your books!
–**Sign** your name here!
– **Close** the door!
– **Be** careful!

– **Don't make** a noise!
- **Don't enter**!
- **Don't smoke!**
- **Don't shout!**
– **Don't cross** the road!
– **Don't park** your car here!



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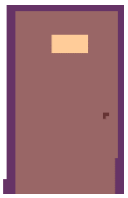
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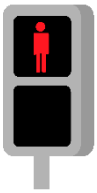
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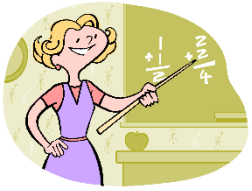


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TECHNICAL ASSIGNMENTS

1. According to the analysis of a problem found in the competence "laborar el plan de producción", based on the sales plan, inventory levels and production capacity; record a video in English explaining this problem related to the formative Project.

2. Read the paragraph and then complete the words.
Lean Manufacturing Tools

Lean manufacturing tools are methods to help create a Lean environment and achieve goals around reduced waste, improved efficiency and increased customer value.

1. Im_roved _f_icienc_
2. Ac_ie_e _o_ls
3. R_duc_d _as_e
4. Le_n ma_u_ac_uri_g to_ls
5. Inc_ea_ed c_ _to_er _al_ _

3. Using words from the previous exercise complete the following paragraphs about lean manufacturing tool. The first letter of each word is given.

A. Takt Time
Takt time is one of the Lean manufacturing tools focused on C_____ V_____. It measures the average rate at which teams must manufacture products to meet demand. To calculate takt time, divide the working time available for production (in hours, days, weeks) by the units required to meet customer demand. Using this Lean manufacturing tool, if a team works 40 hours a week and the company expect customers to buy 80 units a week, the takt time is 0.5 (40 / 80). This means the team must produce one unit in half an hour to meet C_____ demand.

B. Total Productive Maintenance (TPM)
Total productive maintenance is a Lean manufacturing tool that emphasizes operational E_____ for equipment and safety for workers. Building on the Five S approach, TPM asks workers to help maintain their equipment to avoid accidents, breakdowns, defects and delays. Part of TPM is the Overall Equipment Effectiveness (OEE) metric, which measures the percentage of working time that is actually productive. OEE is based on scores for availability, performance speed and output quality. Multiplying these three numbers gives the OEE metric, with 85% besting-class for organizations using Lean M_____ tools, 60% average for organizations using Lean manufacturing tools and 40% average for organizations not embracing any Lean manufacturing tools.

C. PDCA Problem Solving Cycle

PDCA stands for Plan, Do, Check, Act and offers a visual way to represent a typical problem-solving cycle. It covers planning for a specific goal, doing the work required by that plan, checking the results of the work and acting to fix any unsatisfactory results. Like many M_____ T_____ , PDCA focuses on identifying and solving problems quickly. It also helps everyone involved see the impact of their role on the end product delivered to C_____ .

D. Mistake Proofing Mistake proofing increase focuses on detecting mistakes as they occur (either automatically through technology or manually through inspection) and notifying workers accordingly. Like all Lean manufacturing tools, it helps eliminate W_____ and I _____P_____ , this time by surfacing errors as they occur to prevent defective parts from moving further down the process.

4. Match the headlights with the correct paragraph.

A-Standardized Work

B- Continuous Flow (aka One Piece Flow)

C-Five S

D-The Five Whys

E-Leveling the Workload

F-Cellular Manufacturing

_____ is another one of several Lean manufacturing tools used to identify the root cause of a problem. Quite simply, it requires participants to continually ask “why?” questions (typically five or fewer times) to peel back the layers. This questioning allows teams to diagnose problems without any statistical analysis and often identifies multiple root causes and the relationships between them.

_____is a Lean manufacturing tool that calls on teams to manufacture smaller batches. That’s because smaller batches can go through the production system faster and because having smaller batches allows teams to regularly examine the output to make any necessary improvements for the next batch, thereby eliminating waste.

_____supports continuous flow by calling on teams to arrange workstations based on the parts they produce in order to minimize travel time for those parts and allow for rapid feedback across stations about any issues. Together, these two Lean manufacturing tools also enable teams to produce smaller, more efficient batches. Organizations typically achieve cellular manufacturing by arranging workstations in a “U” formation.

_____ is another of the Lean manufacturing tools focused on workstations. Specifically, it dictates how teams should organize materials and keep workstations clean to maximize production. The five S's are: Sort (remove any unnecessary materials), set in order (arrange materials so they are easy to find and access), shine (clean the workspace regularly), standardize (make the previous three S's a standard routine) and sustain (institute regular audits).

_____is a Lean manufacturing tool that work together with takt time. Specifically, standardized work helps teams achieve their takt time by creating and documenting a set, repeatable process for how teams should function. For example, it documents the steps teams should take, the materials they need and the time required for each step.

_____calls for teams to manufacture products consistently despite inconsistencies in customer demand. That means even though customers might buy 100 units one week and 60 units the next week, teams should maintain a consistent output over a set period of time (e.g., a week or a month). This consistency helps teams remain efficient since they do not need to switch setups to manufacture different products in unpredictable patterns.

Check the next link for answers: Useful Lean Manufacturing Tools - Guide | Planview

5. **Look for other lean manufacturing tools and draw a chart explaining how they work.**

Brands	Brand names

Task 1 – Reading

Skim read the following text:

The name is the most important element of a successful brand. Packaging changes, advertising changes, products even change but brand names never change. Where do great brand names come from? All different sources, they may come from family names or perhaps the inventor's favorite color or animal or sometimes the names are just completely made up. For example, McDonald's is a family name, Adidas was created from the inventor's name Adi Dassler, Volvo means "to roll" in Latin and KODAK was completely made up by the inventor George Eastman because he thought it was unusual and different.

Task 2 – Discussion

Discuss the following questions in pairs:

1. Why are brand names important?
2. Name three different sources of brand names.
3. Do you think brands are important? Why?
4. Do you have a favorite brand? What is it and why do you like it?

Task 3 – Brand names origins

Can you guess where the following brand names came from? Match the brands in the box with the correct explanation below.

1. Toyota 2. Chanel no.5. 3. Rolls Royce 4. Reebok 5. Nike 6. Nivea

a)_____ From the Latin word meaning, 'snow-white'.

b)_____ This was the fifth perfume made by the same company.

c)_____ Named after the Greek goddess of victory.

d)_____ Originally a Japanese family name Toyoda. The inventors changed one letter to make it easier to pronounce overseas.

e)_____ Named after an African gazelle.

f) _____The family names of two men, one a motor enthusiast and the other an engineering genius.

6- In pairs invent a new product and give it a name.

Think about the following points:
• What is special or unusual about your product?
• Why would people want to use or buy it?
• How does the name relate to the product?
Once you have chosen the name for your product prepare a short oral presentation to give to the rest of the class.

In your presentation you should describe your product and explain how and why you chose its name. Both of you should speak in the presentation.

Here are some useful phrases that may help you with your presentation:
• We would like to introduce our new product...

• We chose the name... because...
• You can use it to...

If you can't think of any ideas for a new product, use one of these ideas:

1. A thick slimy green jelly soda drink
2. A flying schoolbag that you can control by remote control
3. An alarm clock that switches off when you shout at it
4. A television computer
5. A digital watch with a built-in mobile phone and mini-computer
6. A new digital homework personal organizer
7. A new high speed flying carpet

4. ACTIVIDADES DE EVALUACIÓN

Evidencias de Aprendizaje	Criterios de Evaluación	Técnicas e Instrumentos de Evaluación
Evidencias de Conocimiento: Talleres y actividades propuestos en las guías de aprendizaje **Evidencias de Desempeño y de Producto: (Diurno)** De acuerdo con el análisis de una problemática encontrada en la competencia laborar el plan general de producción, según el plan de ventas, niveles de inventario y capacidad de producción, haga un video en inglés explicando dicha problemática asociada al proyecto formativo (juego de roles).	-Pronunciación -Fluidez -Uso adecuado y pertinente del vocabulario. -Uso adecuado y pertinente de estructuras gramaticales explicadas en sesión	Talleres Video Listas de verificación Presentación

5. GLOSARIO DE TERMINOS

Accurate: to correct, exact, and without any mistakes.

Audit: to make an official examination of the accounts of a business and produce a report.

Cardboard: material like very thick, stiff paper, usually pale brown in color, used especially for making boxes.

Control risk: control risk is the risk that the internal control arrangements will fail to prevent material deviations, or to detect and correct them on a timely basis.

Hazardous: dangerous and involving risk, especially to someone's health.

Household goods: equipment, tools, machines, and other things used in a house.

Inhabitant: a person or an animal that lives in a particular place.

Main: being the largest or most important of its kind.

Objectivity: the fact of being based on facts and not influenced by personal beliefs or feelings.

Outlined: a description of the main facts about something.

Paper: thin, flat material made from crushed wood or cloth, used for writing, printing, or drawing on.

Reduce: to make something less in size, amount, degree, importance, or price.

Rubbish: to waste material or things that are no longer wanted or needed.

Stuck: unable to move or to be moved.

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7. CONTROL DE CAMBIOS (diligenciar únicamente si realiza ajustes a la guía)

	Nombre	**Cargo**	**Dependencia**	**Fecha**
Autor (es)				

- **CONTROL DE CAMBIOS** (diligenciar únicamente si realiza ajustes a la guía)

Nombre	**Cargo**	**Dependencia**	**Fecha**	**Razón del Cambio**