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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 inglés 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

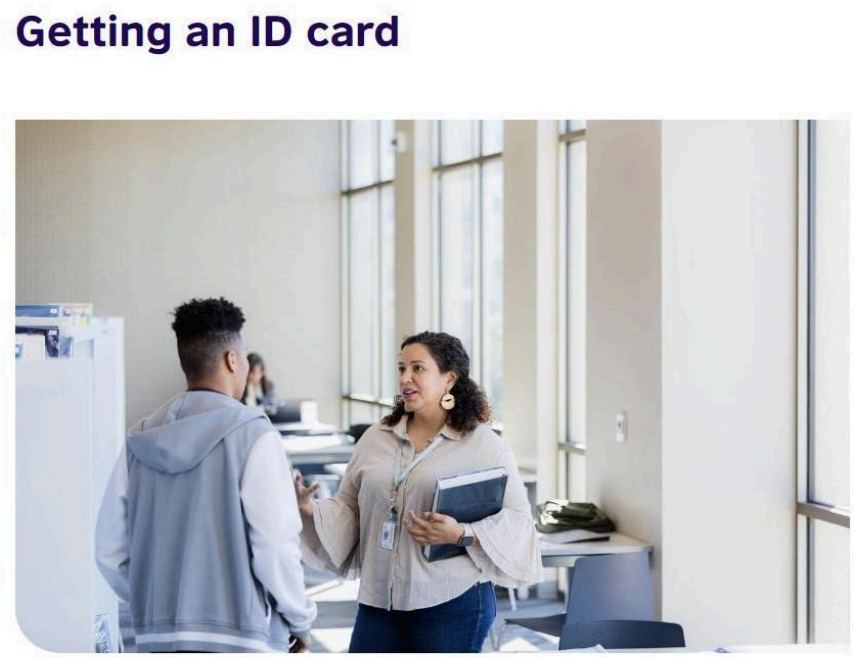
NIVEL 3

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

Tomando como referencia la planeación pedagógica y las orientaciones para elaborar guías de aprendizaje citadas 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. a square old 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. Judy 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

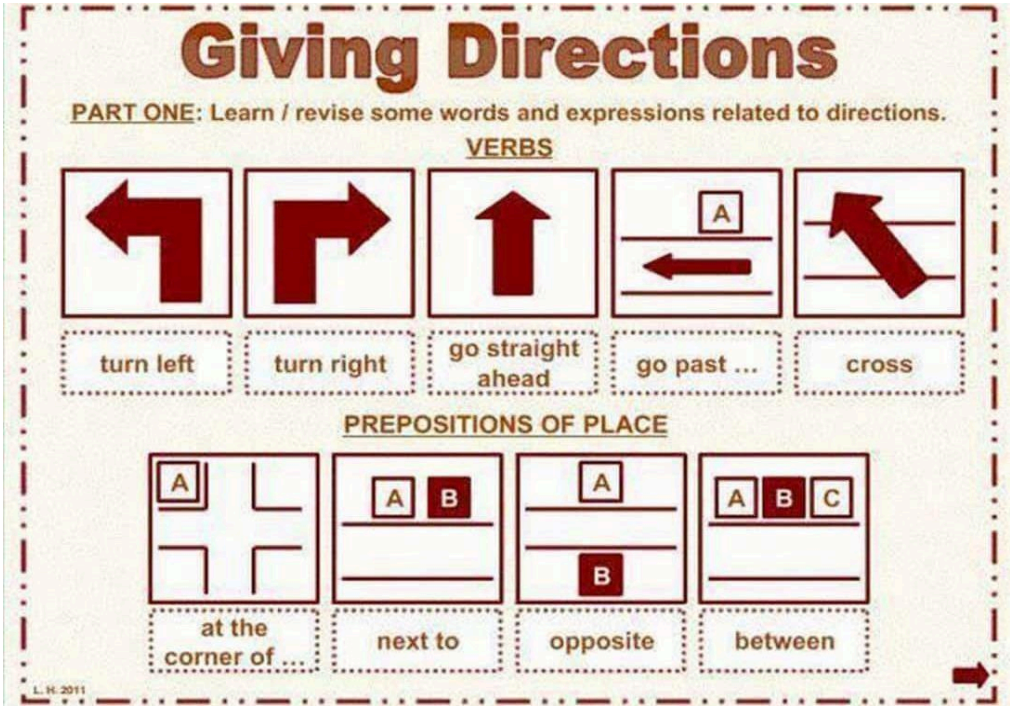
Asking for/giving directions

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,

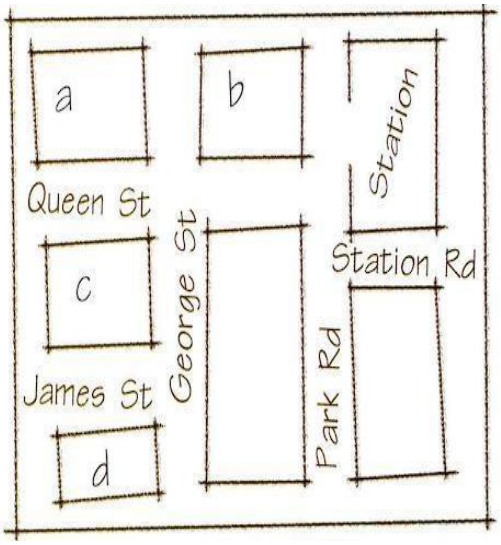
I'm so pleased you can come on Sunday. Here are the directions to my new house.

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)

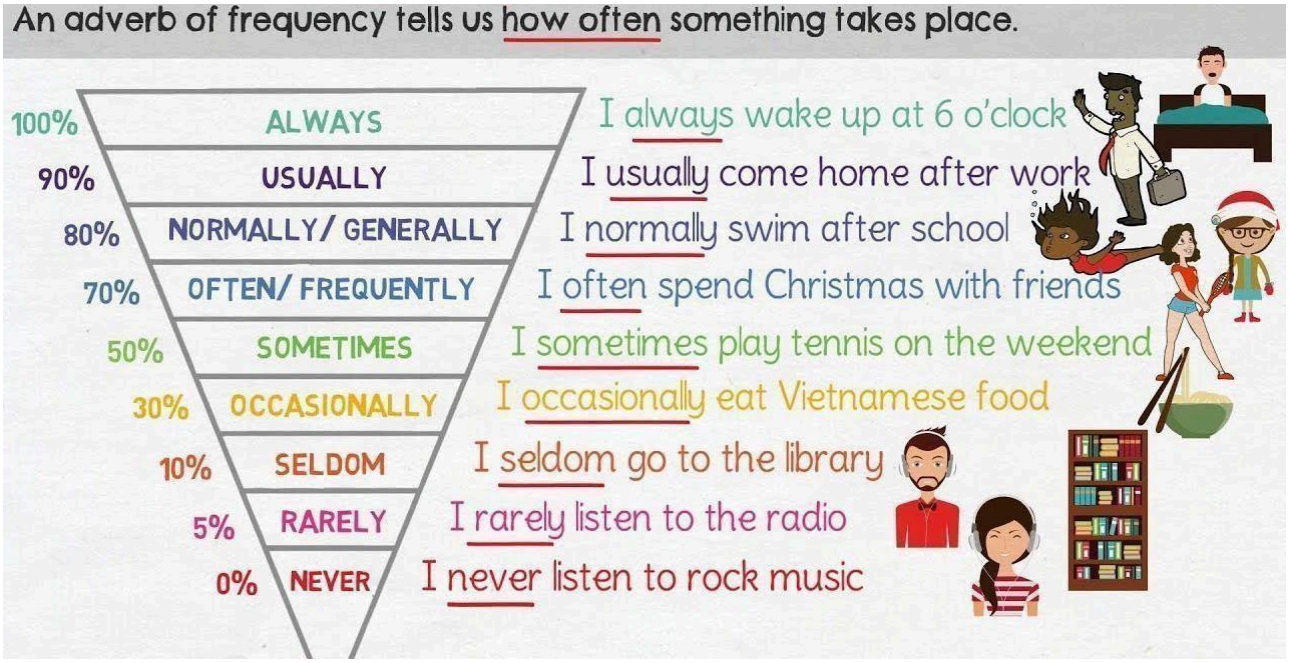
2. _____ Tom _____ to school by bus? (go)
   No, he doesn't. He _____ to school on foot. (go)

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:**

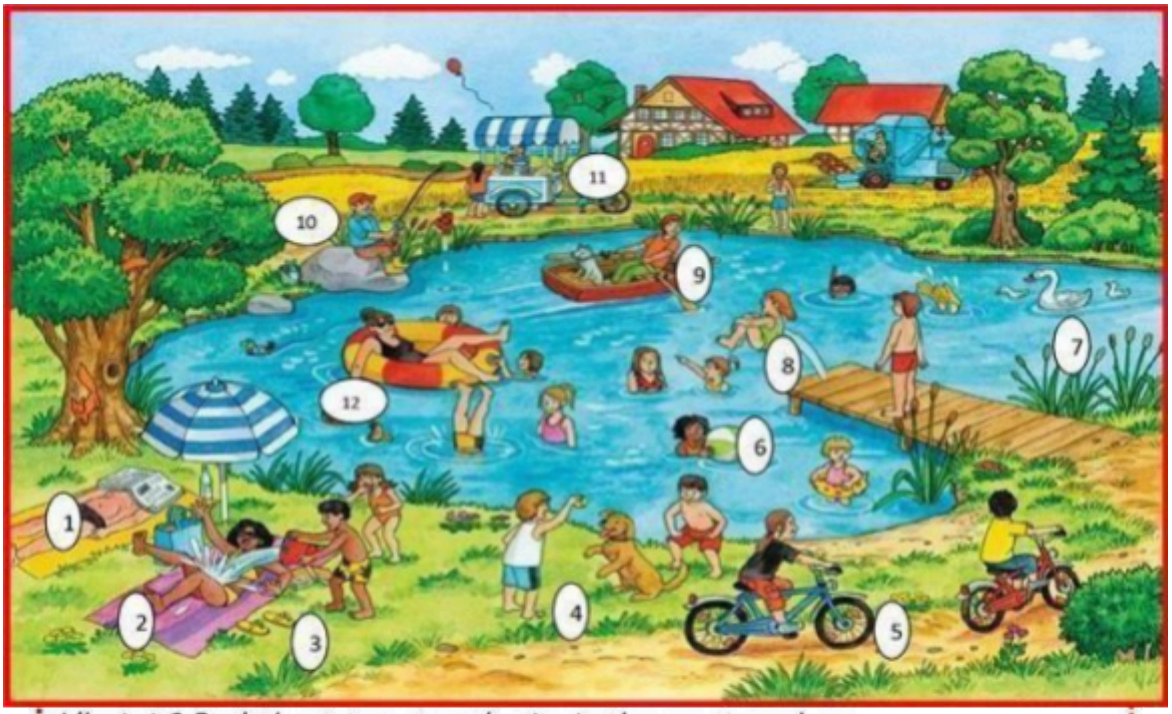
clean	eat	relax	play (sports or instruments)	study
do the grocery	drink wine	listen to music	phone (friends, relatives,...)	do the gardening
go shopping	walk	run	speak a foreign language	go on holidays
swim	sing	drive	read something	watch TV
dance	drink coffee	go to the cinema	eat ethnic food (what kind?)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

iSLCollective.com

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.

- cut → cutting
- run → running
- stop → stopping



Consonant + Vowel + Letter L

Double the final L

Do NOT double the final L unless stressed

- equal → equalling (UK) / equaling (US)
- travel → travelling (UK) / traveling (US)
- control → controlling (UK) / controlling (US)

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



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.

Click on the following link and develop the exercises:
https://www.ego4u.com/en/cram-up/tests/present-progressive-1

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.

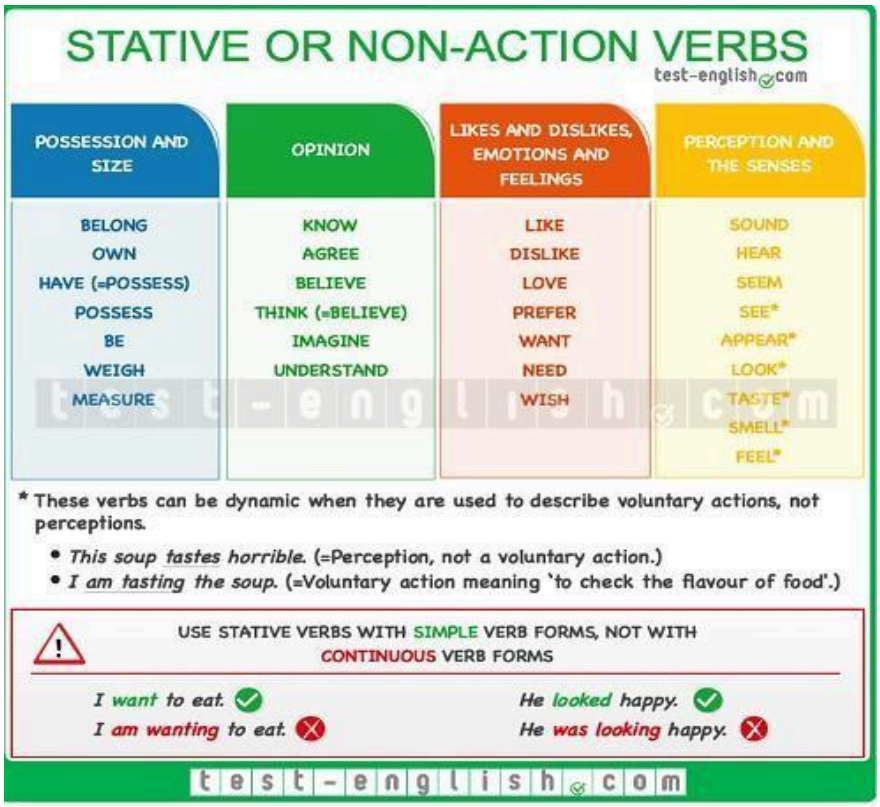
Stative Verbs	**love**; **hate**; **like**; **see**; **hear**; **sound**; **think** (meaning "have an opinion"); **mind** (meaning "care about") ; **recognize**; **seem**; **have** (meaning "own"); **prefer**; **doubt**; **consist of**; **mean**
Dynamic Verbs	**eat**; **drink**; **go**; **type**; **read**;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

4- Who is the _____(rich) woman on earth?

5- He was the _____(clever) thief of all.

6- New york is _____(big) tan paris.

7- English milk is _____(strong) tan French milk.

8- An elephant is _____(heavy) tan a fly.

9- A Mini is _____(cheap) than 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 are 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.

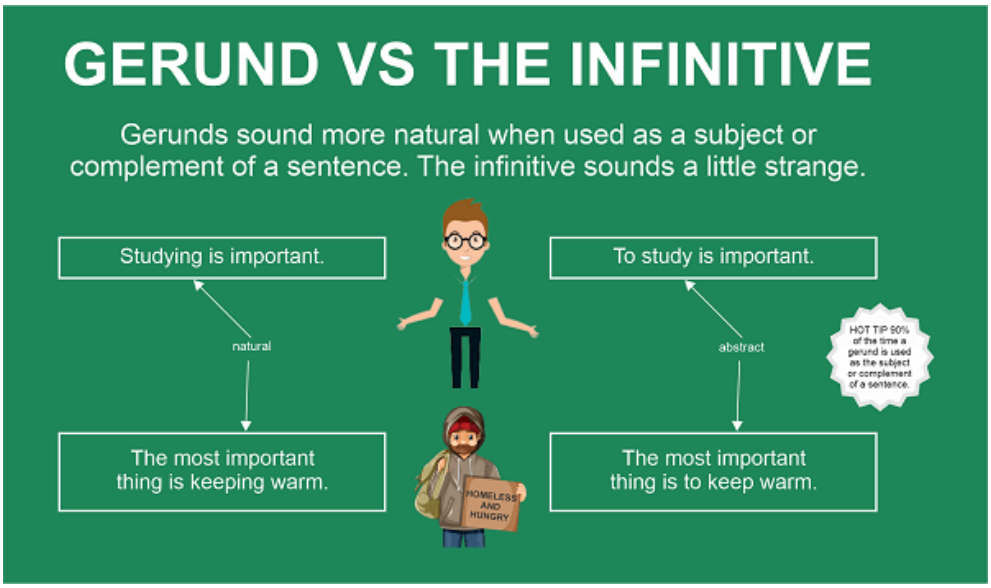
C. **MULTIPLE CHOICE**:

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.

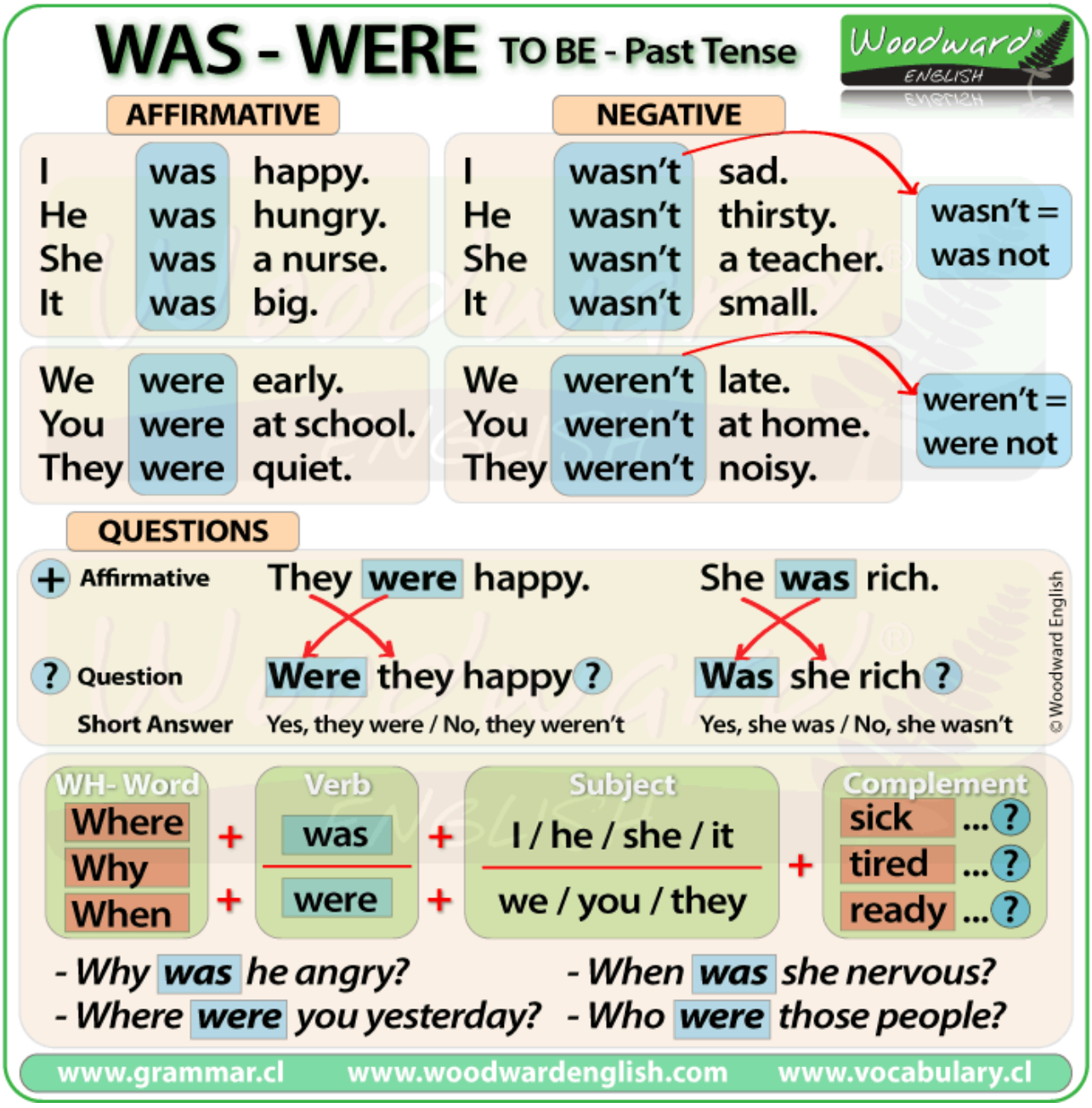
D. PUT THE VERBS IN THE INFINITIVE OR GERUND:

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 were **in Buenos Aires** the last week.

c. _____**?**

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

d. _____**?**

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

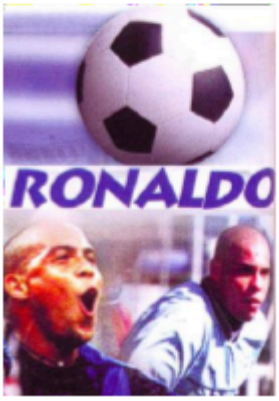
e. _____**?**

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	**A-The age he was when Jairzinho discovered him.**
2-14	**B-The goals he scored for a Brazilian team.**
3-54	**C-The year he was born.**

Ronaldo 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 no future 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 the text again and underline the sentences with the verb to be in the past.**

- **Click on the following link and develop the exercises: https://www.liveworksheets.com/w/en/english-second-language-esl/731350**

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. They
A long distance.	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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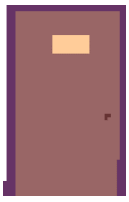
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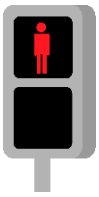
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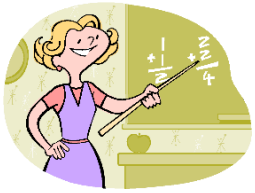
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TECHNICAL ASSIGNMENTS

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 the 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 to 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 first aid to a person who is injured and conscious where you verify the state of orientation and consciousness 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 TÉRMINOS

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.

5. REFERENTES BIBLIOGRÁFICOS

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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

PROCESO DE GESTIÓN DE FORMACIÓN PROFESIONAL INTEGRAL
FORMATO GUÍA DE APRENDIZAJE

1. IDENTIFICACIÓN DE LA GUIA DE APRENDIZAJE

- **Denominación del Programa de Formación:** Gestión integrada de la calidad, medio ambiente, seguridad y salud ocupacional
- **Código del Programa de Formación:** 122128
- Nombre del Proyecto: Propuesta para la estructuración e implementación de
- un sistema de gestión integrada (SGI) en una organización.
- **Fase del Proyecto:** En ejecución.
- **Actividad de Proyecto:**
- **Duración de la guía:** 60 horas

COMPETENCIA: Comprender textos en inglés en forma escrita y auditiva.

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

- 24020150102 - Comprender la idea principal en avisos y mensajes breves, claros y sencillos en inglés técnico
- 24020150106 - Comunicarse en tareas sencillas y habituales que requieren un intercambio simple y directo de información cotidiana y técnica

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

- 02 - Intercambiar opiniones sobre situaciones cotidianas y laborales actuales, pasadas y futuras en contextos sociales orales y escritos.

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 nuestraexcelencia 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 visiónde 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 eninglés y en español y somos las personas, las que le damos significado, somos los que empleados esa información para solucionar gran variedad de problemáticas.

3. FORMULACIÓN DE LAS ACTIVIDADES DE APRENDIZAJE

NIVEL 2

- 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. Fill in the blanks using your personal information:

Name _____

Last name _____

Age _____ **Nationality** _____

Occupation _____

Phone Number _____

Birth place _____

Email Address _____

2. Match the questions to the answers:

What is your name?	I'm 20 years old
Where are you from?	My name is Mary
Where do you live?	My birthday is on January 26th
Who is your favorite Singer?	I live in Ciudad Montes.
How old are you?	My favorite Singer is J Balvin
When is your birthday	I'm from Colombia?

3. **Fill in the blank spaces using the correct personal pronoun (subject): I, you,he, she, it, we, you, and they.**

a. Hello! How are_____?_____am great, thanks.
b. Peter and I aren't in the same class but_____'re good friends.
c. Mrs. Graf isn't my mother._____'s my teacher.
d. Mr. Park is Portuguese._____lives in Lisbon.
e. Tim and Mark aren't singers._____are football players.
f. That computer isn't modern._____is an old one.
g. You and John look so young!_____are handsome.

4. **Listening exercise. Click on the following link and develop the activities.**
https://learnenglishteens.britishcouncil.org/skills/listening/a1-listening/describing-people

Describing people



5. Read the text carefully and answer.



Rihanna is a singer. She's from Barbados but now she works all over the world. She's thirty-three yearsold and she's very famous. She has got big brown eyes and she's tall.



She has got a lot of hit songs: *Umbrella, Diamonds, Work*, etc. The songs are so good that she has many fans all over the world.They love her music.

Rihanna's mother is called Monica and her father's name is Ronald.

Mark the sentences as true (T) or false (F).

a) Rihanna isn't a teacher. _____
b) Rihanna is Barbadian. _____
c) She isn't very famous. _____
d) Rihanna is very short. ____
e) She hasn't got many fans. ____
f) Monica and Ronald are her grandparents. _____

Answer the questions:

a) What's Rihanna's job?

_____

b) Where is she from?

_____

c) How old is she?

_____

d) Is she famous?

_____

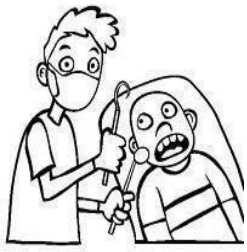
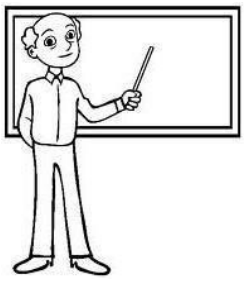
e) What color are her eyes?

_____

f) What's her mother's first name?

_____

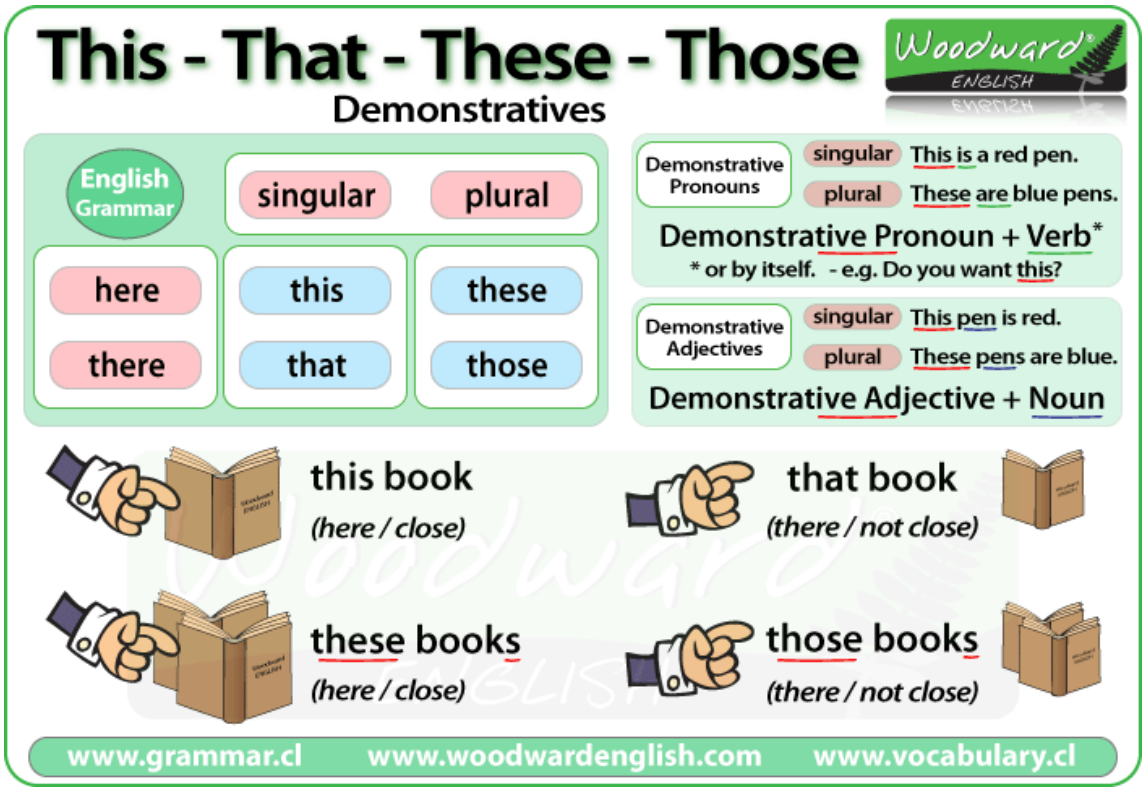
II. PROFESSIONS

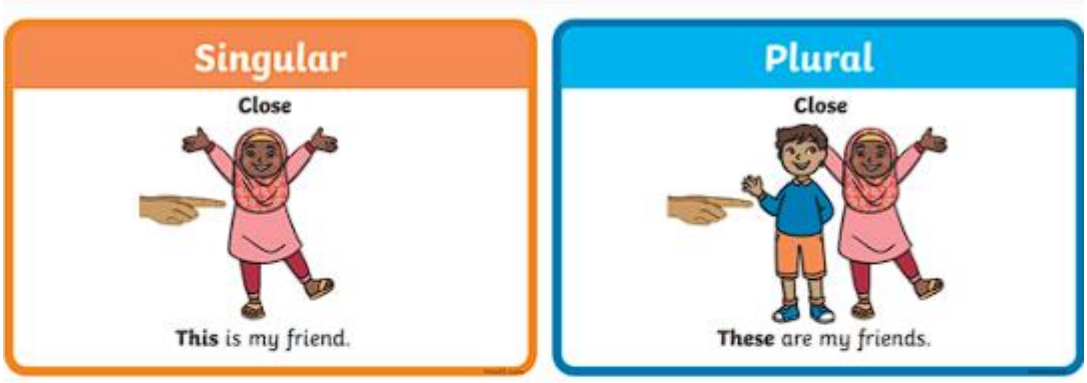
 1.	 2.	 3.	 4.	 5.
 6.	 7.	 8.	 9.	 10.
 11.	 12.	 13.	 14.	 15.

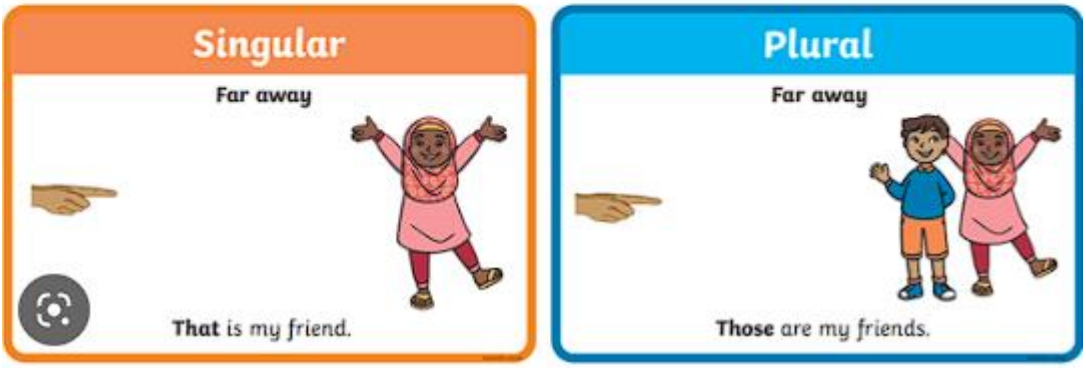
What do they do? Match the words and the pictures!

Chef	Dentist	Doctor	Farmer	Unemployed	Hairdresser
Lawyer	Painter	Retired	Secretary	Singer	Student
Teacher	Waiter	Gym instructor			

III. DEMONSTRATIVE PRONOUNS







Fill in the blanks with the correct demonstrative pronoun and the correct form of the verb to be:



IV. CLOTHES

				
dress	skirt	blouse	cardigan	jumper/ pullover /sweater
				
shirt and tie	trousers	jeans	t-shirt	sweat-shirt
				
jacket	raincoat	coat	cagoule	anorak
				
woollen hat	gloves	scarf	hat	cap
				
belt	bermudas	shorts	shoes	slippers
				
trainers	swimsuit	swimming trunks	track suit	socks

Study the vocabulary and solve the activity:

https://learnenglishkids.britishcouncil.org/word-games/clothes-1

CLOTHES

COMPLETE THE WORDS AND FIND THEM IN THE WORDSEARCH

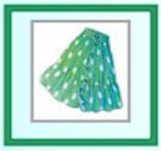

D_ _ _ _


J_ _ _ _


S_ _ _ _


S_ _ _ _


C_ _ _


S_ _ _ _


S_ _ _ _


S_ _ _ _ _ _


H_ _

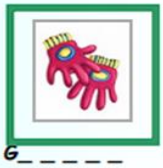

S_ _ _ _ _


B_ _ _ _


J_ _ _ _ _


S_ _ _ _


T-_ _ _ _ _

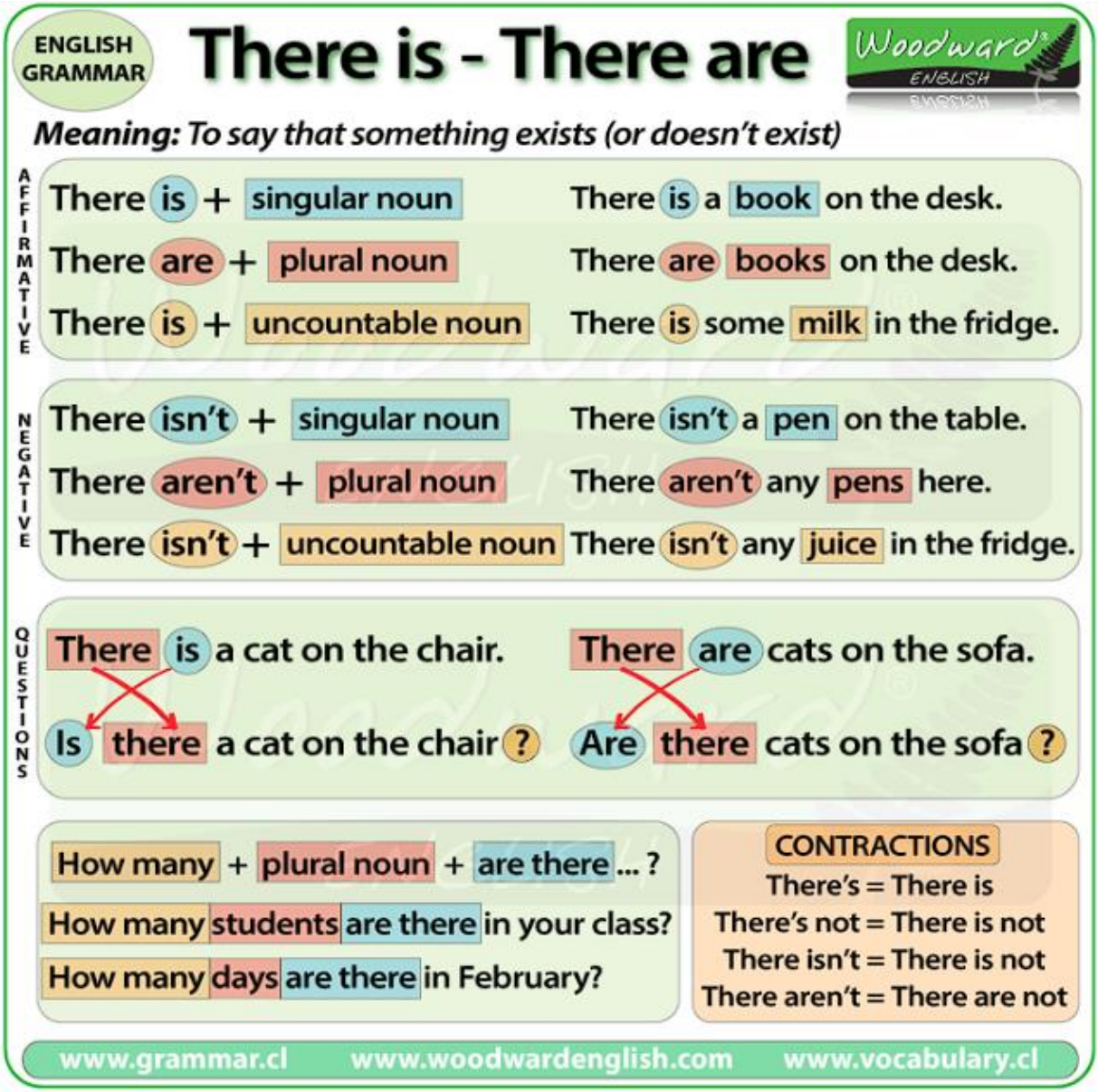

G_ _ _ _ _


B_ _ _ _

S	S	E	R	D	H	A	T	B
R	H	S	O	C	K	S	A	E
E	O	B	O	O	T	S	S	L
T	R	I	H	S	-	T	O	T
A	T	R	S	N	A	E	J	R
E	S	C	A	R	F	K	T	I
W	S	K	I	R	T	C	A	H
S	E	V	O	L	G	A	O	S
S	H	O	E	S	O	J	C	S



V. THERE IS AND THERE ARE



A- Click on the link below and develop the exercises.

https://www.englisch-hilfen.de/en/exercises/various/there_is_there_are.htm

B- Complete the sentences using "There is" and "There are".

1-_____books on the table.

2-_____many cars on the street.

3-_____a picture on the wall.

4-_____a pencil near the book.

5-_____many trees in the forest.
6-_____a cat under the table.
7-_____seven apples in the fridge.
8-_____a dog in the house.
9-_____a monkey on the street.
10-_____many rooms in my house.

C- Complete using "Is there" or "Are there".

1-_____an opera in our city?
2-_____many girls in your class?
3-_____a police station near the hospital?
4-_____any bananas in the basket?
5-_____trees in the park?

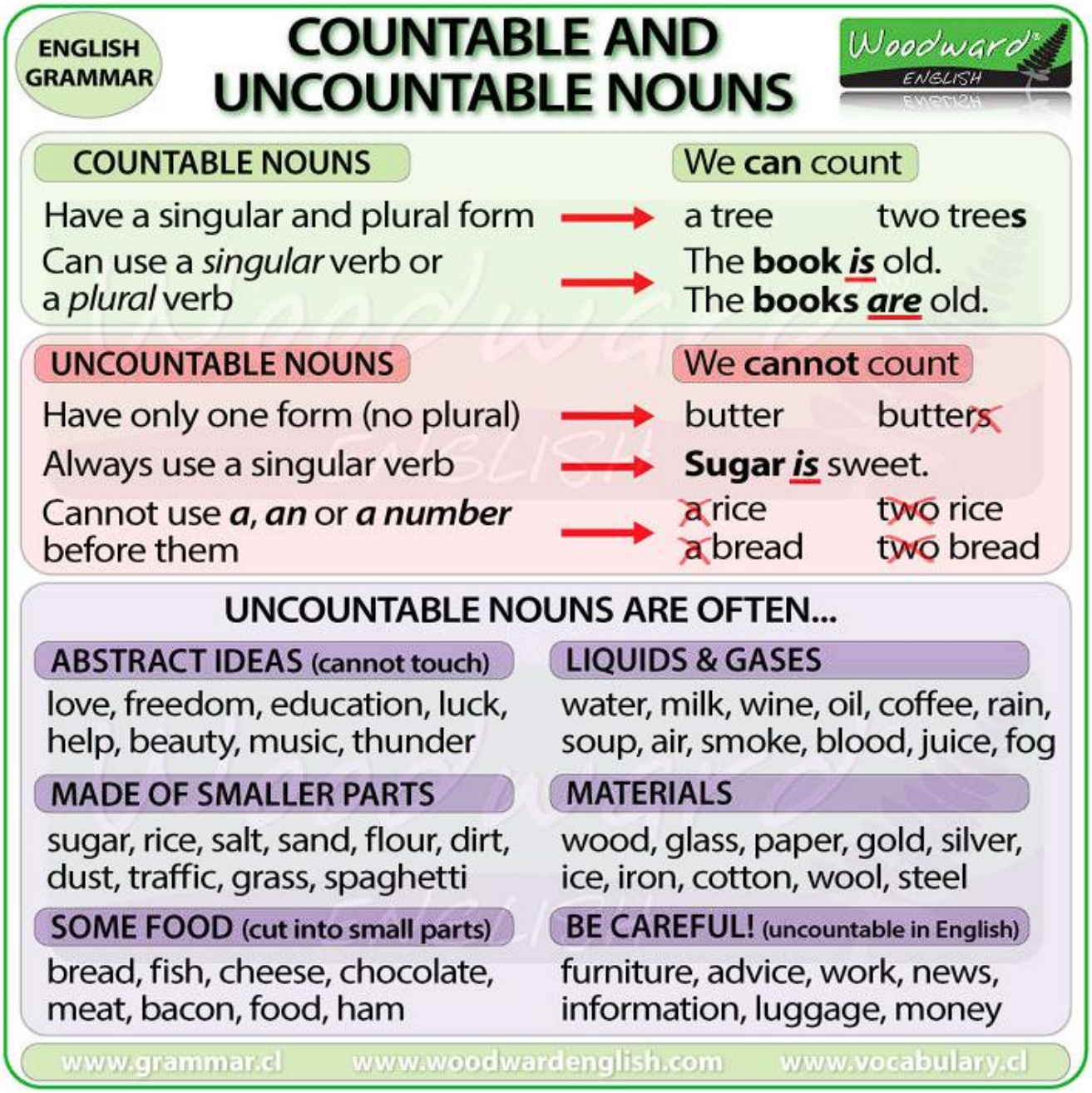
D- Complete the sentences using "There isn´t" or "There aren´t".

1-_____many people on the streets.
2-_____any sausages in the fridge.
3-_____any plates on the table.
4-_____a lot of students in the classroom.
5-_____any computers at SENA.

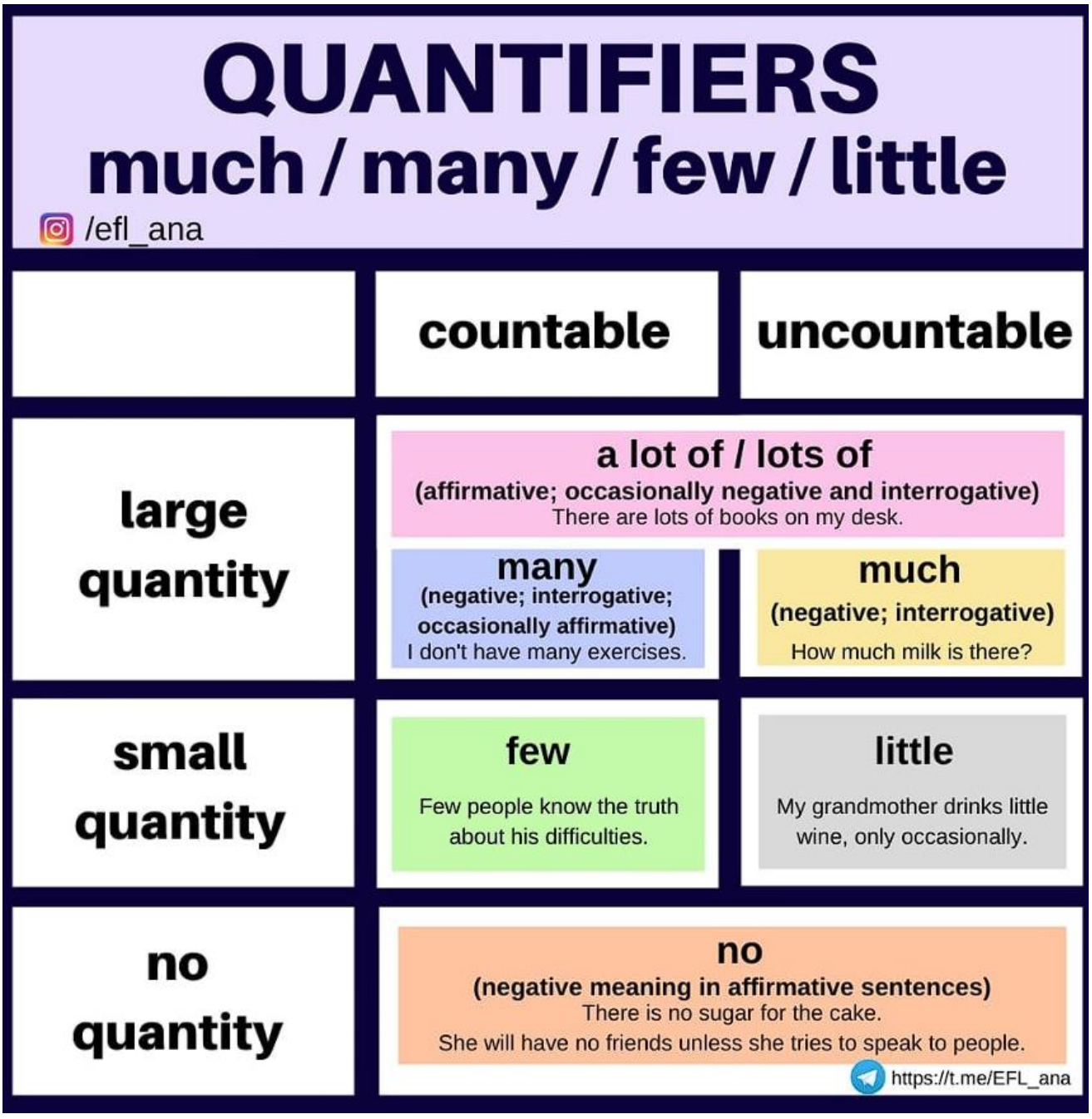
E- Complete the sentences using "There is", "There are", "Is there", "Are there", "There Isn´t" and "There aren´t".

1-_____someone looking at me.
2-_____many boys in the school?
3-_____some photos in her bag.
4-_____any eggs in the bowl.
5-_____any books in her room.
6-_____a soccer stadium here?

VI. UNCOUNTABLE NOUNS



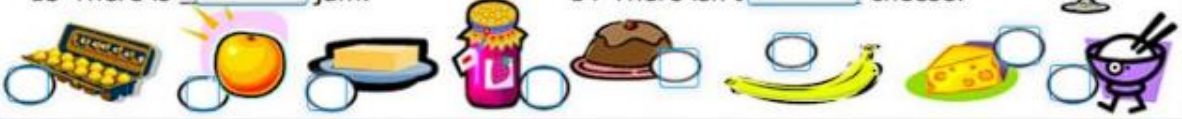
VII. QUANTIFIERS



COUNTABLE/UNCOUNTABLE

1 Fill the gaps with A/AN/SOME/ ANY and match the sentences to the pictures

1-There is _____ apple.
2-There aren't _____ oranges.
3-There aren't _____ eggs.
4-There is _____ butter.
5-There isn't _____ sandwich.
6-There isn't _____ milk.
7-There is _____ pineapple juice.
8-There are _____ bananas.
9-There aren't _____ cakes.
10-There is _____ bread.
11-There isn't _____ rice.
12-There are _____ tomatoes.
13-There is _____ jam.
14-There isn't _____ cheese.



2 Fill the gaps with HOW MUCH or HOW MANY



1-How many potatoes are there?
2-_____ meat is there?
3-_____ butter is there?
4-_____ peaches are there?
5-_____ pizza is there?
6-_____ ham is there?
7-_____ honey is there?
8-_____ salad is there?
9-_____ bottles of milk are there?
10-_____ fish is there?
11-_____ strawberries are there?
12-_____ slices of bread are there?







3 Make questions. Example: *How much fruit is there*? There is some fruit.

1- _____? There are a lot of eggs.
2- _____? There isn't any tomato juice.
3- _____? There is a packet of pasta.
4- _____? There are three red peppers.
5- _____? There are a lot of beans.
6- _____? There is some pizza.
7- _____? There is a little salt.



4 Fill the gaps with a/an/some/any/is/are/much/many

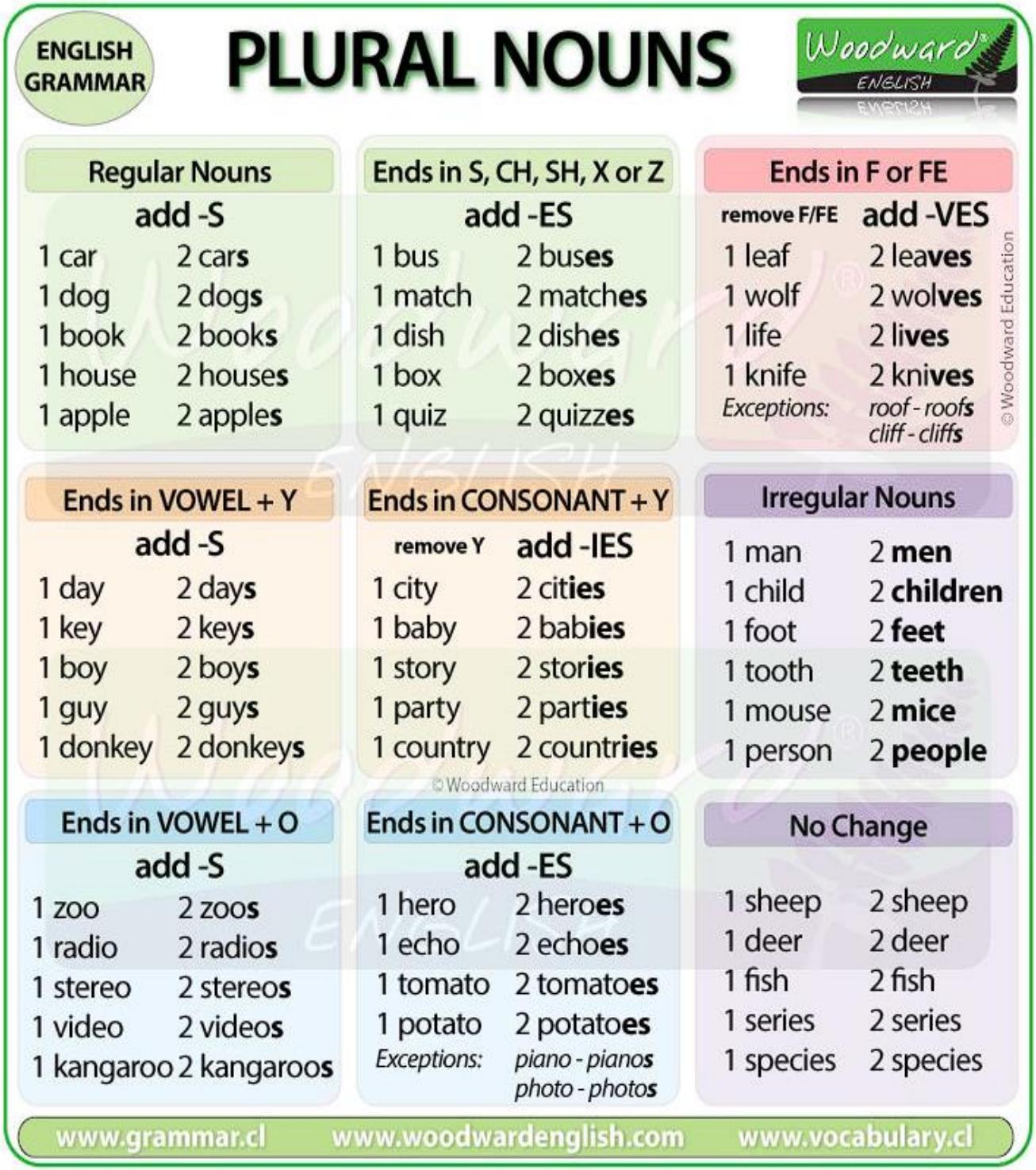
Lisa: I'm hungry. _____ there any crisps?
Tom: No, there _____ any but there is _____ ham sandwich.
Lisa: Great, I'll have the ham sandwich and then _____ orange. Is there _____ ice-cream left?
Tom: No, there _____ any ice-cream. I'll go to the supermarket. How _____ tomatoes are there?
Lisa: There _____ only one. We should buy _____ more tomatoes. Oh! How _____ butter is there?
Tom: There isn't _____. And we need _____ sugar, too.

COUNTABLE OR UNCOUNTABLE?

Write C for countable or U for uncountable

1-Oil _____
2-Carrots _____
3-Sugar _____
4-Chocolate _____
5-Chicken _____
6-Prawns _____
7-Peas _____
8-Lemons _____
9-Flour _____
10-Cucumbers _____
11-Cheese _____
12-Fish _____
13-Vinager _____
14-Onions _____
15-Pepper _____
16-Lettuce _____
17-Pasta _____
18-Pears _____
19-Honey _____
20-Croissants _____
21-Tea _____
22-Cup of tea _____
23-Eggs _____
24-Bottle of milk _____
25-Toast _____
26-Can of coke _____

VIII. PLURAL NOUNS



IX. ORDER OF ADJECTIVES

An adjective modifies a noun or a pronoun by describing, identifying or quantifying words. And adjective usually precedes the noun. “The fat man” not “the man fat”.



Let's practice!

1- Which is the correct order? Select the correct sentence according to the order of adjectives.

A- Which is the correct order?

A small Canadian thin lady.
A Canadian small thin lady.
A thin small Canadian lady.

B- Which is the correct order?

A beautiful blue sailing boat.
A blue beautiful sailing boat.
A blue sailing beautiful boat

C- Which is the correct order?

A carving steel knew knife.
A new steel carving knife.
A new carving steel knife.

2- Unscramble the sentences below to describe the animals in the pictures. Then match the descriptions with the pictures.

A- Lovely/scared/gray/cute/animal/soft/a.

_____

B- A/slippery/sleek/noisy/warm-blooded/fast/mammal.

_____

C- Mammal/scary/a//big/furry/fluffy.

_____

D- Slimy/quiver/long/reptile/dangerous.

_____

E- Long/curved/a/soft/abdomens/spirally.

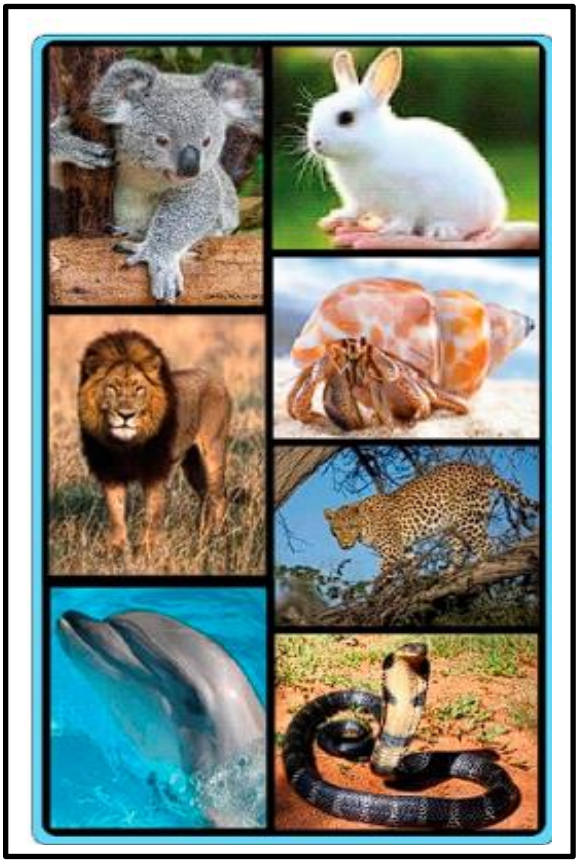
_____

F- Black/a/spotted/dangerous/mammal/big.

_____

G- Small/fluffy/soft/lovely/a/white/animal.

_____



X. FREE TIME ACTIVITIES

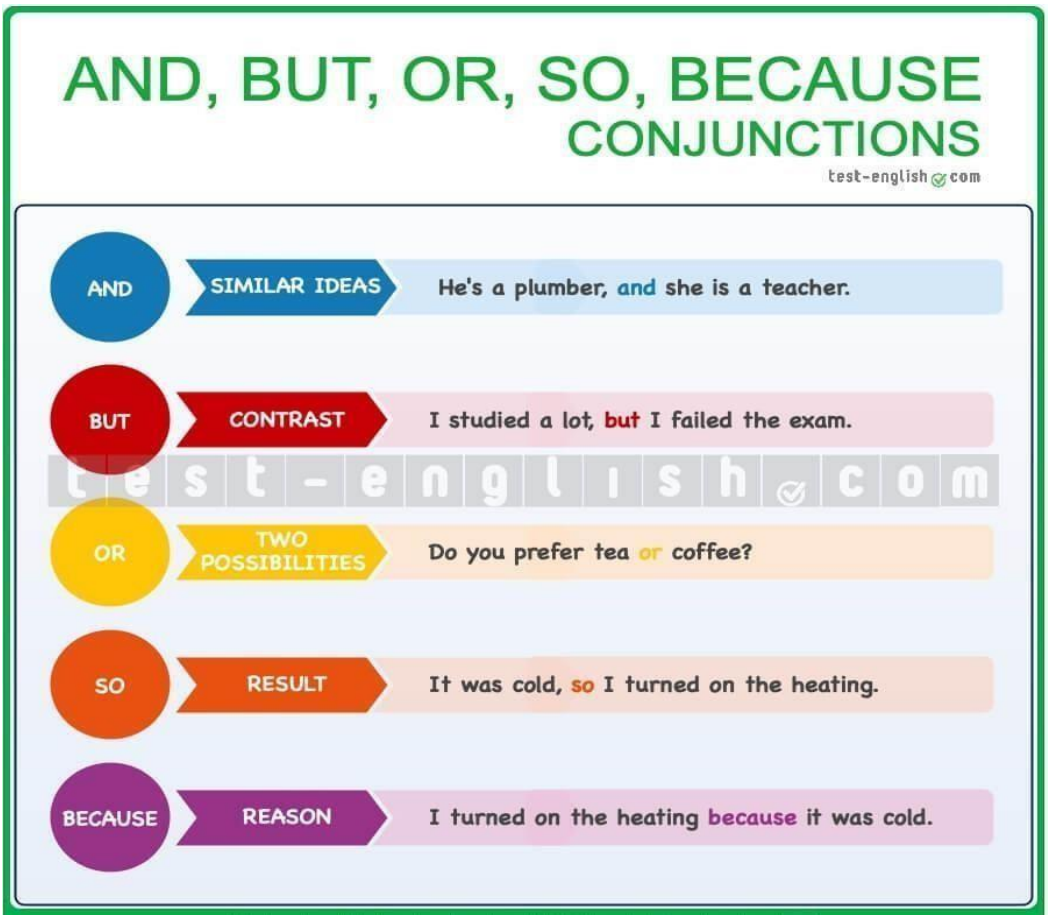


Ask your classmate about their likes and dislikes. Propose simple and WH questions.

Watch the video and learn new vocabulary about free time activities:
https://www.youtube.com/watch?v=-ieaukHuIwI&ab_channel=EnglishChitChat

Check the worksheet and match the vocabulary:
https://es.liveworksheets.com/fd1228079ei

XI. SIMPLE COORDINATING CONJUNCTIONS



Complete with the correct conjunction:

- I've got a brother _____a sister.
- It was very sunny last Sunday _____we went to the beach.
- Would you like meat _____vegetables for lunch?
- My father likes football _____he doesn't like basketball.
- We aren't going to the bank_____it is closed.
- We can go to the beach_____to the mountain. I don't really mind.
- Vigo is hotter than Santiago_____Santiago is more beautiful.
- It is rainy today,_____take your umbrella_____your boots.
- I didn't buy new shoes_____I didn't have any money.

XII. ADJECTIVES TO DESCRIBE PLACES

○ Beautiful	○ Exciting	○ Touristy
○ Boring	○ Rushy	○ Valuable
○ Bustling	○ Expensive	○ Heart touchy
○ Charming	○ Rare	○ Catchy
○ Contemporary	○ Unique	○ Ghostly
○ Compact	○ Famous	○ Heaven
○ Vast	○ Fantastic	○ Hell
○ Notorious	○ Huge	○ Marvelous
○ Amazing	○ Fascinating	○ Ruined
○ Suitable	○ Lively	○ Devastated
○ Perfect	○ Inexpensive	○ Moisty
○ Cosmopolitan	○ Popular	○ Cold
○ Crowded	○ Picture square	○ Hot

Describe the places you see in the video using the vocabulary above:
https://www.youtube.com/watch?v=jG_hpUhPfN0&ab_channel=MundoIngl%C3%A9sAm%C3%A9rica



XIII. KARAOKE ACTIVITY-TIME TO SING!



Visit the next webpages and follow the instructor's guidelines:https://lyricstraining.com/en/
https://www.youtube.com/c/singkingkaraoke/videos

TECHNICAL ASSIGNMENTS

1. **Final presentation preparation - 1st stage (Introduction of the project group and characterization of the company).**

2. **Report on the results obtained from the analysis of the information regarding the fulfilment with the legal requirements of the project organization (summary of the report).**



3. **Read and answer the questions:**

   A. What are five key words in Quality Management?

   B. What is Integral Quality Management for you?

4. **Read the article and answer the following questions:**

A. What is the importance of the international standard ISO 9001:2015 ?
B. Explain with a simple definition four many purposes of QMS?

Quality Glossary Definition: Quality management system (QMS)

A quality management system (QMS) is a formalized system that documents processes, procedures, and responsibilities for achieving quality policies and objectives. A QMS helps coordinate and direct an organization's activities to meet customer and regulatory requirements and improve its effectiveness and efficiency on a continuous basis.

ISO 9001:2015, the international standard specifying requirements for quality management systems, is the most prominent approach to quality management systems.

While some use the term *QMS* to describe the ISO 9001 standard or the group of documents detailing the QMS, it actually refers to the entirety of the system. The documents only serve to describe the system.

Quality management systems serve many purposes, including:

- Improving processes
- Reducing waste
- Lowering costs
- Facilitating and identifying training opportunities
- Engaging staff
- Setting organization-wide direction

5. **Answer the following questions based on what you have learned about QMS?**

a) What is ISO 9001:2015?
b) Who should use ISO 9001:2015?
c) What topics does ISO 9001:2015 cover?
d) How do I get started with ISO 9001:2015?
e) What are the benefits of ISO 9001?

6. **Go through the following link https://asq.org/career/job-definitions and read about the next 10 occupations (found in the box) and their definitions related to quality management systems.**

1. INSPECTOR
2. COORDINATOR
3. SUPERVISOR
4. AUDITOR
5. MANAGER
6. ANALYST
7. QUALITY ENGINEER
8. TECHNICIAN
9. CALIBRATION TECHNICIAN
10. EDUCATOR/INSTRUCTOR

7. **Now read the following definitions and fill in the gaps with the correct occupation taken from the prior box. (Check out the website https://asq.org/career/job-definitions for answers) Finally, make a glossary with your own definitions.**

A: A/an _____Instructs or trains others on quality-related topics, tools, and techniques. This person may be an employee of an organization or teach in a university or college setting.

B. A/an _____Collects, organizes, monitors, and distributes information related to quality and process improvement functions, possibly including but not limited to compliance to and documentation of quality management standards.

C. A/an _____ Inspects, audits, and reports on materials, processes, and products using variable or attribute measuring instruments and techniques to ensure conformance with an organization's quality standards.

D. A/an _____Performs and reports on internal or external quality system audits.

E: A/an _____Administers the organization's quality improvement efforts within a defined department.

F. A/an _____ Initiates and coordinates quality-related data from production, service, or process improvement activities and reports these data using statistical techniques.

G. A/an _____Ensures the administration of an organization's quality, process, or business improvement efforts within a defined segment of the organization.

H. A/an _____Follows basic quality techniques, possibly including calibration, to track, analyze, and report on materials, processes, and products to ensure they meet the organization's quality standards.

I. A/an _____ Designs, installs, and evaluates quality assurance process sampling systems, procedures, and statistical techniques.

J. A/an _____ Tests, calibrates, maintains, and repairs electrical, mechanical, electromechanical, analytical and electronic measuring, recording and indicating instruments, and equipment for conformance to established standards.

4. ACTIVIDADES DE EVALUACIÓN

Evidencias de Aprendizaje	Criterios de Evaluación	Técnicas e Instrumentos deEvaluación
Evidencias de Conocimiento: Talleres y actividades propuestos en las guías de aprendizaje	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 TÉRMINOS

Answer: responder una pregunta.
Ask: pedir cierta información a alguien.
Carefully: con cuidado con atención.
Check: examinar o analizar con atención y cuidado.
Choose: elegir o escoger una opción o diferentes opciones entre varias.
Classmate: persona que comparte el espacio de formación.
Culture: sistema de creencias compartidas, valores, objetivos y prácticas que caracterizaa una organización.
Fill in: llenar un espacio vacío.
Get in pairs: reunirse con un par académico.
Goods: conjunto de propiedades o riquezas que pertenecen a una persona o grupo.
Have a look: observa con atención.
Job: actividad física o intelectual, en general de forma continua, y recibir un salario por ello.
Look at: dirigir la vista y atención hacía algo.
Make a list: hacer una lista.
Management: conjunto de acciones que se ejecutan para dirigir y/o controlar una empresa, un gobierno, etc.
Manufacture: hacer un producto a partir de la combinación de sus componentes, especialmente en serie y por medios mecánicos.

Mark: poner una marca para distinguir algo.
Match: establecer una relación.
Sale: entregar una cosa a alguien a cambio de una determinada cantidad de dinero.
Solve: encontrar la solución o respuesta.
Workplace: lugar donde desempeña su labor.

6. REFERENTES BIBLIOGRÁFICOS

http://www.bu.edu/gipgap/files/2011/04/ AIRTAPS.pdf
https://busyteacher.org/
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https://www.woodwardenglish.com/
https://www.englishexercises.org/makeagame/viewgame.asp?id=4627
https://www.facebook.com/eflanaarias/photos/a.431540821034436/782216082633573/?type=3&locale=gl_ES
https://7esl.com/order-of-adjectives/
https://learnenglishteens.britishcouncil.org/skills/listening/a1-listening/describing-people
https://www.oxfordlearnersdictionaries.com/
https://en.islcollective.com/download/pdf/english-esl-worksheets/grammar-topic/nouns/clothes/482

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

	Nombre	Cargo	Dependencia	Fecha
Autor (es)				

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

Nombre	Cargo	Dependencia	Fecha	Razón del Cambio

PROCESO DE GESTIÓN DE FORMACIÓN PROFESIONAL INTEGRAL
FORMATO GUÍA DE APRENDIZAJE

1. IDENTIFICACIÓN DE LA GUIA DE APRENDIZAJE

- **Denominación del Programa de Formación:** Química aplicada a la Industria.
- **Código del Programa de Formación:** 221111 V4
- **Nombre del Proyecto:** Obtención de productos químicos de interés industrial mediante procesos químicos y biotecnológicos.
- **Fase del Proyecto:** En ejecución
- **Actividad de Proyecto:**
- **Duración de la Guía:** 60 horas

COMPETENCIA: PRODUCIR TEXTOS EN INGLÉS EN FORMA ESCRITA Y ORAL

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

- 24020150205 - Leer textos complejos y con un vocabulario más específico, en inglés general y técnico.
- 24020150207 - Encontrar y utilizar sin esfuerzo vocabulario y expresiones de inglés técnico en artículos de revistas, libros especializados, páginas web, etc.

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:

- 04 Implementar acciones de mejora relacionadas con el uso de expresiones, estructuras y desempeño según los resultados de aprendizaje formulados para el programa

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 empleados esa información para solucionar gran variedad de problemáticas.

NIVEL 4

1. Actividades de reflexión Inicial: WARM UP

I. SIMPLE PRESENT VS PRESENT CONTINUOUS

1. Read the two texts carefully. Then answer the questions.

Isabel

'On Saturday mornings I usually get up late and do the housework. Then I meet some friends in town for lunch, and go shopping in the afternoon.'

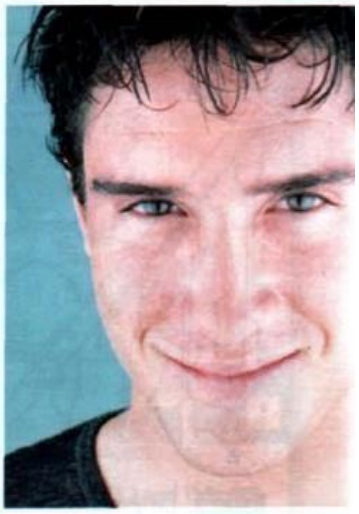
But this Saturday is different! This morning Isabel got up early because today she's getting married. She's in church with all her family and friends. She's wearing a white dress, and her husband is standing next to her.



Mark

'On Christmas Day we usually all go to my parents' house. We open our presents, then have a big lunch at about 2.00 in the afternoon.'

But this Christmas is different! Mark and his wife are in Australia. They're visiting friends. This morning they went to church, and now they're having a barbecue next to the swimming pool. It's hot and they're wearing swimsuits.



1. What does Isabel usually do on Saturday mornings?

_____

_____

2. What is she doing this Saturday?

_____

_____

3. What does Mark usually do on Christmas day?

_____

_____

4. What is he doing this Christmas?

_____

_____

Complete the text about Leo by putting the verbs in the correct tense.

‘On my birthday I (go/ sometimes) …… out with friends, or I (go) …… out to a restaurant with my family. My Mum (make/ usually) ……me a birthday cake. My Dad and sisters (get/ usually) …… me birthday presents.’

But this birthday is different! It’s Leo’s eighteenth birthday, so now he’s an adult. This morning he got a lot of presents. Now he (have) ……a big party with all his friends. They (dance)… .....and (sing) .....They (eat) ……. delicious food and cakes, and (drink)… .....different sweet drinks. Leo (wear) …… a blue jumper.



2. Write a short paragraph talking about <u>what you usually do</u>, and <u>what youare doing right now</u>.

_____
_____
_____
_____
_____
_____

3. Find the words in the wordsearch and write them under the right picture.

C	E	P	C	H	E	M	I	S	T	S	T	N
O	P	O	A	T	G	E	S	A	E	E	G	O
P	O	H	S	E	R	A	W	D	R	A	H	I
R	H	S	U	P	E	R	M	A	R	K	E	T
E	S	-	C	P	E	T	-	S	H	O	P	A
S	K	S	R	E	N	O	I	T	A	T	S	T
T	O	E	U	E	G	S	E	S	W	S	N	S
A	O	H	T	Y	R	E	K	A	B	O	E	-
U	B	T	S	P	O	H	S	-	E	O	H	S
R	N	O	S	S	C	A	F	E	Y	O	C	A
A	O	L	S	R	E	H	C	T	U	B	T	G
N	H	C	-	S	R	E	K	C	T	P	E	A
T	G	N	E	W	S	A	G	E	N	T	S	B

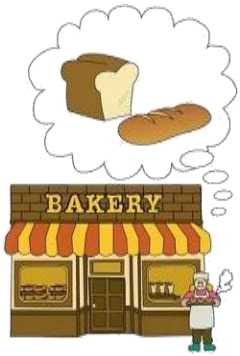




















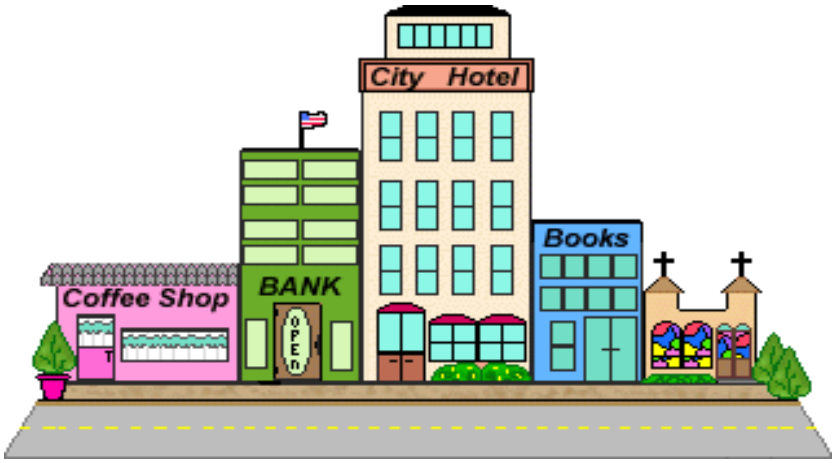








4. Look at the picture and write true or false



1- There is a coffee shop on the corner_____
2- The bank is between the hotel and the church_____
3- There is a restaurant next to the church_____
4- There isn't a book shop_____
5- The hotel is between the bank and the bookshop_____
6- The church is on the corner_____
7- There are two banks in the picture_____
8- The coffee shop is next to the bank_____
9- There isn't a supermarket in the picture_____

5. Listening exercise. Click on the following link and develop the activities.
https://learnenglishteens.britishcouncil.org/grammar/a1-a2-grammar/present-simple



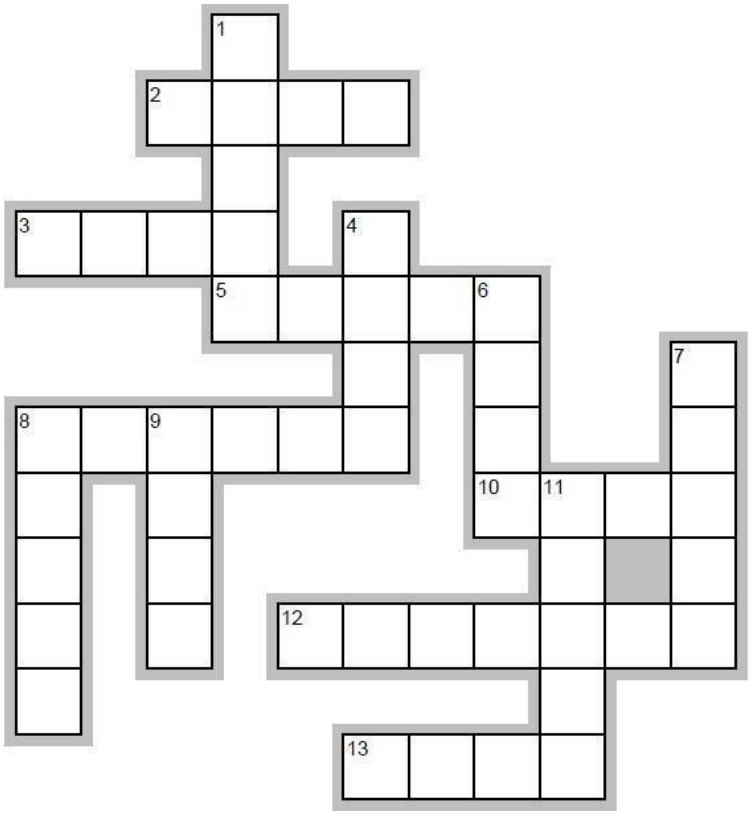
II. VOCABULARY: BODY PARTS – FILL IN THE CROSSWORD

Across

2. This is a crossword of a human ...
3. You wear a shoe on it.
5. It's also a symbol of love.
8. You taste with it.
10. It turns red from sunburn.
12. You wear rings on them.
13. You kick the ball with them.

Down

1. Close your ... while you're eating.
4. Something on F... on your head.
6. You have 10 on both feet.
7. You write with them.
8. You brush them twice a day.
9. You put a scarf around it.
11. They're in the middle of the legs.



- **Write the down the definition in English of the following body parts:**

A- Calf: _____.

B- Belly: _____.

C- Thigh: _____.

D- Forehead: _____.

E- Eyebrows: _____.

F- Nails: _____.

G- Shoulder: _____.

H- Elbow: _____.

III. HEALTH PROBLEMS

Choose the correct option.



a) flu
b) measles
c) broken arm



a) sneeze
b) shivering
c) stuffy nose



a) headache
b) stomach ache
c) backache



a) cough
b) fever
c) retching



a) faint
b) fever
c) measles



a) dizzy
b) heart attack
c) cold



a) itch
b) rash
c) shivering



a) toothache
b) stomach ache
c) headache



a) bleed
b) broken arm
c) swollen thumb



a) measles
b) asthma
c) cold



a) cough
b) toothache
c) sore throat



a) cough
b) sore throat
c) retching



a) cold
b) retching
c) asthma



a) bleed
b) rash
c) faint



a) sore throat
b) stuffy nose
c) cough



a) swollen finger
b) broken leg
c) backache



a) sneeze
b) cough
c) stuffy nose



a) flu
b) chicken pox
c) headache



a) sore throat
b) cough
c) dizzy



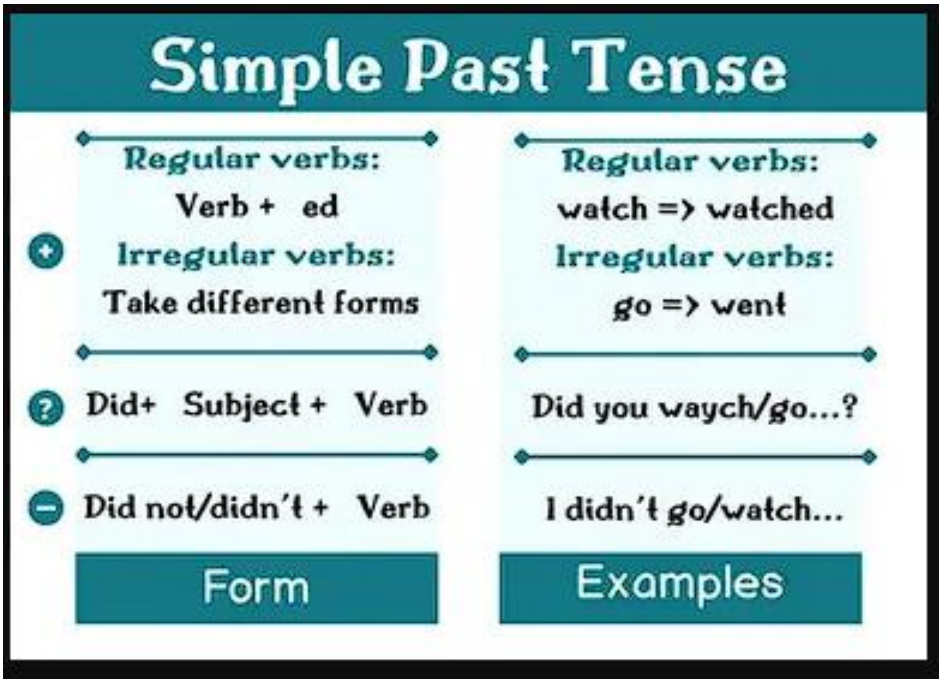
a) headache
b) earache
c) toothache

IV. FEELINGS AND EMOTIONS

Ask students how they are feeling to practice this vocabulary. Then, as an extension, have them in pairs and discuss how to control your emotions in negative circumstances.



V. SIMPLE PAST



https://www.youtube.com/watch?v=mwh_IWwwN8Y

1. Watch the video and practice with the exercises you find in it. Take somescreenshots as evidence of the work done.



2. Story Time! Read the two stories below and fill in the gaps with the verbs fromthe box.

Do you know these popular stories?

1) Hansel and Gretel 2) Little Red Riding Hood 3) Sherlock Holmes
4) Beauty and the Beast 5) Robin Hood 6) The Little Mermaid

Complete the stories with the words in the box:

A  **B**  **C**  **D**  **E**  **F** 

Did you read stories when you were young? Which one was your favorite?

Sleeping Beauty

lived	lived	woke	slept	took	was	cast
grew	came	married	cut	saw		

A long time ago there_____a beautiful princess. She_____in a very high tower. A wicked fairy_____a spell and the princess_____for a hundred years. A big forest_____around the tower. One day a handsome prince_____to the tower. He_____his sword and_____the trees. He _____the princess and_____her with a kiss. The prince_____the princess and they_____happily ever after.

made	tried	ate	built	were	lived	fell	blew	was	used
came									

The Three Little Pigs

Once upon a time there_____three little pigs. One_____a house with straw, one_____a house with wood and the other_____bricks. One day a big bad wolf_____and_____to destroy the houses. He_____on each house. The houses of straw and wood_____down and he_____the pigs. The house of bricks_very strong so the final pig____a long andhappy life.

3. Now complete the tables with the past simple verbs from the stories:

Present simple	Past simple
live	……
sleep	……..
grow	……
cut	……..
cast	……
marry	……..
be	……
take	……..

Present simple	Past simple
be	……
eat	……..
make	……
build	……..
use	……
blow	……..
try	……
fall	……..
get	



4. Watch and nurture your knowledge:

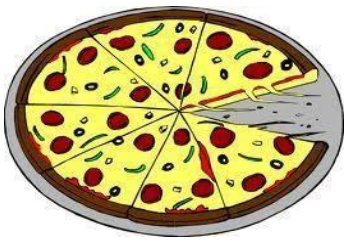
https://www.youtube.com/watch?v=gUDQwatZTKk

5. Visit to check a list of the most common verbs in English:

https://www.eslbuzz.com/english-verb-forms-regular-and-irregular-verbs/

VI. Reading exercise

A PIZZA



"Daddy, let's order a pizza," Billy said. "That sounds like a good idea," said his dad.

They looked at a menu they had at home. "What kind do you want?" his dad asked. Billy wanted a large pizza. He wanted a pizza with four toppings. He wanted cheese, pepperoni, ham, and pineapple. His dad said that sounded good.

He called the pizza place. "They don't have any pineapple," dad told Billy. "What do you want instead?" Billy wanted sausage instead. His dad ordered sausage instead of pineapple. About 30 minutes later, there was a knock on the door. It was the pizza man. "Here's your pizza," he told Billy's dad. "That'll be $16." Dad paid the pizza man. He also gave him a tip. Dad took the pizza to the living room.

A baseball game was on TV. Billy and his dad started to eat the pizza in the living room. "I hope the Yankees lose," Billy told his dad. "I hope the Yankees lose, too," his dad said.

I) True or False?

____1. Billy wanted to order a pizza.
____2. His Dad didn't want to eat pizza.
____3. Billy wanted a large pizza with three toppings.
____4. They didn't have any pepperoni at the pizza place.
____5. The pizza man arrived 30 minutes later.
____6. Dad gave the man $16 and a tip.
____7. Billy and his dad ate the pizza in the kitchen.
____8. They watched a baseball game while they were eating the pizza.



II) Questions.

1. Was Billy hungry?
2. What did he want to eat?
3. What kind of toppings did he want?
4. How much was the pizza?
5. What were they doing while they were eating the pizza?
6. Were they Yankees fans?

III) Find verbs in the past simple and underline them. Are they regular or irregular?

IV) Match the two parts of these sentences.

1. Billy was hungry and…..	_____a. $16 and dad also gave the man a tip
2. His dad ordered……	_____b. wanted to eat pizza.
3. The pizza cost…..	_____c. to lose the game.
4. They took the pizza…..	_____d. pizza with four toppings.
5. They watched……	_____e. to the living room.
6. They wanted the Yankees….	_____ f. a baseball game on TV.

VII. PAST CONTINUOUS



A. Choose the correct answer.

1) **When-While** I was making a cake my husband was washing the dishes.
2) Melek was sleeping **when-while** I opened the door.
3) **When-While** I was swimming my friends were playing volleyball.
4) **When-While** Ali phoned me I was having a shower.
5) My mother was drinking tea **when-while** I came home.
6) Our teacher was writing something on the board **when-while** somebody knocked at the door.
7) What were you doing **when-while** I phoned you?
8) **When-While** I saw her she was having dinner with her boyfriend.
9) I wasn't waiting for her **when-while** she came in.
10) We were ice-skating **when-while** Serkan broke his leg.

B. Fill in the blanks with the verbs given.

1) Oktay _____ (do) his homework when we _____ (call) him to go out.

2) We _____ (not-clean) the house when somebody _____ (knock) at the door.

3) The gardener _____ (pick) up the flowers when we _____ (call) him to come in.

4) What _____you _____ (do) when you _____ (hear) she was coming?

5) He _____ (not-play) computer games while we _____ (do) our homework.

6) _____ you _____ (wash) your hair when I _____ (call) you last night.

7) I _____ (tidy) my room when I _____ (find) my wallet.

8) What _____ Mert _____ (do) while you _____ (sing) a song.

9) We _____ (not-wait) for the bus when it _____ (come).

10) Su and Vildan _____ (draw) pictures when the teacher _____ (warn) them.

11) When I _____ (lose) my keys I _____ (do) shopping.

12) When I _____ (meet) my friends they _____ (drink) coffee.

13) Barış _____ (feed) the dog when it _____ (bite).

C. Rewrite the sentences with "WHEN" or "WHILE".

1) I was combing my hair. My sister came in.
(When) _____.
(While) _____.

2) Murat painted the fences. Kubilay was planting some trees.
(When) _____.
(While) _____.

3) Tahsin was playing snowball. We saw him.
(When) _____.
(While) _____.

4) My mother was having a rest. We came home.
(When) _____.
(While) _____.

5) I was having an exam. The headmaster opened the door.
(When) _____.
(While) _____.

SIMPLE PAST VS PAST CONTINUOUS

A. Complete the sentences. Use the past simple of the verbs in brackets.

1) My sister _____ (go) to the cinema yesterday.
2) He _____ (not like) football, so he _____ (play) volleyball.
3) He _____ (break) the window when he _____ (be) 5.
4) My mum _____ (be) very angry because we _____ (come) home very late.
5) She _____ (told) me the problem with her mum and I _____ (help) her.
6) They _____ (not visit) the museum of the town, they _____ (prefer) going to the funfair.
7) _____ they _____ (visit) their grandparents yesterday?
8) Who ____ you _____ (be) with when the accident happened?

B. Complete the text. Use past simple and continuous.

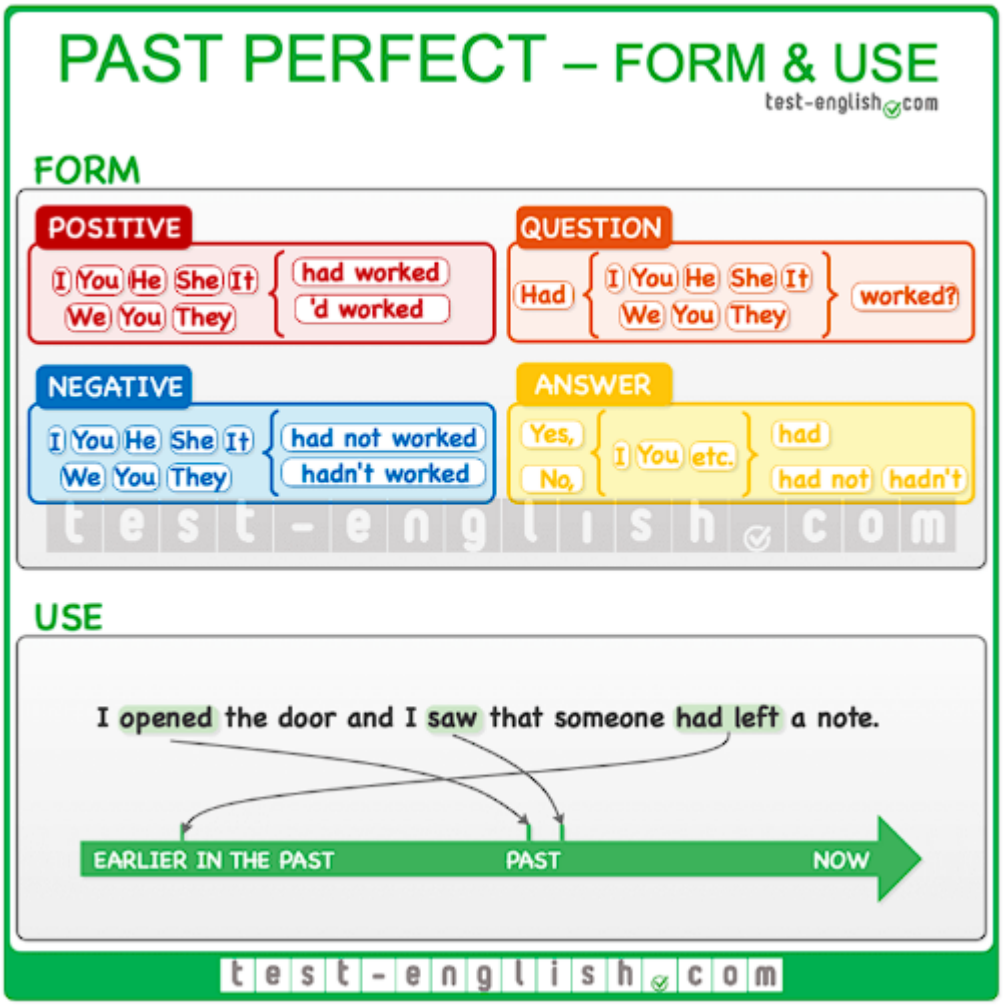
It _____ (be) a rainy day of November.
We _____ (come) from school at 2 o'clock.
We _____ (not be) very hungry but we _____ (be) too cold. While we _____ (walk) with my umbrella, we _____ (find) a coin. It _____ (not be) a normal coin, it _____ (be) a strange coin. We _____ (not continue) walking. We _____ (be) a bit nervous. What should we do? Maybe, we _____ to (have) put the coin where we _____ (find) it. We _____ (do) this. We _____ (walk) on the street, when a tall man _____ (ask) us for the coin. We _____ (tell) him that the coin _____ (be) at the beginning of the street. We _____ (know) what _____ (happen), so we _____ (continue) walking.



C. Complete the sentences. Use the past continuous form of the verbs in brackets.

1) I _____ (study) Science for my test.
2) He _____ (not do) his homework.
3) They _____ (not play) rugby because they think is boring.
4) _____ they _____ (listen) to music when you opened the door?
5) She _____ (go) to the cinema, but her friends didn't come.
6) That boy _____ (play) the violin very well. Maybe, he _____ (have) musical classes.
7) Jane, David and Polly _____ (watch) TV when the light turned off.
8) I _____ (begin) my English project when my sister fall.

VIII. PAST PERFECT



A- Fill in the gaps with the Past Perfect of the verbs given.

1. When I got to the station, the train---------- [already / leave].
2. Before I lost my wallet I ---------- [lose] my umbrella.
3. By the time the doctor arrived, the patient ---------- [die].
4. When Anna phoned, I ----------[leave] to work.
5. Before Sara crossed the road, she ---------- [look] both ways.
6. Before I had a driving license, I ---------- [have] a driving test.
7. Before he ---------- [fill] in the application form, he looked for job offers in the newspaper.
8. When I looked up, the burglar ---------- [go]
9. When the police arrived, the riots ---------- [stop].
10. After we ---------- [reach] an agreement, we shacked hands.

B- Look at the sentences and decide which happened first.

1. By the time Charles arrived at the office, the boss had already left for the meeting.

□ Charles arrived at the office.
□ The boss left for the meeting.

2. Britney had washed all the dishes when her husband came.
   □ Britney washed all the dishes.
   □ Her husband came.
3. After he had had the accident, he reported it to the insurance company.
   □ He had an accident.
   □ He reported it to the insurance company.
4. Tom had saved a lot of money so he bought a motorbike.
   □ Tom saved a lot of money.
   □ He bought a motorbike.
5. After Margaret had read the book, she took it back to the library.
   □ Margaret read the book.
   □ She took the book back to the library.
6. Before my parents visited London, they had visited Paris.
   □ My parents visited London.
   □ My parents visited Paris.

C- Join the two sentences using *when* and the Past Perfect in one of the parts of the sentence.

1. Pierre arrived at the airport. The plane left. _____
2. I switched the TV on. The program started. _____
3. The thief ran away. He snatched all the money from the cashier.
   _____
4. Peter invited me to the party. I accepted to go with someone else.
   _____
5. I got to the concert hall. The show began. _____.

IX.TELLING AN ANECDOTE

What is an anecdote?

It is a short, interesting or funny story about a real person or event. e.g., The book is a rich store of anecdote. The biographer provides a telling anecdote about the President's actions at this time.

A- Organize the following anecdote:

I was looking at it across the street.
I was 8 years old.
I was walking on the sidewalk with my mom.
It was very hilarious.
When I bumped with the lamp post.
It happened to me when.
Then I heard a noise.
It was a robot toy so.
We were going to the dentist.
And it was very painful.

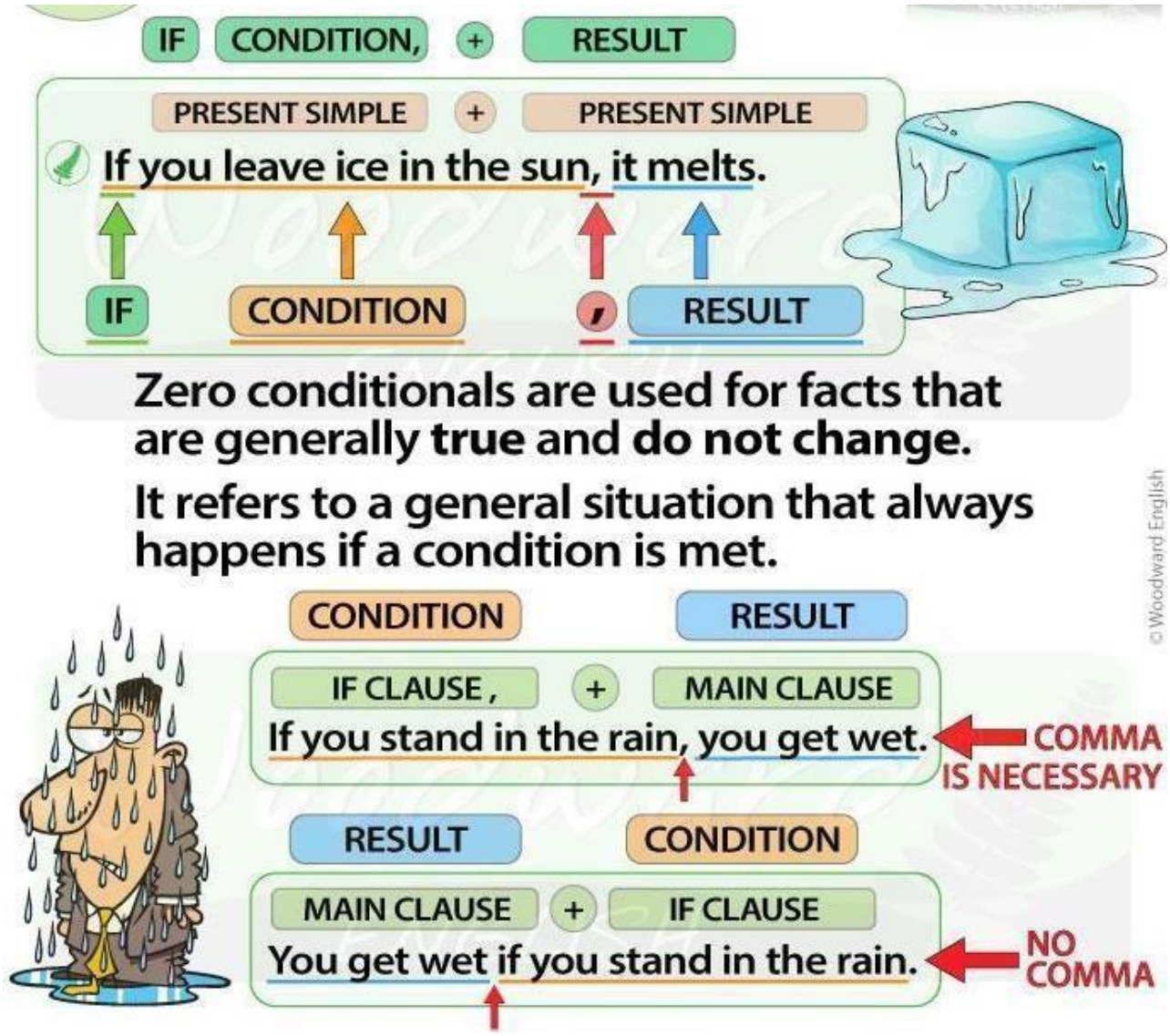


_____
_____
_____
_____
_____

B- Using the simple past, past continuous and past perfect write down one anecdote of yours; you can make a drawing of it.

_____
_____
_____
_____
_____

X. ZERO CONDITIONAL



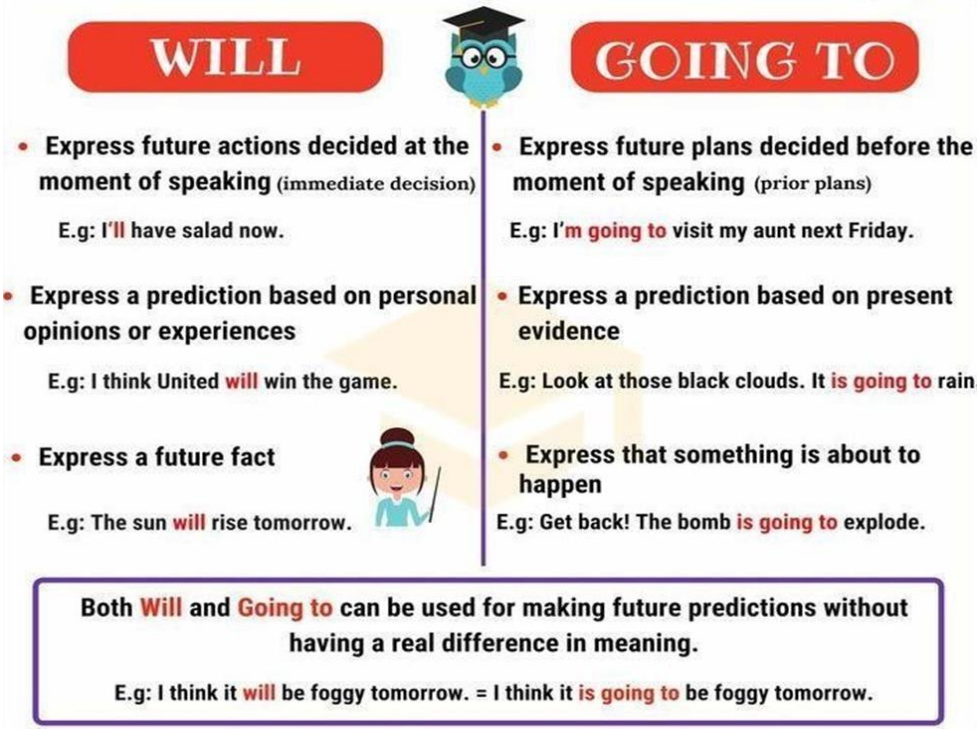
A- Complete the sentences with a feeling or emotion.

1. If a person has a job interview, he probably feels _____.
2. If a person sees his girlfriend with a man he doesn't know, he probably feels _____.
3. If a person watches a movie about a serial killer and he is home alone, he feels _____.
4. If a person does not eat for 48 hours, he probably feels _____
5. If a person does not talk to his family or friends for a long time, he probably feels _____.
6. If a person works out and is hot, he probably feels _____
7. If a person's cat dies, he probably feels _____
8. If a person has two jobs and no time to relax, he probably feels _____
9. If a person cannot keep his eyes open, he probably feels _____
10. If a person gets cut off on the freeway, he probably feels _____

B- Complete the sentences with what you do when you feel a certain way.

1. If I'm *angry,* _____
2. If I'm *busy*, _____
3. If I'm *hungry*, _____
4. If I'm *jealous*, _____
5. If I'm *lonely*, _____
6. If I'm *scared,* _____
7. If I'm *sleepy*, _____
8. If I'm *nervous*, _____
9. If I'm *thirsty*, _____
10. If I'm *upset,* _____

XI. FUTURE TENSE – WILL VS. GOING TO



1. Watch the video. https://www.youtube.com/watch?v=G_qSRKZmMDU

When it stops write predictions about what willhappen next:

☺ Use will or going to

a. **e.g.,** *I think the man will crash the car*
b. _____
c. _____
d. _____
e. _____
f. _____
g. _____
h. _____
i. _____
j. _____
k. _____
l. _____
m. _____
n. _____

2. Listening: Click on the links and do the exercises. Take a screenshot ofthe result and paste it in your guide.

- https://test-english.com/listening/a2/future-plans-listening-test/
- https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Future_Simple/Listening_Future_simple_vx1892340uk
- https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Films_-_movies/Going_to_the_Cinema_KET_Listening_xz1978643bi



3. **Go around the room and find people with these future plans. Then, try to find out more information about them:**

Find someone who...	Name	More information
...will be having dinner at 6 p.m. this evening		Find out where and with who
...will probably go out this weekend		Find out where and why
...would like to become a teacher in the future		Find out why
...is meeting a friend after class		Find out who and where
...is going to travel abroad this year		Find out where and why
...will have gone to bed by 10 p.m this evening		Find out why
...will be using a computer this evening		Find out why
...is going away next weekend		Find out where and with who
...would like to live in another country		Find out where and why
...is going to move house next year		Find out where and why
...thinks they will get married in the next five years		Find out why
...is getting up early tomorrow		Find out what time and why
...is going to play sport in the next few days		Find out what sport and where
...thinks they will have more than two children in the future		Find out why
...is going to buy a new mobile phone soon		Find out why

XII. MODAL VERBS

Type	Modal Verbs	Examples
ABILITY	Can, Could	David can speak three languages. He could speak fluent French when he was 5.
PERMISSION	Can, Could, May	Can I sit in that chair please? Could I open the window? May I borrow your dictionary?
ADVICE	Should	You should visit your dentist at least twice a year. You should try to lose weight.
OBLIGATION	Must, Have to	I must memorize all of these rules about tenses. You have to take off your shoes before you get into the mosque.
POSSIBILITY	Might, May, Could, Can	It looks nice, but it might be very expensive. Richard may be coming to see us tomorrow.



1- Choose the alternative which best completes each of the following sentences:

1. If you suffer from flu, you .....rest.
   a- Should b- must c- can
2. It .....be Jim who called on us. He is passing his exam right now.
   a- Mustn't b- might c- can't
3. I'm afraid they .....do something stupid.
   a- Could b- may c- should
4. He .....have told her sooner that he was married.
   a- Must b- might c- ought to
5. She said she .....join us later this evening before dinner.
   a- Can b- might c- may
6. I .....tell you how much I appreciate what you've done.
   a- Needn't b- can't c- mustn't
7. "We .....have brought a tape recorder", she cried, "then we'd have what he says all our lives!"
   a- Could b- need c- should
8. Someone .....have opened this letter secretly.
   a- Must b- could c- ought to

2- Match these sentences with the appropriate pictures:



3- Complete with must or mustn't.





A. Students _____ wear a school uniform.
B. Students _____chew gum.
C. Students _____ arrive on time for school.
D. Students _____be polite to everybody.
E. Students _____take food or drink into classroom.
F. Students _____give their homework to the teacher.
G. Students _____run in the school corridors.











4- Giving advice. Write a piece of advice using modal verb you consider necessary.

A- My girlfriend left me. I feel depressed. What should I do?
_____.

B- I want to quit smoking. What should I do?
_____

C- I gained a lot of weight in last few years. I want to lose at least 10kg. What should I do?
_____.

D- I have a headache. What should I do?
_____.

E- I hate working. What should I do?
_____.

F- I feel sad. What should I do?
_____.

G- My husband doesn't help me with the house work. What should I do?
_____.

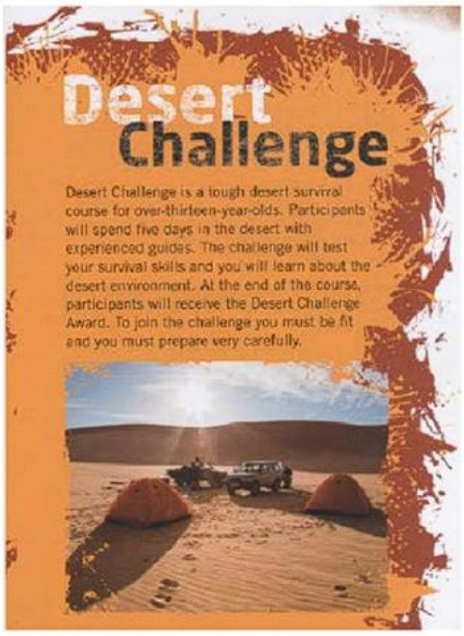
H- My wife criticizes me all the time. What should I do?
_____.

I- I need to find a job. What should I do?
_____.

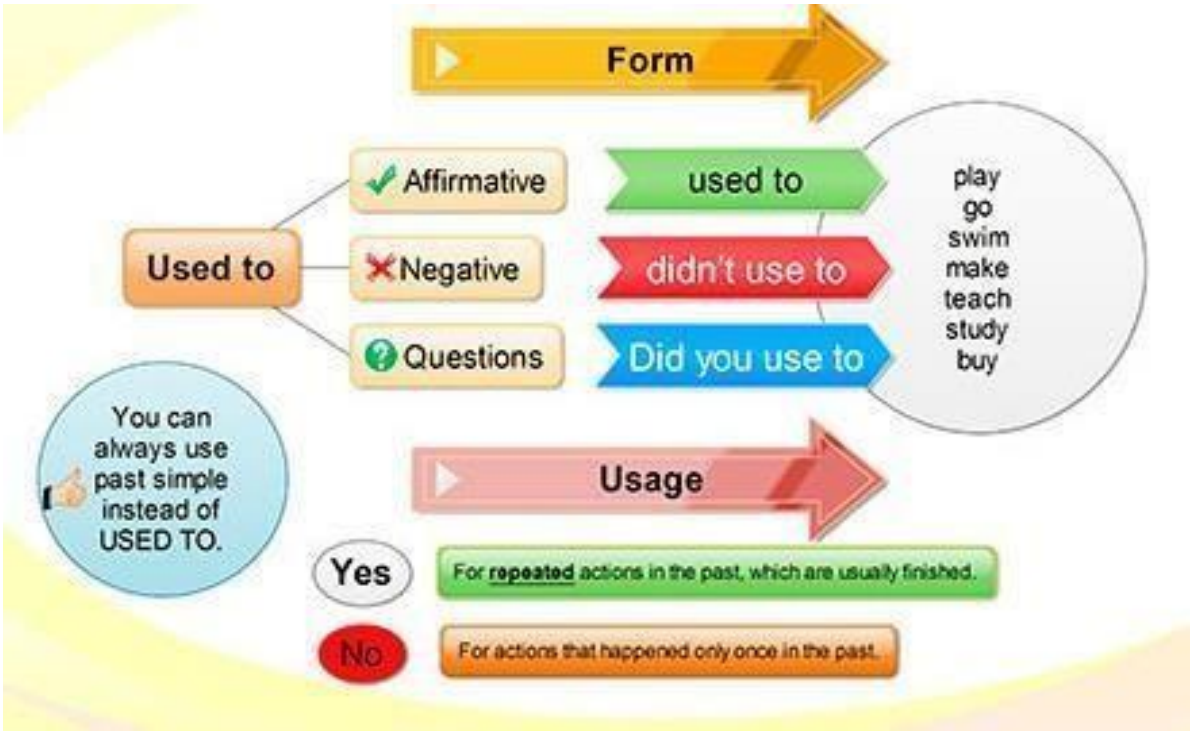
J- I need to learn English much faster. What should I do?
_____.

5- Listening exercise: Click on the links and do the exercises. Take a screenshot of the result and paste it on your guide.

- https://es.liveworksheets.com/sf236937hu
- https://es.liveworksheets.com/worksheets/en/English_language/Modal_verbs/MOdule_10*_Our_World_Listening_Activity_bj2307247kt



XIII. USED TO



1. Describe what people used to do and didn't use to do before the invention of these items



Light bulbs:
e.g., People used to use candles.
People didn't use to go to bed late.



Cars



Mobile phones



Computers

TECHNICAL ASSIGNMENTS

1. Final presentation preparation - (Introduction of the project group, characterization of the company and the objectives).

2. Decide whether the following safety rules and recommendations are a GOOD/ BAD or even DANGEROUS, give a piece of advice.



a. If you want to dilute sulphuric acid, pour water slowly into the acid.

b. For work with unpleasant or dangerous vapors plug yournose with cotton properly.

c. If any chemicals get in your eyes, flush them with running water and inform the teacher or colleague whathappened.

d. In case of fire try to find some good shelter (e.g., under the sink) and wait.

e. If you want to warm some meal in the lab, don't put it inthe furnace together with any chemicals.

3. Study the text Lab Safety Rules and underline the expressions you are not familiar with. Can you guess their meaning from the context?

Lab Safety	
GENERAL GUIDELINES  	1. Conduct yourself in a responsible manner at all times in the laboratory. 2. Follow all written and verbal instructions carefully. Ifyou do not understand a direction or part of a procedure, ask your teacher before proceeding with the activity. 3. Never work alone in the laboratory. No student maywork in the science classroom without the presence of theteacher. 4. When first entering a science room, do not touch any equipment, chemicals, or other materials in the laboratory area until you are instructed to do so. 5. Perform only those experiments authorized by yourteacher. Carefully follow all instructions, both written and oral. Unauthorized experiments are not allowed. 6. Do not eat food, drink beverages, or chew gum in the laboratory. Do not use laboratory glassware as containers for food or beverages.

	7. Be prepared for your work in the laboratory. Read all procedures thoroughly before entering the laboratory. Neverfool around in the laboratory. Horseplay, practical jokes, andpranks are dangerous and prohibited. 8. Always work in a well-ventilated area. 9. Observe good housekeeping practices. Work areas should be kept clean and tidy at all times.
ACCIDENTS AND INJURIES 	10. Report any accident (spill, breakage, etc.) or injury (cut, burn, etc.) to the teacher immediately, no matter how trivial it seems. Do not panic. 11. If you or your lab partner is hurt, immediately (and loudly) yell out the teacher's name to get the teacher's attention. Do not panic. 12. If a chemical should splash in your eye(s) or on your skin, immediately flush with running water for at least 20 minutes. Immediately (and loudly) yell out the teacher's nameto get the teacher's attention.
HANDLING CHEMICALS 	13. Chemicals in the laboratory are to be considered dangerous. Avoid handling chemicals with fingers. Always use tweezers. When making an observation, keep at least 1 foot away from the specimen. Do not taste or smell any chemicals. 14. Check the label on all chemical bottles twice before removing any of the contents. Take only as much chemical as you need. 15. Never return unused chemicals to their original container. 16. Never remove chemicals or other materials from the laboratory area.

4. Laboratory Safety Poster

In pairs design and create a poster to show one of the safety rules that students must follow when working in a science laboratory. Remember to use the lab rules that are stuck in your books for ideas.
You might design a poster to show what to do or not to do when using the Bunsen burners.

5. Periodic Table

Part 1. Matching. Place the letter for the correct element category from the list on the right next to each description.

a) transition metals
b) halogens
c) alkaline earth metals
d) noble gases
e) alkali metals

1. _____The element sodium (Na) belongs to this group of elements.
2. _____These elements are not likely to chemically bond with other elements.
3. _____These elements are located in the center of the periodic table.
4. _____These elements tend to gain one electron to fill their outer shell and aresometimes colored gases.
5. _____These elements have two electrons in their highest unfilled energy level.

Part 2. Fill in the blank

Write the word or phrase that best completes each sentence.
Choose from the following:

group, atomic number, periodic, metallic, metalloid, chlorine, magnesium, period,alkali metal, Cl.

1. The elements on the periodic table are arranged in order of increasing _____.
2. The arrangement of the elements on the periodic table shows a predictable, repeating, _____pattern that allows us to predict chemical properties.
3. The elements Na, Mg, and Cu are each classified as _____ elements**.**
4. When elements are located in the same,_____they exhibit similar chemical andphysical properties.
5. The element_____is an example of an element that is classified as a nonmetal.

4. 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** **Evidencias de Producto:** Final presentation preparation (Introduction of the project group, characterization of the company and the objectives.	-Pronunciación -Fluidez -Uso adecuado y pertinente del vocabulario. -Uso adecuado y pertinente de estructuras gramaticales explicadas ensesión	Talleres Video Listas de verificación Presentación

5. GLOSARIO DE TERMINOS

Accident: an unintended incident which resulted, or could have resulted in, the injury or exposure to a substance or contagious disease, of one or more persons.

Act out: to perform a narrative as if it were a play; translate something into action.

Appropriate: suitable or proper in the circumstances.

Choose: to pick out (someone or something) as being the best or most appropriate oftwo or more alternatives.

Crossword: a puzzle consisting of a grid of squares and blanks into which words crossing vertically and horizontally are written according to clues.

Fill in: to put material into a hole, trench, or space so that it is completely full.

Fill out: to add information to complete an official form or document.

Find out: to discover a fact or piece of information.

Go around: to pass from place to place.

Look at: to observe attentively.

Match: to be the same or suitable to one another.

Paragraph: a distinct section of a piece of writing, usually dealing with a single

theme and indicated by a new line, indentation, or numbering.

Paste: to stick on or together two or more things.

Set up: to place or erect something in position.

Warm up: to get prepared for any physical or intellectual exercise.

Wordsearch: a puzzle consisting of letters arranged in a grid, containing several hidden words written in any direction.

Yourself: you personally.

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

	Nombre	Cargo	Dependencia	Fecha
Autor (es)				

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

Nombre	Cargo	Dependencia	Fecha	Razón del Cambio