PROCESO DE GESTIÓN DE FORMACIÓN PROFESIONAL INTEGRAL

FORMATO GUÍA DE APRENDIZAJE

1. IDENTIFICACIÓN DE LA GUIA DE APRENDIZAJE

- **Denominación del Programa de Formación:** Gestión de la Seguridad y Salud en el Trabajo
- **Código del Programa de Formación:** 226245
- **Nombre del Proyecto:** Propuesta para la formulación del Sistema de Gestión de la Seguridad y Salud en el Trabajo para empresas de los diferentes sectores económicos del país.
- **Fase del Proyecto:** En ejecución.
- **Actividad de Proyecto:**
- **Duración de la guía:** 60 horas

COMPETENCIA: Comprender textos en ingles en forma escrita y auditiva

Resultados de Aprendizaje por alcanzar y evaluar (diurno y nocturno):

- 24020150104 - Encontrar información específica y predecible en escritos sencillos y cotidianos
- 24020150107 - Realizar intercambios sociales y prácticos muy breves, con un vocabulario suficiente para hacer una exposición o mantener una conversación sencilla sobre temas técnicos

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

Resultados de Aprendizaje por alcanzar y evaluar en la nueva competencia:

- 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

Getting an 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

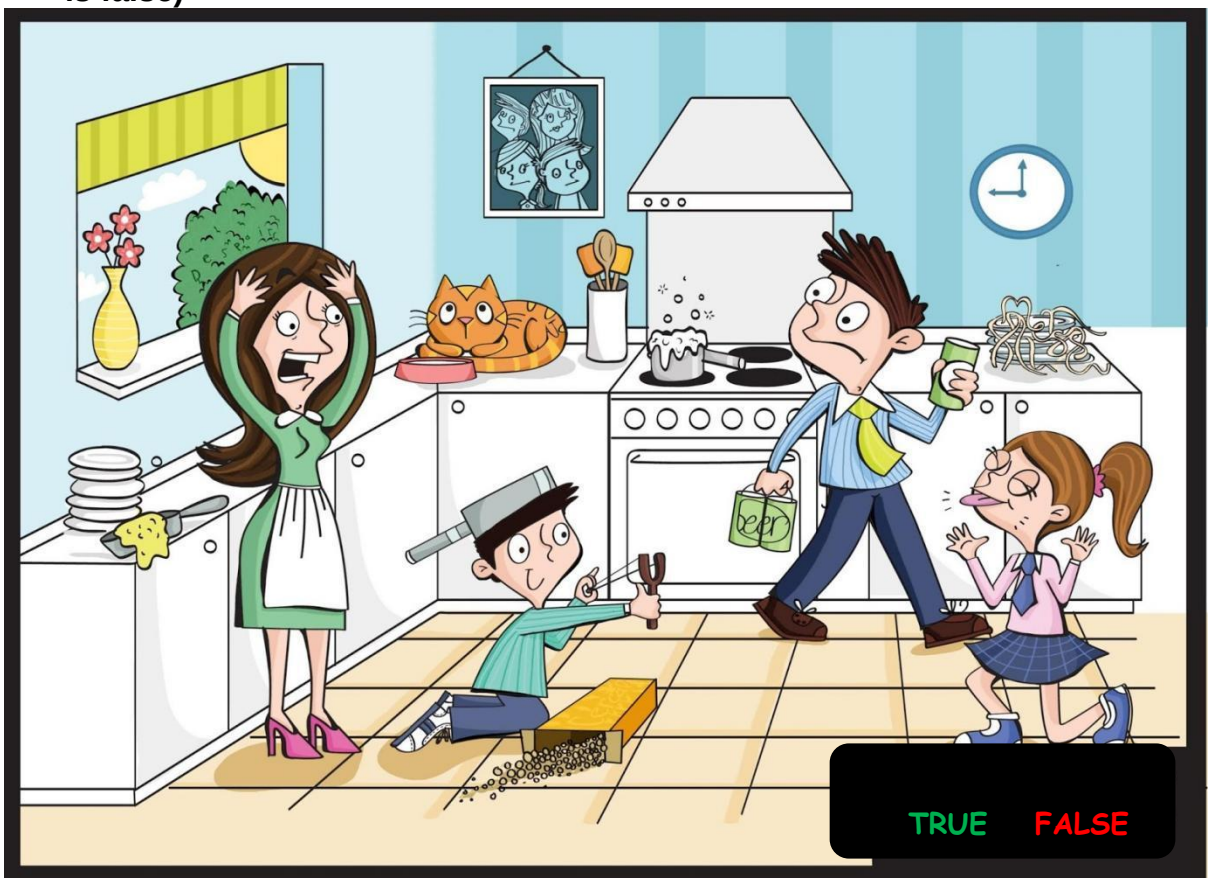
5-

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

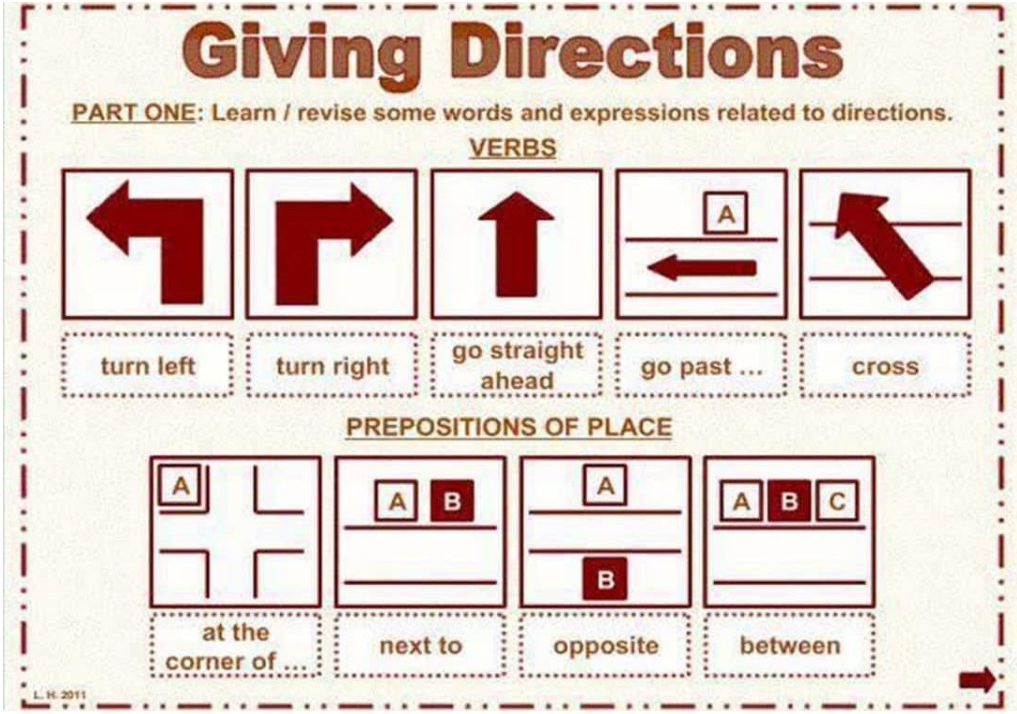
Asking for/giving directions

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,

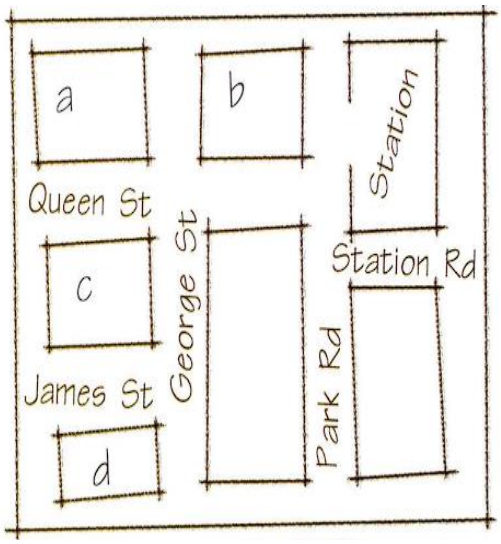
I'm so pleased you can come on Sunday. Here are the directions to my new house.

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)

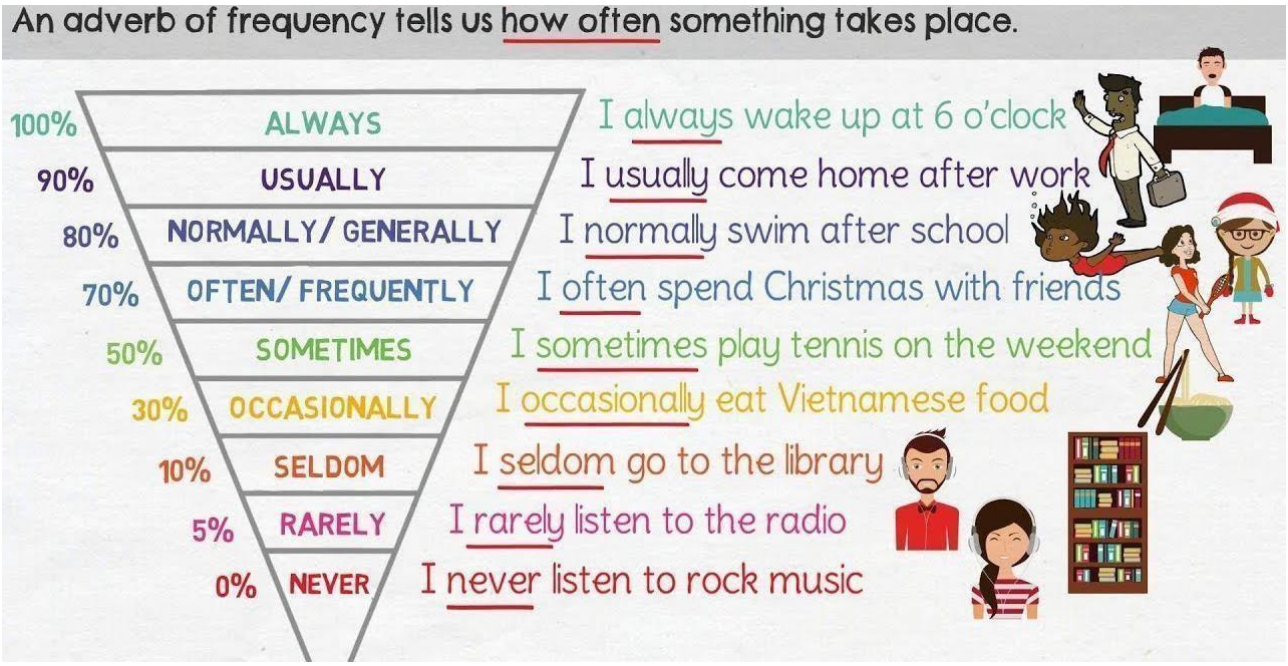
2. _____ Tom _____ to school by bus? (go)
   No, he doesn't. He _____ to school on foot. (go)

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:**

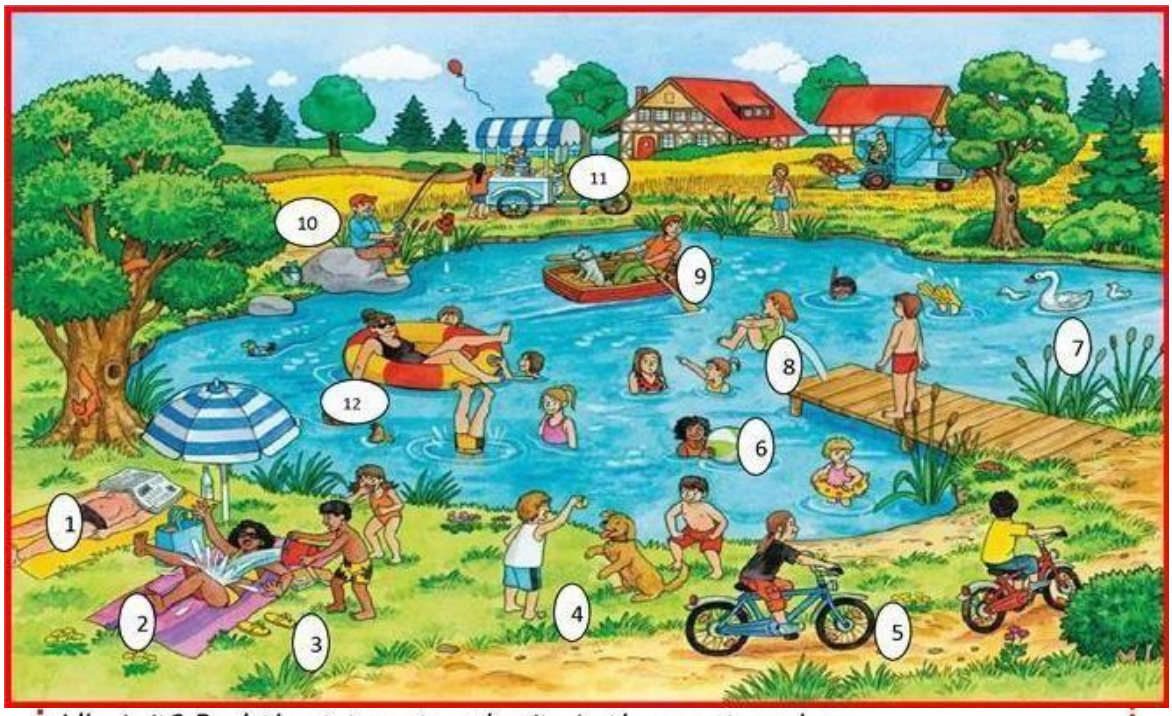
clean	eat	relax	play (sports or instruments)	study
do the grocery	drink wine	listen to music	phone (friends, relatives,...)	do the gardening
go shopping	walk	run	speak a foreign language	go on holidays
swim	sing	drive	read something	watch TV
dance	drink coffee	go to the cinema	eat ethnic food (what kind?)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

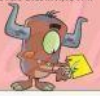


Consonant + Vowel + Consonant

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.

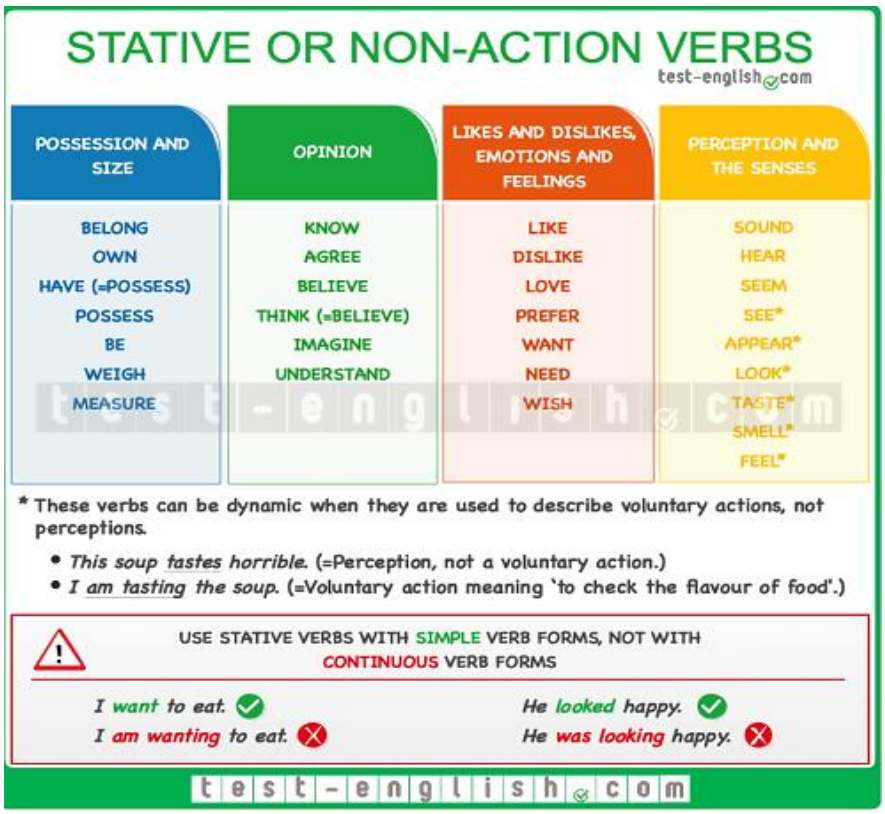
Stative Verbs	**love**; **hate**; **like**; **see**; **hear**; **sound**; **think** (meaning "have an opinion"); **mind** (meaning "care about") ; **recognize**; **seem**; **have** (meaning "own"); **prefer**; **doubt**; **consist of**; **mean**
Dynamic Verbs	**eat**; **drink**; **go**; **type**; **read**; **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.

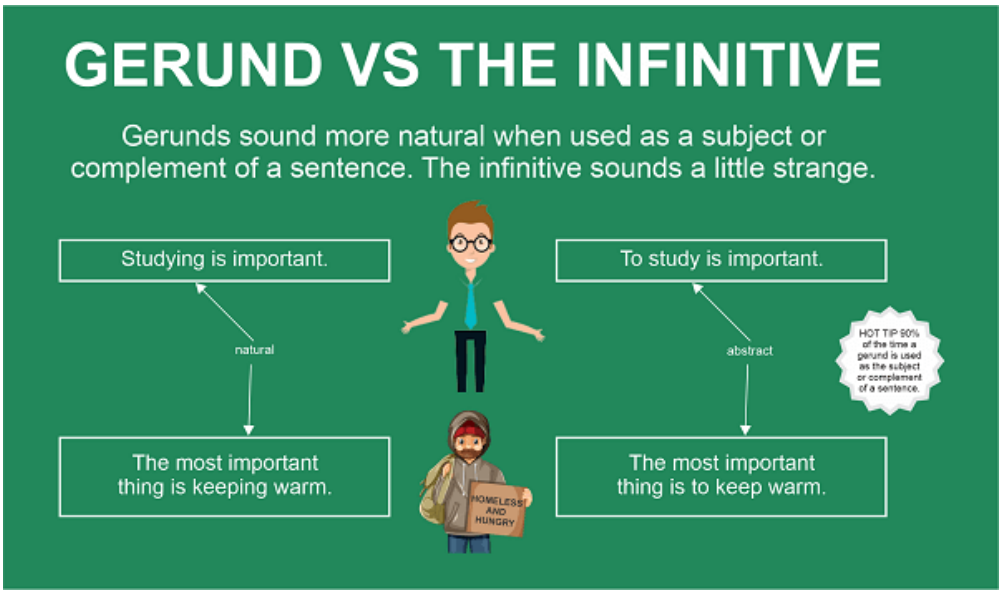
C. MULTIPLE CHOICE:

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.

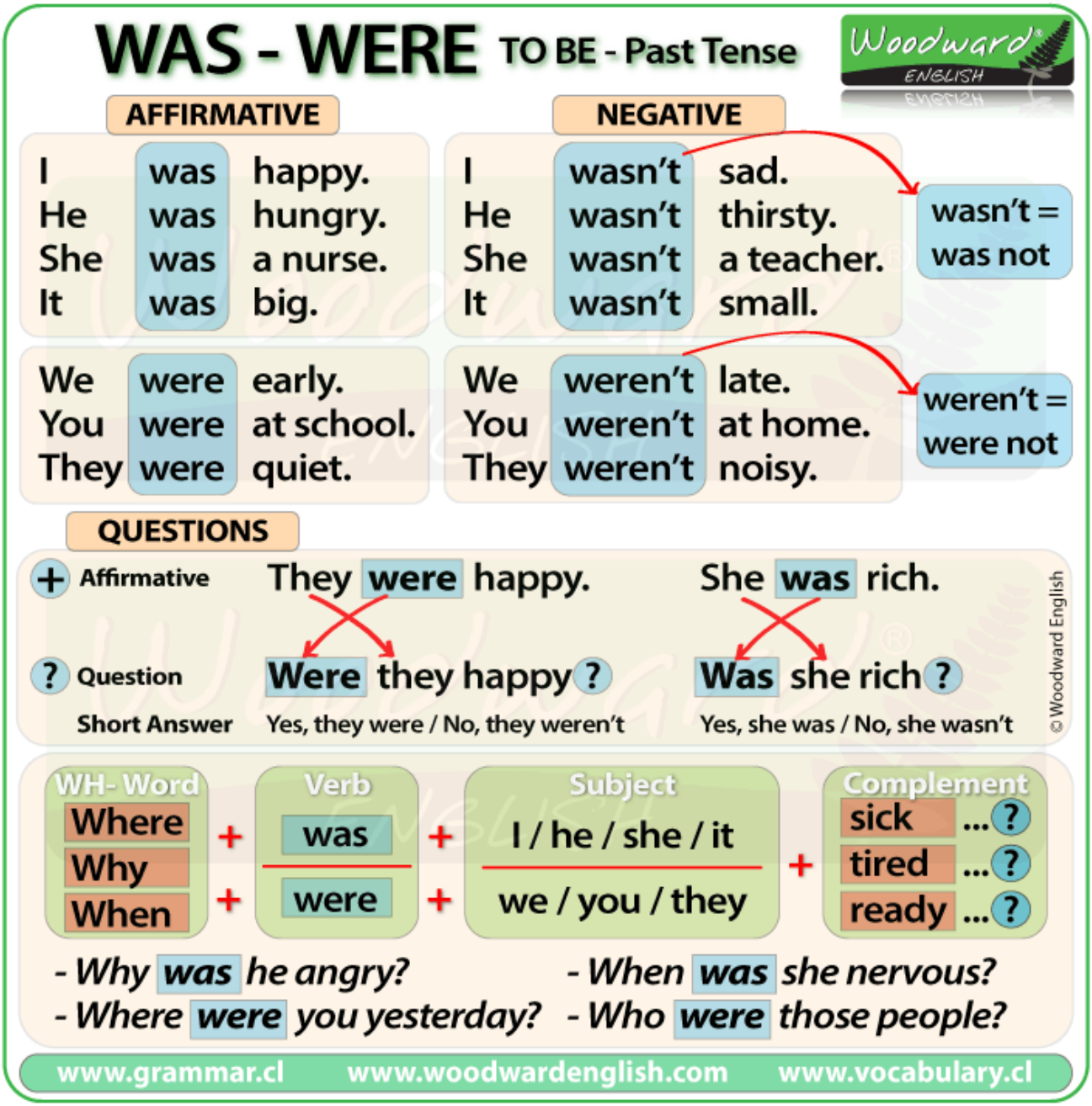
D. PUT THE VERBS IN THE INFINITIVE OR GERUND:

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:**

a. You_____in Colombia a week ago.
b. She____22 last year.
c. We_____in Ecuador with Steven.
d. Chaplin_a famous movie star.
e. The weather_nice yesterday.
f. 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. _____?

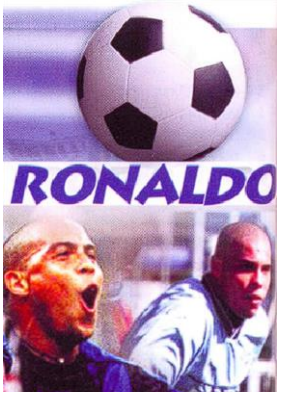
He was **eighteen years old** when he entered college.

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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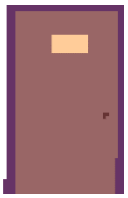
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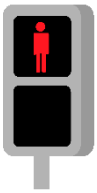
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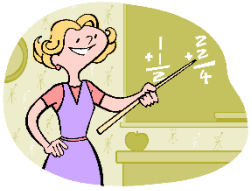


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TECHNICAL ASSIGNMENTS

1. Read the following evacuation procedures when a fire alarm goes off. Then highlight the verbs this text has.

When the Fire Alarm sounds, act immediately to ensure your safety. The Fire Alarm System is designed and engineered to provide you with an early warning to allow you to safely exit the building during an emergency.

General evacuation procedures --If you hear the fire alarm or are instructed to leave the building:

a. Immediately **obey** evacuation alarms and orders. **Tell** others to **evacuate.**

b. No one may remain inside a building when an evacuation is in progress.

c. If involved with hazardous research or doing a dangerous procedure, immediately shut down operations that could create additional hazards if left unattended. Evacuate as soon as possible.

d. Assist those who need help, but do not put yourself at risk attempting to rescue trapped or injured victims.

e. Note location of trapped and injured victims and notify emergency responders.
f. Walk calmly but quickly to the nearest emergency exit.

g. Use stairways only. Do not use elevators.

h. Keep to the right side of corridors and stairwells as you exit.

i. Proceed directly to your designated EAA. Stay away from the immediate area near the building you evacuated.

j. Remain in EAA until roll is taken and instructions are given (Debbie Tutak).

k. Leave the building using any exit and avoid congregating at any exit point. Be mindful of approach of emergency responders and remain clear.

l. Do not reenter the building until authorized fire or police department personnel give the “All Clear” instruction.

2. Read the following text about performing fire drills in the USA, then draw some conclusions in the chart below making a comparison between USA and Colombia in regards of fire drills.

Fire Evacuation Drills are conducted twice a year in all the residence halls. The first drill is scheduled early in the Fall semester (September) and the second drill

is conducted early in the Spring semester (January). Evacuation is mandatory for all occupants during all fire alarm activations.

Fire evacuation drills are also conducted on a quarterly schedule for Health Services and the Child-Development Day-Care Centers. Drills for other campus buildings are not conducted unless requested and scheduled by department managers or building curators.

When the fire alarm sounds, you must leave the building immediately. Never assume that the alarm is false or that the system is being tested. When a system test is being conducted the building will be posted with a notice indicating the day and time of the test. Most building systems are tested during the winter and summer breaks.

The detection devices are very sensitive, and the Fire Alarm System provides you with an early warning of an emergency situation. Even if your area is clear of any smoke or odor, do not disregard the alarm, as there could be an incident on a floor away from your area. Never use an elevator. Proceed to the nearest designated emergency exit and leave the building. Do not re-enter the building until told to do so by either a Tufts Police officer or a member of the local fire department.

USA	Colombia

3. Look at the pictures and match the personal protection equipment with its definition.

Safety Equipment	Definition
1. A protective mask 	_____handles heavy materials and protects the back
2. Safety shoes 	___avoids the worker falling
3.Ear protectors 	___protects body against welding work
4. A protective apron 	___protect ears against noise
5. A safety harness 	____protects from inhaling harmful air particles as dusts,vapours, fumes, and gases
6. Safety gloves 	___provide protection to the eyes
7. A safety helmet 	___protects the head from accidental injury
8. Knee pads 	___handles heavy materials such as breezeblocks, beams andavoids injuries
9. Dorsal belt 	___protect the feet from accidental injury
10. Safety goggles	___protect knees on the ground while working

4. Here is the first part of a speech about health and safety. The letters of the missing words in brackets are mixed up. Complete the text with the missing words*:*

The average person finds it difficult to assess risks. For this reason, _____(kwro) practices need to be regulated. Examples of dangerous _____ (taiveitcis) are:

- welding or grinding without goggles.
- _____ (kgwonri) on a construction site without a hard hat.
- working in noisy _____ (foescatir), cabs, or airport tarmacs and with outdoor machinery without ear _____ (rctopteino).
- working in chemical areas without protective clothing.
- Smoking _____ (rane) hazardous substances.

Without regulation, some employees will take _____ (skisr).

Health and _____ (fetasy) is a part of employment law. It covers general matters such as:

- occupational health
- _____ (ccadient) prevention regulations
- special _____ (ruilegotan) for hazardous occupations such as mining and building
- provisions for risks such as poisons, _____ (usandergo) machinery, dust, noise, vibration, and radiation
- the full range of dangers arising from modern _____ (sutaindirl) processes, for example the widespread use of chemicals.

The key concerns for _____ (hatleh) and safety are to assess the risks and hazards by identifying and quantifying the _____ (ffcetse) so that appropriate protective _____ (amesreus) can be taken.

5. Role-play of a situation where you give help of first aid to a person who is injured and conscious where you verify the state of orientation and conscious of the person. (Create the script, learn it and act it by project groups).

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

4. 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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6. 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