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PROCESO DE GESTIÓN DE FORMACIÓN PROFESIONAL INTEGRAL FORMATO GUÍA DE APRENDIZAJE

1. IDENTIFICACIÓN DE LA GUÍA 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 empleamos esa información para solucionar gran variedad de problemáticas.

3. FORMULACIÓN DE LAS ACTIVIDADES DE APRENDIZAJE

NIVEL 4

Actividades de reflexión Inicial: WARM UP

I. **SIMPLE PRESENT VS PRESENT CONTINUOUS**

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.’

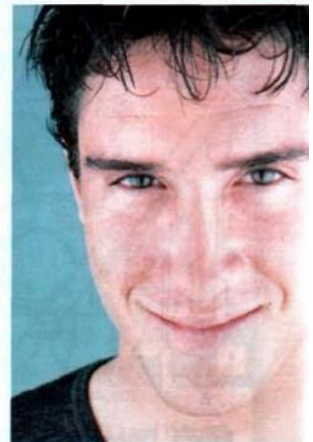
But this Saturday is different! This morning Isabel got up early because today she’s getting married. She’s in church with all her family and friends. She’s wearing a white dress, and her husband is standing next to her.



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.



a) **Read the two texts carefully. Then answer the questions.**

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?



5. Underline the verbs in the two texts, compare between the verbs that describe habits(usually) and the verbs that describe actions at the time of speaking (this Saturday/ Christmas.../ Now ...). Then complete the rules:

a) When we describe actions at the time of speaking, we put the verb in the tense.

b) When we describe actions at the time of speaking, we put the verb in the tense.

b)

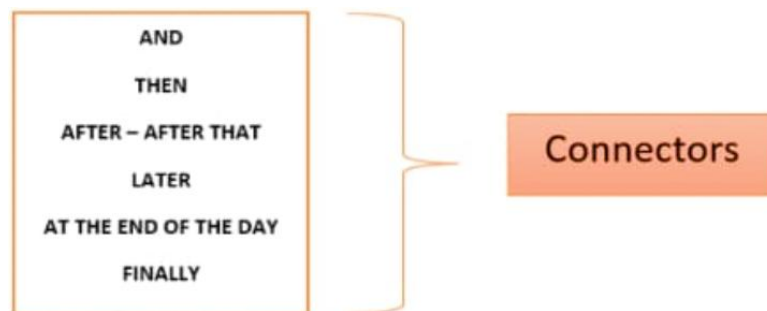
Complete the text about Leo by putting the verbs in the correct tense.

'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.



c) Write your personal routine using the next linker words:

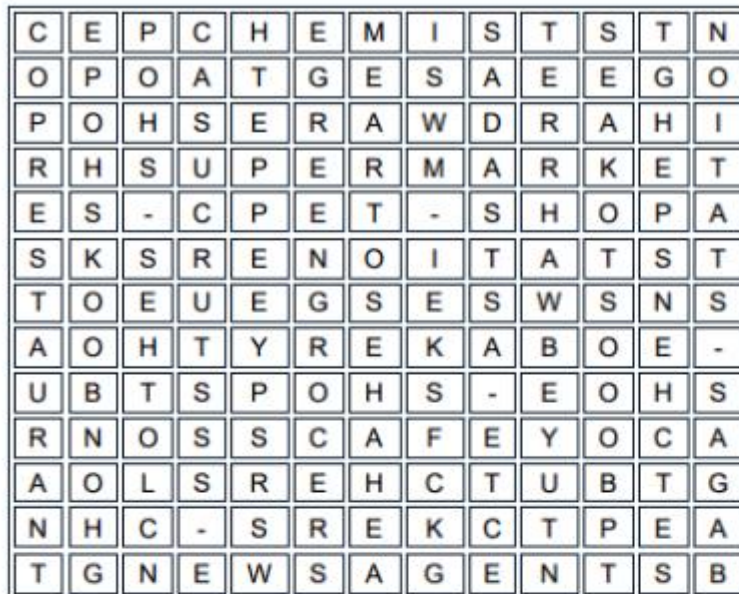


Do not forget to add some hours in specific cases.

Example: I wake up at 4:55 a.m. and take a shower. Then, ...

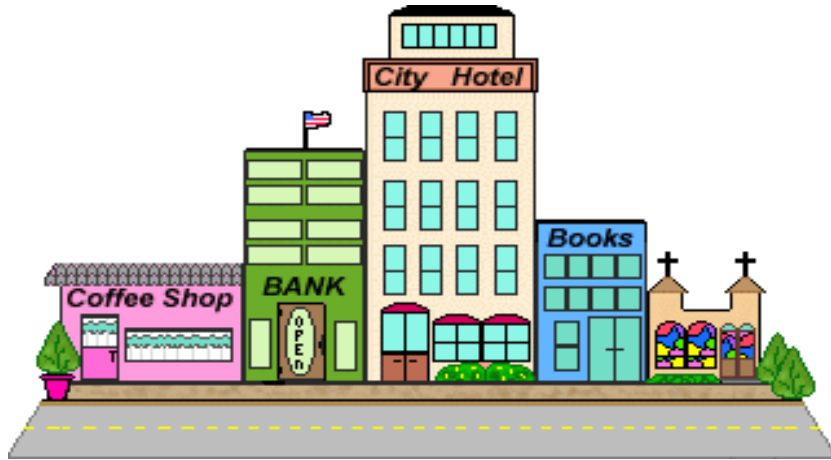


d) Find the words in the wordsearch and write them under the right picture.





e) 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 _____

f) **Listening exercise. Click on the following link and develop the activities.**

<https://learnenglishteens.britishcouncil.org/grammar/a1-a2-grammar/present-simple>

Busy Daisy
Present simple

Daisy is talking to her brother Oliver,
and his best mate Alfie,
about her new boyfriend.
Daisy and Oliver's mum is working
in Thailand this week.



II. VOCABULARY: BODY PARTS

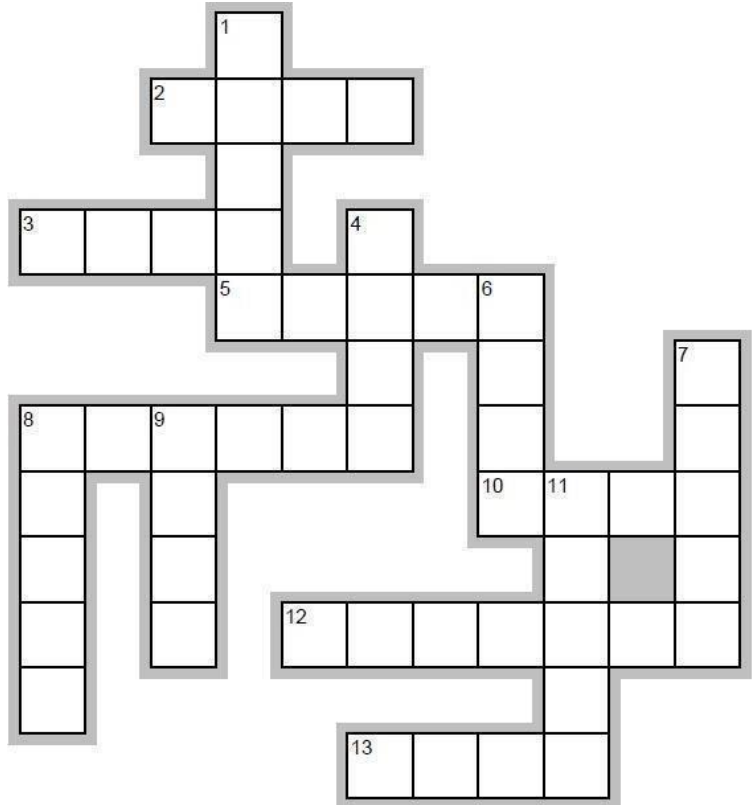
a) Fill in the crossword:

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.



b) Write the down the definition in English of the following body parts:

A- Calf:_____.

B- Belly:_____.

C- Thigh:_____.

D- Forehead:_____.

E- Eyebrows:_____.

F- Nails:_____.

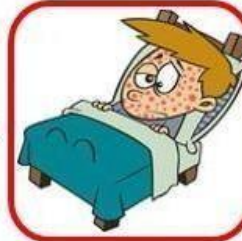
G- Shoulder:_____.

H- Elbow:_____.



III. VOCABULARY: HEALTH PROBLEMS

a) 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. VOCABULARY: FEELINGS AND EMOTIONS

- a) 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.





b) Complete the sentences with a feeling or emotion:

- a. If a person has a job interview, he probably feels _____.
- b. If a person sees his girlfriend with a man he doesn't know, he probably feels _____.
- c. If a person watches a movie about a serial killer and he is home alone, he feels _____.
- d. If a person does not eat for 48 hours, he probably feels _____.
- e. If a person does not talk to his family or friends for a long time, he probably feels _____.
- f. If a person works out and is hot, he probably feels _____.
- g. If a person's cat dies, he probably feels _____.
- h. If a person has two jobs and no time to relax, he probably feels _____.
- i. If a person cannot keep his eyes open, he probably feels _____.
- j. If a person gets cut off on the freeway, he probably feels _____.

c) 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*, _____.





V. SIMPLE PAST

Simple Past Tense	
Regular verbs: Verb + ed	Regular verbs: watch => watched
Irregular verbs: Take different forms	Irregular verbs: go => went
Did + Subject + Verb	Did you watch/go...?
Did not/didn't + Verb	I didn't go/watch...
Form	Examples

a) Watch the video and practice with the exercises you find in it:

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

Take some screenshots as evidence of the work done.

b) Story Time! Read the two stories below and fill in the gaps with the verbs from the 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 |

i. 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?



ii. Sleeping Beauty

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

A long time ago there _____ a beautiful princess. She _____ 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.

iii. The Three Little Pigs

made	tried	ate		were	lived	fell	blew	was	used
came									

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 and happy life.

c) 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	



d) Watch and nurture your knowledge:

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



e) Visit to check a list of the most common verbs in English:

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

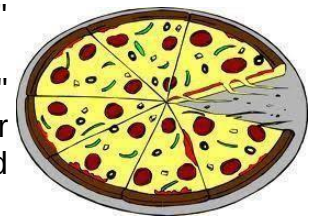
f) Reading exercise: A pizza!

"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.



l) 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. |

VI. PAST CONTINUOUS

PAST CONTINUOUS TENSE



S + was/were + V-ing

She was cooking all morning.



S + was/were + not + V-ing

She was not sleeping when he came home.



Was/were + S + V-ing?

Was she sleeping when he came home?



A. 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).

B. 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.



VII. 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 _____ (have) to 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

PAST PERFECT – FORM & USE

test-english.com

FORM

POSITIVE	QUESTION
I You He She It We You They	Had I You He She It We You They
had worked 'd worked	worked?

NEGATIVE	ANSWER
I You He She It We You They	Yes, I You etc. No, I You etc.
had not worked hadn't worked	had had not hadn't

test-english.com

USE

I opened the door and I saw that someone had left a note.

EARLIER IN THE PAST PAST NOW

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 shook 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. _____.

d) **Exercise: 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.

11) 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.*

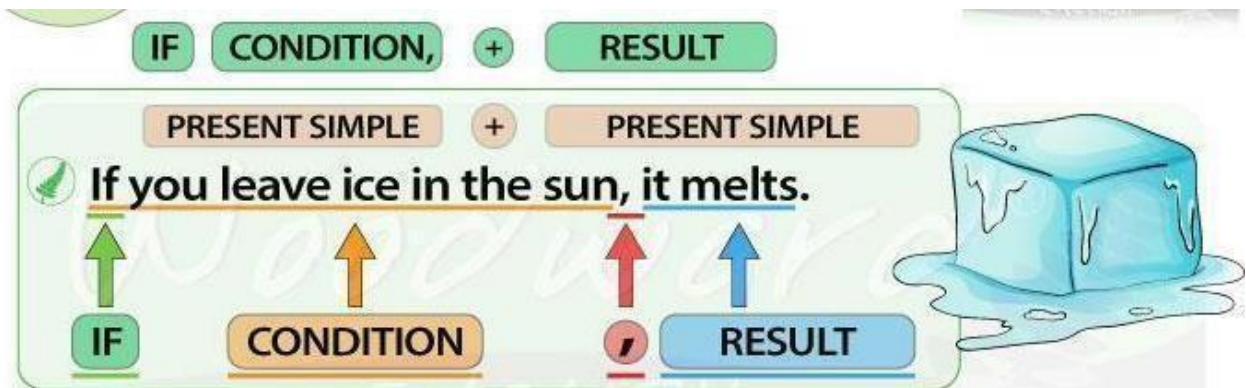




2) Using the simple past, past continuous and past perfect write down one anecdote of yours; make a drawing of it.

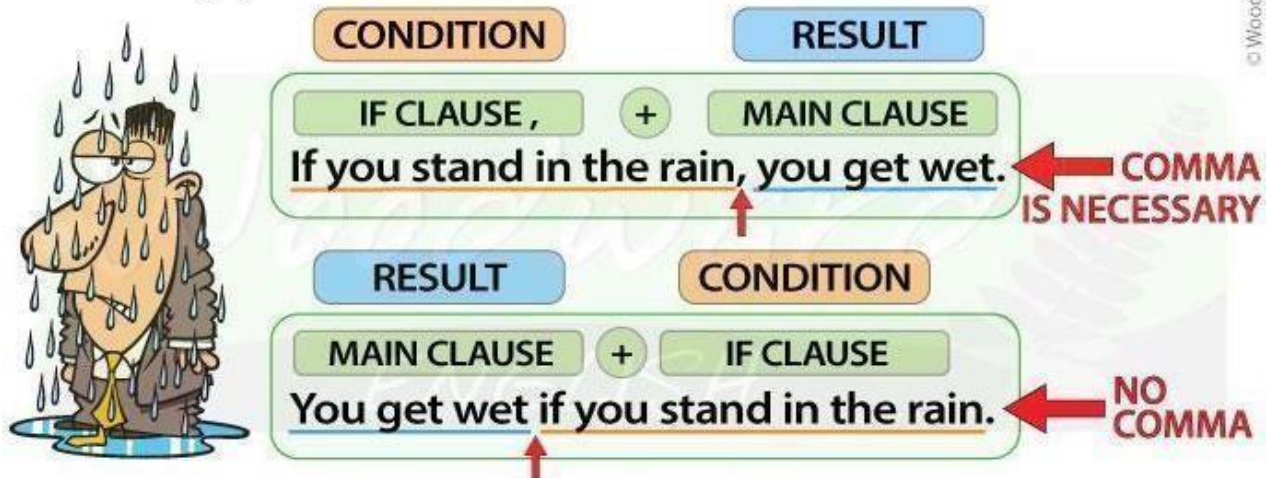


IX. ZERO CONDITIONAL



Zero conditionals are used for facts that are generally true and do not change.

It refers to a general situation that always happens if a condition is met.





a) Fill in the blanks:

- 1) If you _____ (to mix) yellow and blue, you _____ (to get) green.
- 2) If you _____ (to drop) a glass on the floor, it _____ (to break).
- 3) She always _____ (to take) her umbrella when it _____ (to rain).
- 4) Plants _____ (to die) if they don't _____ (to get) enough water.
- 5) Peter _____ (to get) sick if he _____ (to drink) milk.

X. FUTURE TENSE – WILL VS. GOING TO

WILL		GOING TO
<ul style="list-style-type: none">Express future actions decided at the moment of speaking (immediate decision) E.g: I'll have salad now.		<ul style="list-style-type: none">Express future plans decided before the moment of speaking (prior plans) E.g: I'm going to visit my aunt next Friday.
<ul style="list-style-type: none">Express a prediction based on personal opinions or experiences E.g: I think United will win the game.		<ul style="list-style-type: none">Express a prediction based on present evidence E.g: Look at those black clouds. It is going to rain
<ul style="list-style-type: none">Express a future fact E.g: The sun will rise tomorrow.		<ul style="list-style-type: none">Express that something is about to happen E.g: Get back! The bomb is going to explode.

Both **Will** and **Going to** can be used for making future predictions without having a real difference in meaning.

E.g: I think it **will** be foggy tomorrow. = I think it **is going to** be foggy tomorrow.



a) Open the link and complete the exercises using future.

<https://www.liveworksheets.com/w/en/english-second-language-esl/987017>

- 1) I _____ to you tomorrow.
- 2) Where _____ the meeting _____?
- 3) Who _____ there?
- 4) She _____ it later.
- 5) They _____ all the way home.
- 6) We _____ a good time.
- 7) _____ you _____ here tomorrow?
- 8) He _____ his homework tomorrow.
- 9) It _____ until next week.
- 10) That _____ \$21.89, please.

b) **Listening:** Click on the links and do the exercises. Take a screenshot of the 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 \(ESL\)/Films - movies/Going to the Cinema KET Listening xz1978643bi](https://es.liveworksheets.com/worksheets/en/English%20as%20a%20Second%20Language%20(ESL)/Films%20-%20movies/Going%20to%20the%20Cinema%20KET%20Listening%20xz1978643bi)





c) Go around the room and find people and ask them about future plans.

- Ask to your partners about:

- 1) Traveling or favorite places
- 2) Weekend activities
- 3) Studies
- 4) Leisure activities
- 5) Professional goals

Example:

Where are you going to travel on vacations? I'm going to travel to Canada.

1. _____
2. _____
3. _____
4. _____
5. _____

XI. MODAL VERBS

Type	Modal Verbs	Examples
ABILITY	Can, Could	<ul style="list-style-type: none">✿ David can speak three languages.✿ He could speak fluent French when he was 5.
PERMISSION	Can, Could, May	<ul style="list-style-type: none">✿ Can I sit in that chair please?✿ Could I open the window?✿ May I borrow your dictionary?
ADVICE	Should	<ul style="list-style-type: none">✿ You should visit your dentist at least twice a year.✿ You should try to lose weight.
OBLIGATION	Must, Have to	<ul style="list-style-type: none">✿ 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	<ul style="list-style-type: none">✿ It looks nice, but it might be very expensive.✿ Richard may be coming to see us tomorrow.





a) 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, "Nobody will believe us!"
a- could b- need c- should
- 8) Someone _____ have opened this letter secretly.
a- must b- could c- ought to

b) Speaking exercise:

Situation: politician speech.

Order:

- Create 5 proposals by pairs of students and write down some information to change the humankind or the country.
- In a three minutes presentation, show up the proposals to your classmates using the proper intonation and speech of the situation. Do not forget to add the modal verbs in each case.



c) 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.



d) 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 housework. 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?

_____.

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

https://www.liveworksheets.com/w/en/english-language/1357605#google_vignette



XII. USED TO

Past Tense - Used to

Used to + the simple form of a verb describe past habits or activities.

Used to		
Affirmative	used to + base verb	I used to live in Sudbury. We used to talk every day.
Negative	didn't + use to + base verb *no -d ending	They didn't use to cook dinner every night. You didn't use to dance competitively.
Questions	There is no -d ending unless Who or What is the subject of the question.	Did you and your friends use to play soccer? Didn't you use to prefer chocolate ice cream? Who used to wash your clothes?

a) Fill in the blanks with use(d) and the base form given:

Example: I used to play (**play**) baseball every summer.

I didn't use to like (**not like**) mushrooms on my pizza.

- 1) I _____ (live) in an apartment.
- 2) You _____ (love) chocolate as a child.
- 3) They _____ (not - smoke).
- 4) The dog _____ (like) walks but now he's old.
- 5) Mr. Smith _____ (coach) the tennis team at school.
- 6) He _____ (speak) French every day.
- 7) We _____ (have) short hair.
- 8) My neighbors _____ (visit) once a week.
- 9) She _____ (study) Swedish.
- 10) It _____ (get) warmer in summer.
- 11) My family _____ (not practice) grammar practice.
- 12) The school bus _____ (pick) us up at 7:30 a.m.
- 13) The students _____ (not enjoy) the same games.
- 14) My cousins _____ (come) to my house every summer.
- 15) I _____ (go) to my grandparents once a year.



b) 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 your nose with cotton properly.
 - c. If any chemicals get in your eyes, flush them with running water and inform the teacher or colleague what happened.
 - 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 in the 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	
<p>GENERAL GUIDELINES</p> 	<ol style="list-style-type: none"> 1. Always conduct yourself in a responsible manner in the laboratory. 2. Follow all written and verbal instructions carefully. If you 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 may work in the science classroom without the presence of the teacher. 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 your teacher. Carefully follow all instructions, both written and oral. Unauthorized experiments are not allowed. 6. Do not eat food, drink beverages, or chew gum in



	<p>the laboratory. Do not use laboratory glassware as containers for food or beverages.</p> <p>7. Be prepared for your work in the laboratory. Read all procedures thoroughly before entering the laboratory. Never fool around in the laboratory. Horseplay, practical jokes, and pranks are dangerous and prohibited.</p> <p>8. Always work in a well-ventilated area.</p> <p>9. Observe good housekeeping practices. Work areas should be always kept clean and tidy.</p>
<p>ACCIDENTS AND INJURIES</p> 	<p>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.</p> <p>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.</p> <p>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 name to get the teacher's attention.</p>
<p>HANDLING CHEMICALS</p> 	<p>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.</p> <p>14. Check the label on all chemical bottles twice before removing any of the contents. Take only as much chemical as you need.</p> <p>15. Never return unused chemicals to their original container.</p> <p>16. Never remove chemicals or other materials from the laboratory area.</p>



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

5. GLOSARIO DE TÉRMINOS

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 of two 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