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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 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):

- 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.

Resultado 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.

1. FORMULACIÓN DE LAS ACTIVIDADES DE APRENDIZAJE

NIVEL 3

Actividades de reflexión Inicial: WARM UP

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

Getting an ID card

b) 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

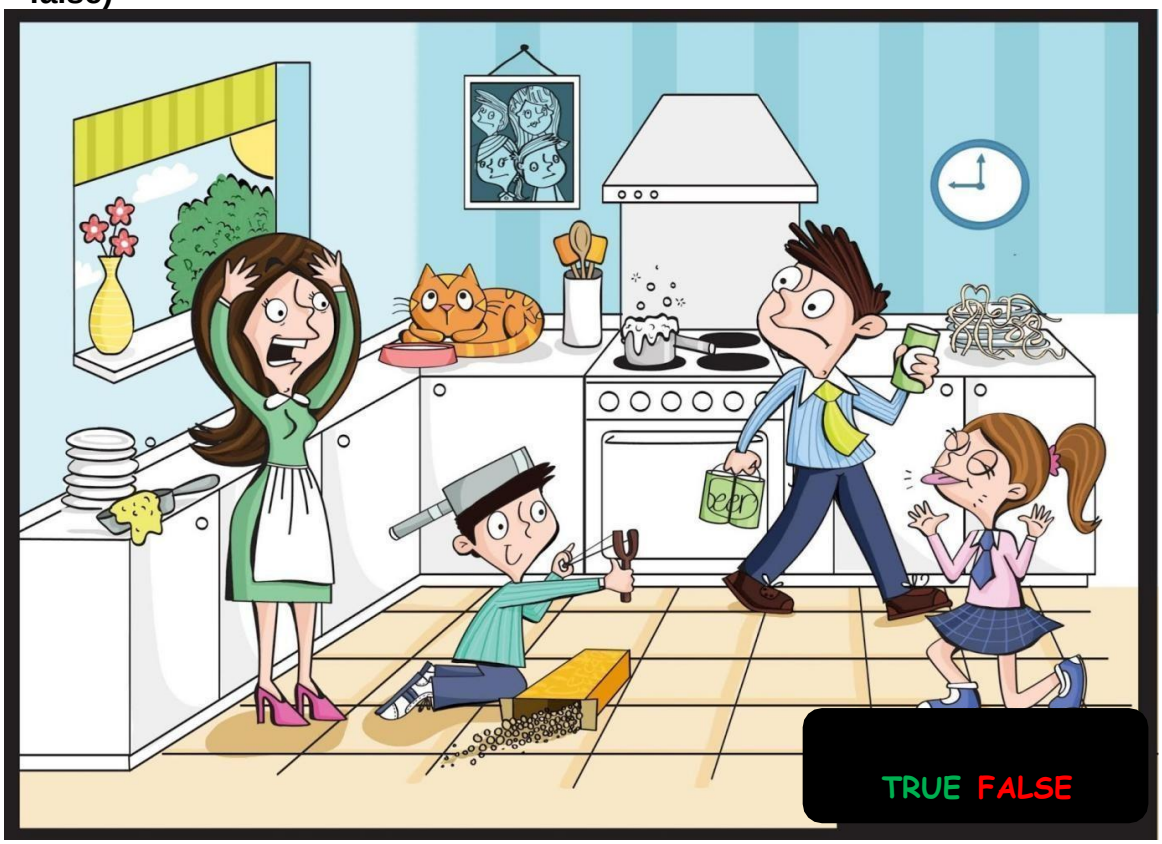
5-

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

c) 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 windowsill.
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.

d) Now write the correction of the false sentences:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

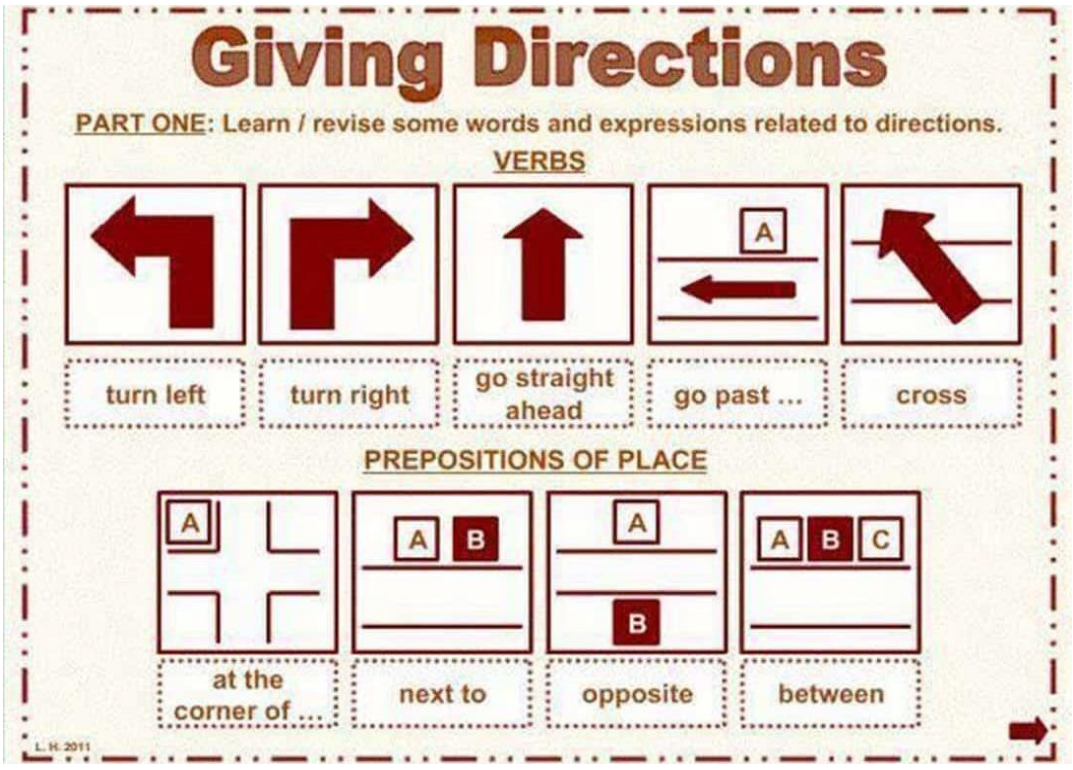
I. ASKING AND GIVING DIRECTIONS

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



a) 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.

b) 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,

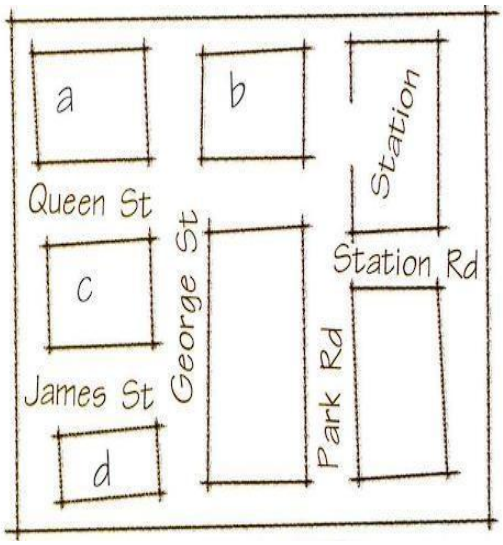
I'm so pleased you can come on Sunday. Here are the directions to my new house.

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



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

Giving directions

II. 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)

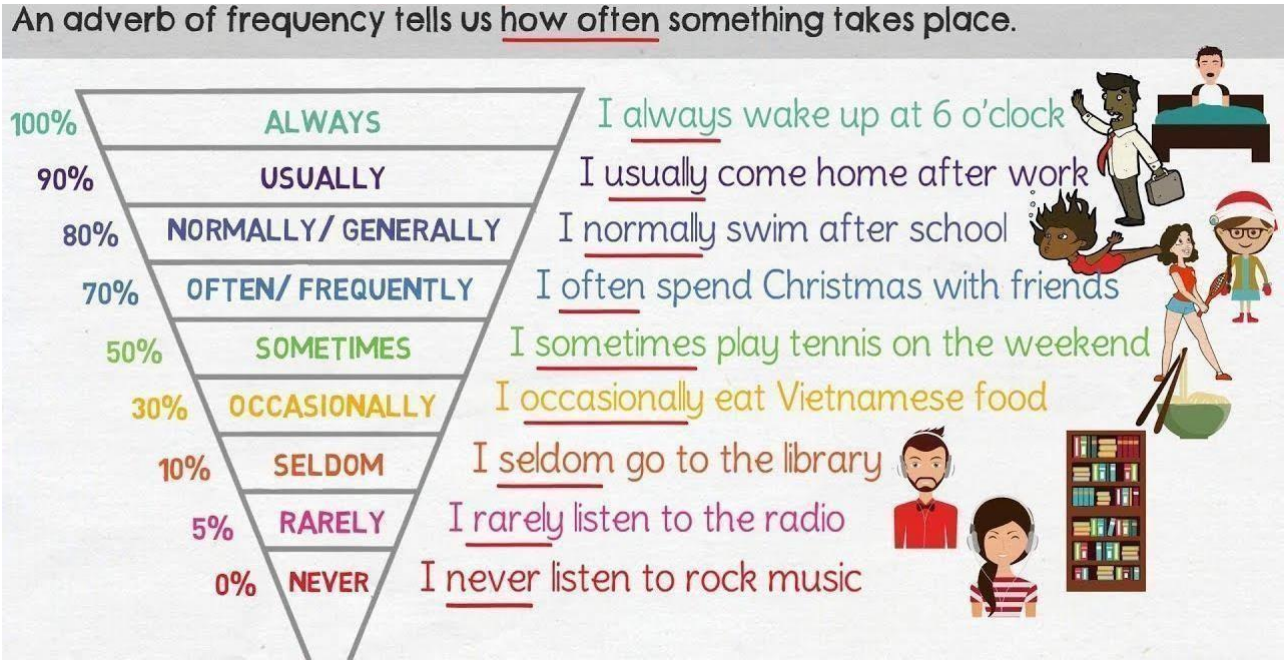
2. _____ Tom _____ to school by bus? (go)
   No, he doesn't. He _____ to school on foot. (go)

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)

III. ADVERBS OF FREQUENCY



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

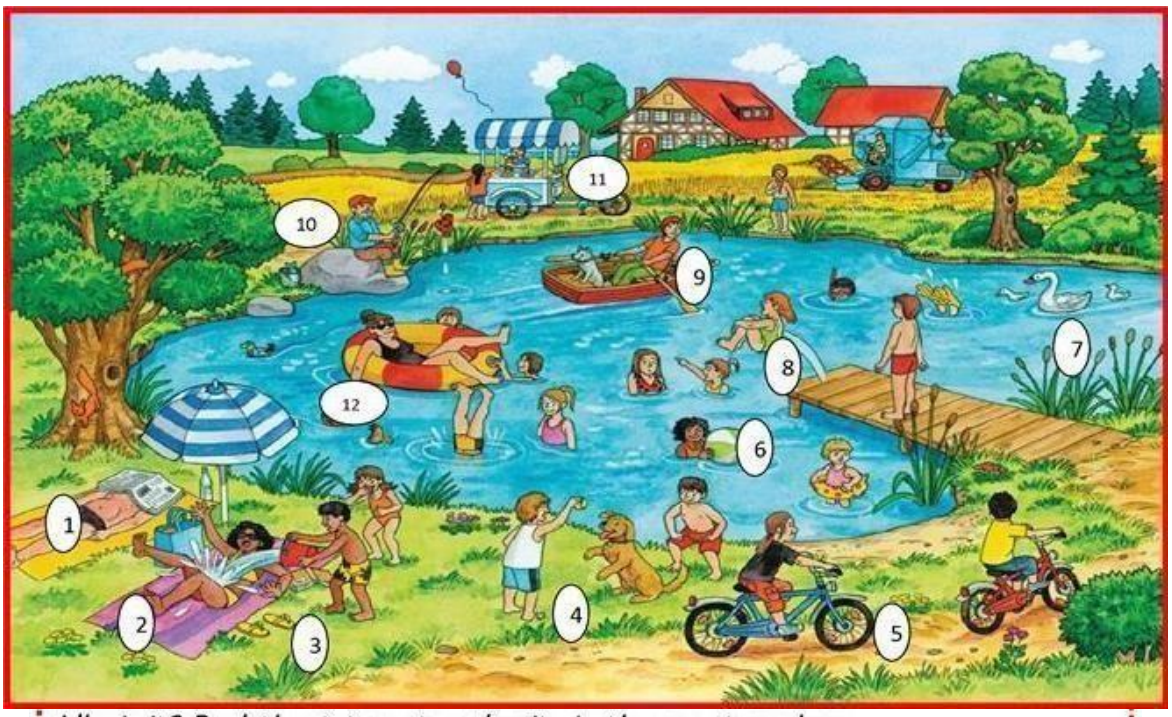
clean	eat	relax	play (sports or instruments)	study
do the grocery	drink wine	listen to music	phone (friends, relatives,...)	do the gardening
go shopping	walk	run	speak a foreign language	go on holidays
swim	sing	drive	read something	watch TV
dance	drink coffee	go to the cinema	eat ethnic food (what kind?)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

IV. PRESENT CONTINUOUS - PROGRESSIVE

a) What are they doing now?



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

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

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

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

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

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

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

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

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

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

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

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

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

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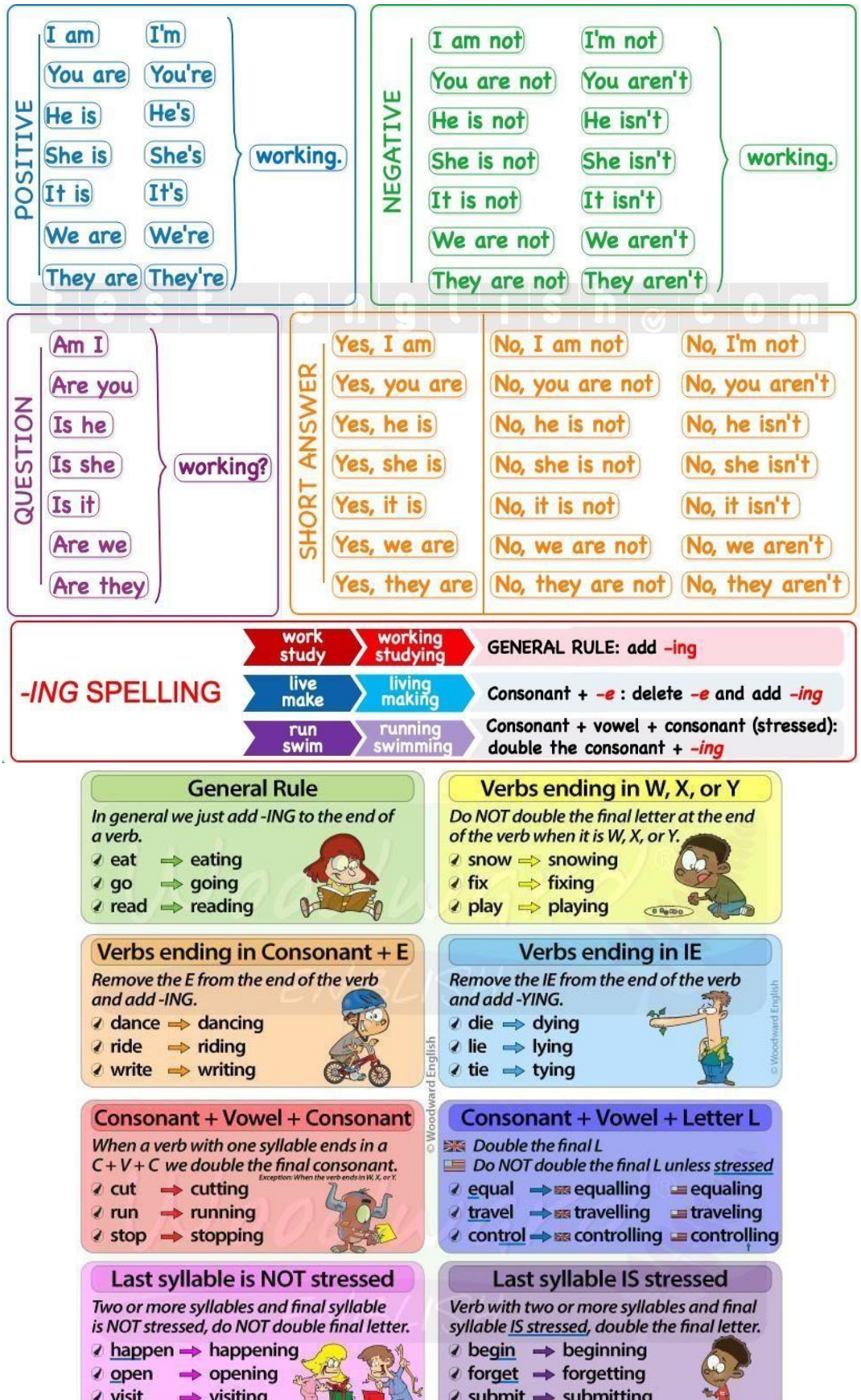

POSITIVE
I am
I'm
You are
You're
He is
He's
She is
She's
It is
It's
We are
We're
They are
They're
working.
NEGATIVE
I am not
I'm not
You are not
You aren't
He is not
He isn't
She is not
She isn't
It is not
It isn't
We are not
We aren't
They are not
They aren't
working.
QUESTION
Am I
Are you
Is he
Is she
Is it
Are we
Are they
working?
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
© Woodward English
Consonant + Vowel + Consonant
When a verb with one syllable ends in a C + V + C we double the final consonant.
Exception: When the verb ends in W, X, or Y.
cut ⇒ cutting
run ⇒ running
stop ⇒ stopping
Consonant + Vowel + Letter L
Double the final L
Do NOT double the final L unless stressed
equal ⇒ equalling equaling
travel ⇒ travelling traveling
control ⇒ controlling controlling
Last syllable is NOT stressed
Two or more syllables and final syllable is NOT stressed, do NOT double final letter.
happen ⇒ happening
open ⇒ opening
visit ⇒ visiting
Last syllable IS stressed
Verb with two or more syllables and final syllable IS stressed, double the final letter.
begin ⇒ beginning
forget ⇒ forgetting
submit ⇒ submitting

b) Read and answer using the gerund:

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

V. 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.

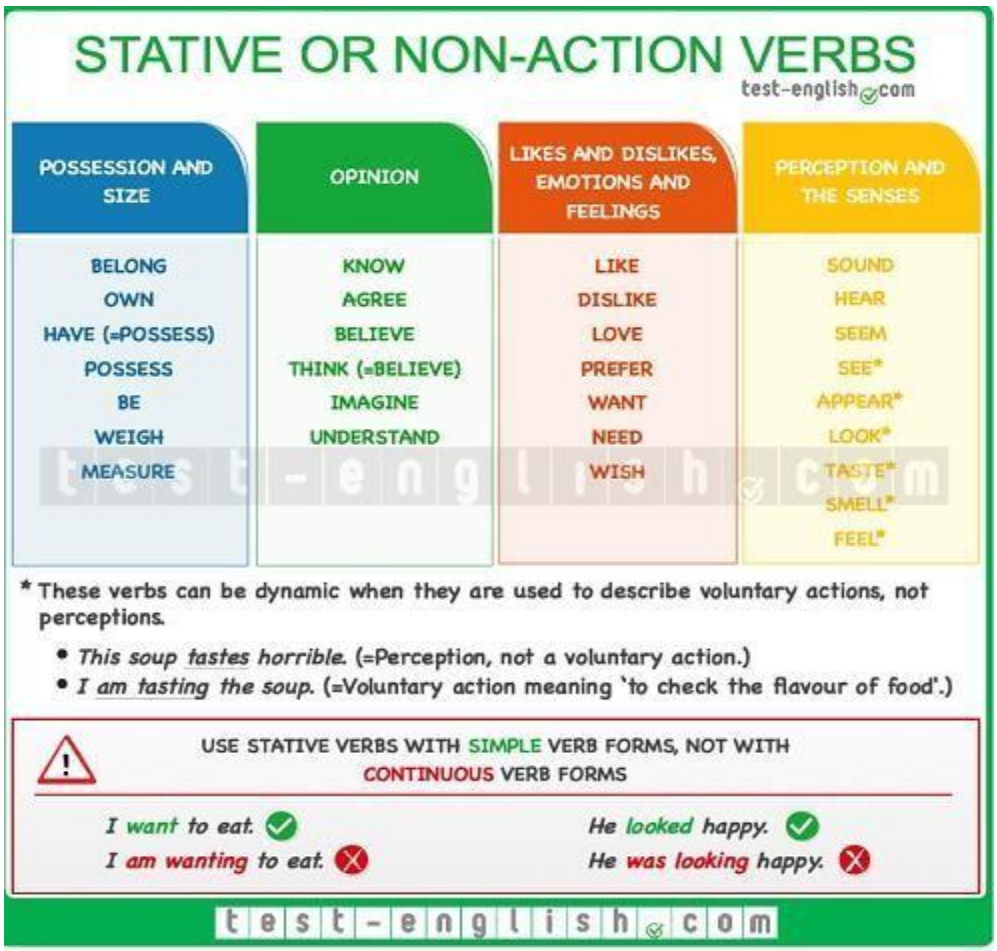
Example verbs

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



VI. LISTENING EXERCISE:

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

_____
_____
_____
_____

b) **Click on the following link and develop the activities:**

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

Study tips

VII. 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

a) 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.

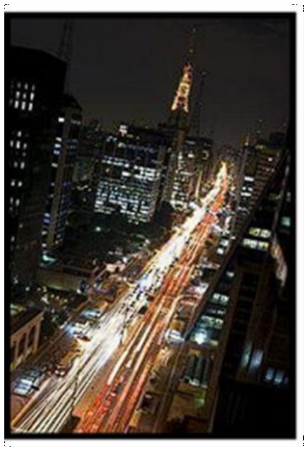
b) Work on these exercise and check:
https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Comparatives_and_superlatives/Compartive,_Superlative_and_Equatives_-_Adjectives_and_Adverbs_sz596575uv

c) 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

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

d) 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.

e) 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.

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

_____
_____
_____
_____

VIII. 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:

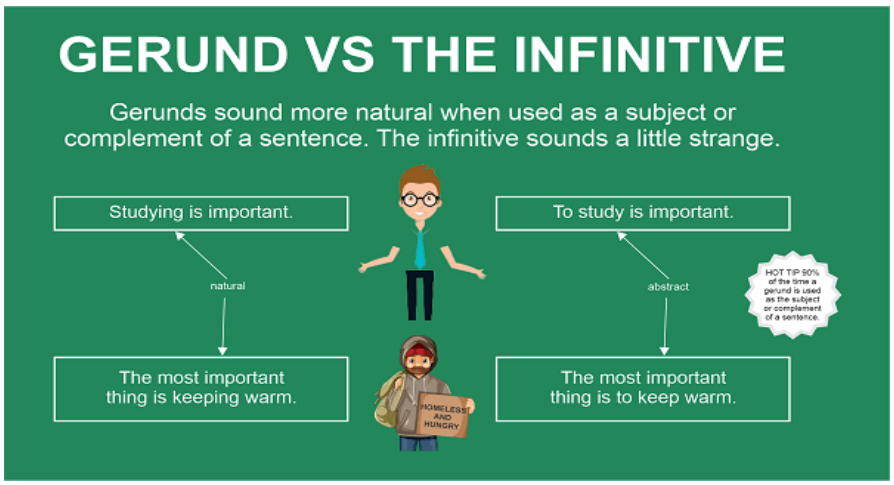
1. I was reading a book when the phone started ringing. I had to stop _____ (ANSWER/TO ANSWER/ANSWERING) it.
2. Marty's worried_____(ABOUT PUTTING/FOR PUTTING/TO PUT) on weight.
3. Eat a kiwi fruit immediately after_____(HAVE/TO HAVE/HAVING) lunch or dinner. It's a good way of (BURNING/BURN/TO BURN)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

d) Put the verbs in the infinitive or gerund:

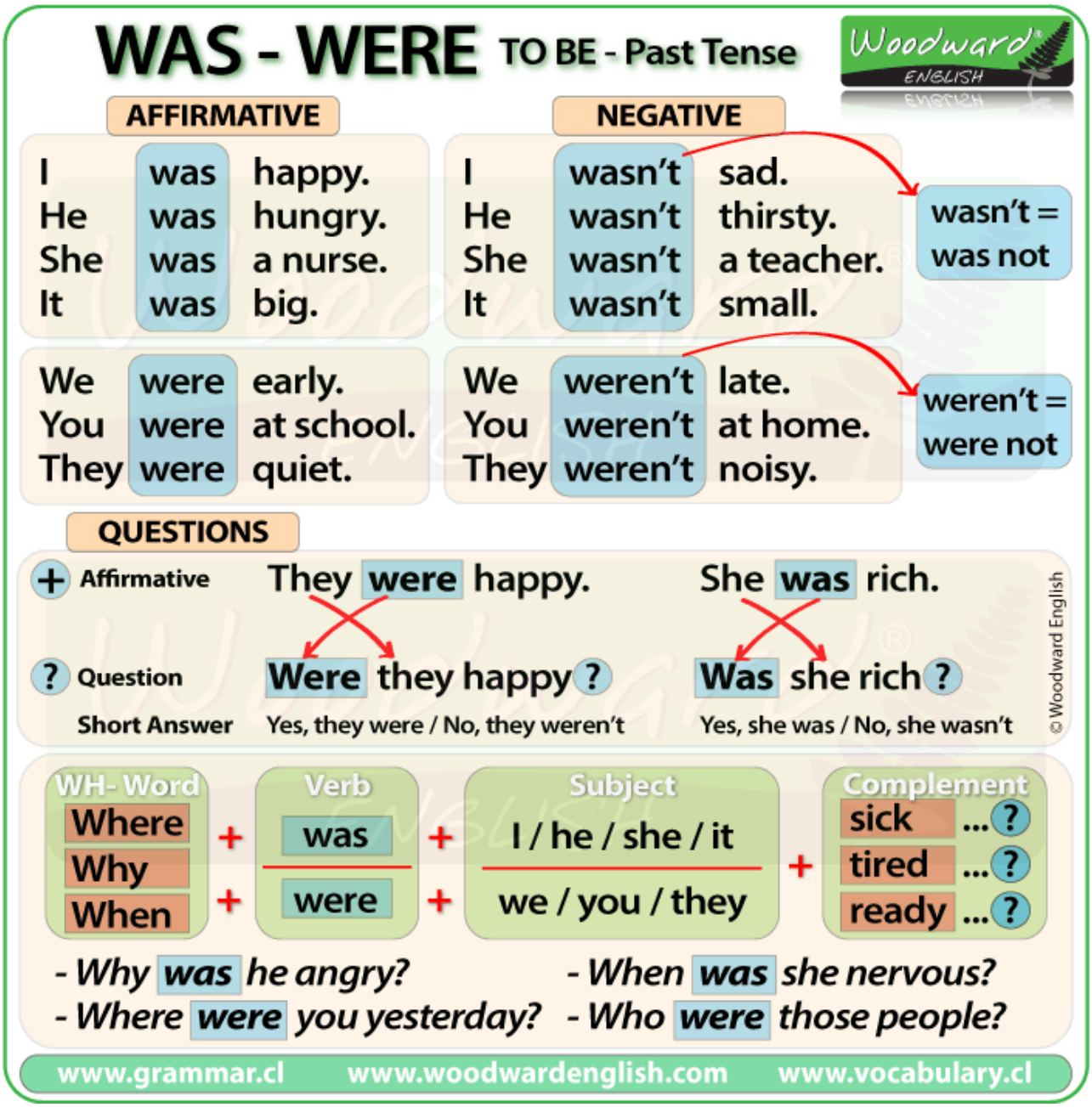
1.If you want_____(FIND)a job, you should start _____(TALK) to people who have a steady job.
2._____ (WRITE) your C.V.(Curriculum) is also very important.
3. Don't forget . (ADD) a color photo of yourself to your C.V.
4. Remember _____(PRACTISE) your English if you have a job interview in a company. 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.

e) 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



IX. VERB TO BE IN PAST



a) Fill in the blanks accordingly:

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

b) Make the same sentences negative and interrogative:

Negative

_____
_____
_____
_____
_____
_____

Interrogative

_____
_____
_____
_____
_____
_____

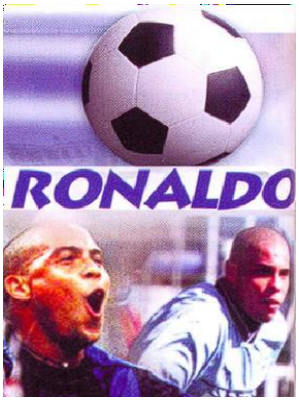
c) Read the answers and write the WH- question for each one. Pay attention to bold phrases.

1) _____?
Cornelio was born **in Mexico City.**
2) _____?
Analia and Andrea were **in Buenos Aires the last week.**
3) _____?
My best friend in high school was **Jorge Essen.**
4) _____?
His favorite course in high school was **geography.**
5) _____?
He was **eighteen years old** when he enrolled college.

d) 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.**

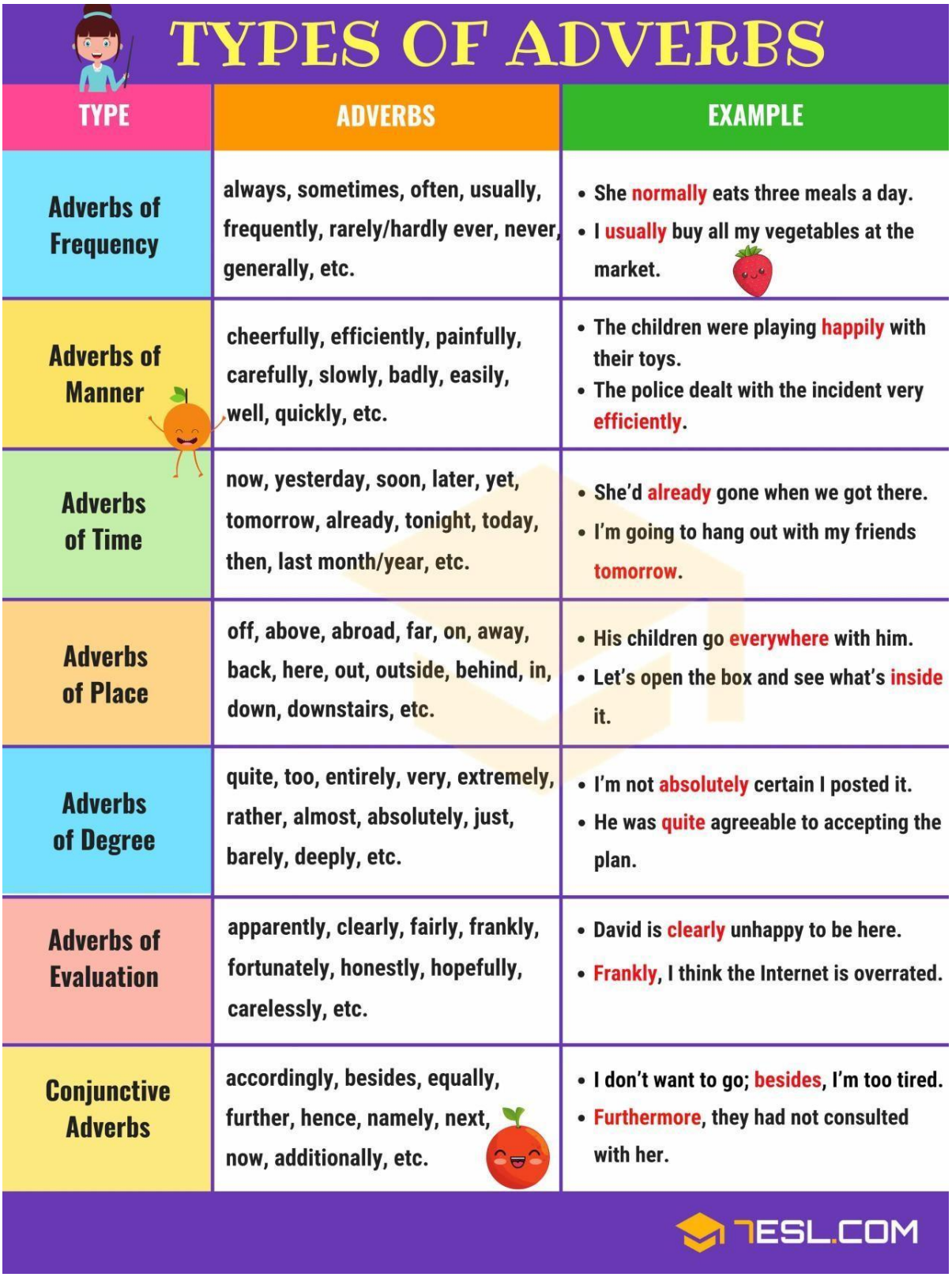
Ronaldo Nazario da Lima, the famous footballer, was born on September 22nd, 1976, in a poor area of Rio de Janeiro, Brazil.
Ronaldo did not have the things most children have, but his great joy in life was football. He often missed school and was usually outside with his friends, with no shoes on, playing 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!



e) Now read the text again and underline the sentences with the verb to be in the past.

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

X. THE USE OF ADVERBS



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.

a) Use the words in brackets as adjective or adverb as in the example:

Example: Peter works_____(slow).

Answer: Peter works slowly.

1) He_____reads a book. (quick)
2) Mandy is a_____girl. (pretty)
3) The class is_____loud today. (terrible)
4) Max is a_____singer. (good)
5) You can_____open this tin. (easy)
6) It is a_____day today. (terrible)
7) She sings the song_____. (good)
8) He is a_____driver. (careful)
9) The dog barks_____. (loud)

b) Find the adjective in the first sentence and fill the gap with the adverb.

Joanne is happy. She smiles happily.

1) The boy is loud. He shouts_____.
2) Her English is fluent. She speaks English_____.
3) Our mom was angry. She spoke to us_____.
4) My neighbor is a careless driver. He drives_____.
5) The painter is awful. He paints_____.
6) This group is terrible. They behave_____bad today.

c) 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.

XI. 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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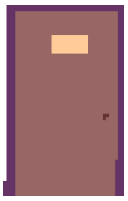

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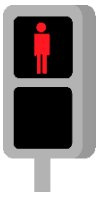

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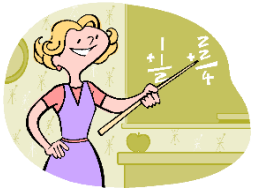

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TECHNICAL ASSIGNMENTS

a) Procedures, instructions, and formats of the Management System suitable to the organization which is the object of the project - (Document a procedure in English).

1) CASE STUDY

PART 1 - INTERVIEW WITH THE QUALITY MANAGER

Mr. Jones met Jim, the Company Quality Manager in the conference room at 9.00am to confirm the audit programmed for the day. Before starting, Mr. Jones asked to see the Quality Manual. After looking at it for a few minutes he commented that the organization chart on page 3 was different to the one that he had been shown earlier by the company Managing Director.

Mr. Jones then asked to see the Company's internal quality audit records. He looked at a sample of the audit reports and was satisfied that these were well documented. However, when he referred to the Annual Internal Quality Audit Plan it was clear that a number of the scheduled audits had not taken place. The Quality Manager was unable to explain the reasons for this.

PART 2 - THE NEW PUBLICATION DEVELOPMENT SECTION

Escorted by the Quality Manager, Mr. Jones moved into the New Publication Development Section, where he was introduced to Dave, one of the Supervisors. "What new publications are you responsible for?" he asked.

Dave listed several new publications at different stages of development. Mr. Jones then selected a publication nearing completion, a User Handbook for a new communication system, as the example he would like to audit. He started by asking to see the development plan.

"Here it is," said Dave, taking the plan from the development file and unfolding it on the desk. "Each activity right up to completion of the final handbook is shown on this bar chart. Now we are at week number 10 and as you can see, we are just about to begin the Final Checking stage."
Mr. Jones studied the plan. "Yes," he said, "Very detailed. I think it covers everything I would expect to see. Do you have any other planning documents, for example showing who is responsible for each of these activities?"

“No,” replied Dave, “I normally just allocate the work depending upon who is available at the time.”

Mr. Jones asked Dave to explain the requirements for this publication, and Dave replied that it was a fairly standard Handbook design containing text, with some line diagrams and photographs. The information for the Handbook had been provided by the customer.

Mr. Jones asked if there were any unusual features and Dave replied that there were two large fold-out diagrams at the back of the Handbook.

“Did this cause you any problems?” asked Mr. Jones
“Well, it did when Sales first told me about it, because our normal printing company could not do what we wanted. However, I searched around and found a printing company in Belgium that does this type of work and they seem to be making a good job of it,” said Dave.
Mr. Jones noted the name of the company, ‘Super Print’, and moved on.

PART 3 - THE DOCUMENT CONTROLLER’S OFFICE

Mr. Jones made a few notes, then asked Dave about controlling publications and amendments. “Why don’t we go and talk to Emily,” said Dave, “She devised our document change control system and is the Document Control Manager.”

They went to Emily’s office and Dave introduced Mr. Jones. “Would you please describe your document control system to me,” said Mr. Jones.

“Certainly,” said Emily, and she explained the processes by which documents were issued and version controlled and referred to the document control procedure DP6.

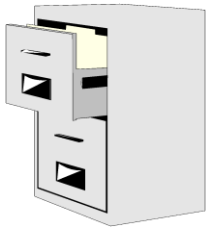
“May I have a look at your procedure DP6?” asked Mr Jones. “Yes,” said Emily and she went to her bookshelf, got a copy of the procedures and handed them to Mr. Jones, who examined procedure number DP6.

“Very good,” said Mr. Jones, “and very detailed. Perhaps you could explain your change control system to me in simple terms.”

Emily took the procedure from Mr. Jones and turned to the forms at the back. “Here is our Change Control Form Mr. Jones. You see we identify the document to be changed, specify the changes that are to be made, and reference any other items affected. At the bottom of the form are the approval boxes, including one for the customer where applicable.”

Mr. Jones studied the form then asked to see some change forms that had been completed. Emily went to a filing cabinet and retrieved the appropriate file.

Mr. Jones began to look through the completed forms and soon paused and said to Emily, “Why is it that someone other than yourself has approved these changes here?”



Emily looked at the examples that Mr. Jones had seen and explained that they had been approved by her deputy, when she had been out of the office on business. However, Mr. Jones pointed out that the procedure DP6 specifically stated that the changes must be approved by the Document Control Manager.

Emily said, “Normally that is the case, but surely we must be sensible here, we can’t follow our procedures exactly, every time.” Mr. Jones noted her response and thanked her for her time.

PART 4 - THE PURCHASING DEPARTMENT

Mr. Jones asked Jim to escort him to the Purchasing Department where they met Marianne the Buyer. Mr. Jones enquired about the selection of suppliers and Marianne showed him the company’s List of Approved Suppliers. Mr. Jones referred back to his notepad and asked, “What about ‘Super Print’, I don’t see them on your List?”

Jim prompted Marianne, “You remember, that company in Belgium that Dave used for that special printing for the Handbook.”
“Yes, I remember now,” said Marianne, “Dave needed to place an order urgently, so we did not have time to carry out our supplier assessment procedure in this case. However, the printing will be checked by our Goods Receiving Department.”

PART 5 - THE GOODS RECEIVING DEPARTMENT

They next visited Goods Receiving, where Jim introduced Mr. Jones to one of the Receiving Inspectors, who was responsible for checking incoming items. Mr. Jones saw two boxes of manuals on the table and asked what was happening to them. The inspector said, “My colleague Jack was checking those earlier and I believe he had some problems.”

Mr. Jones looked again at the manuals and asked, “Which ones has he checked and which ones did he have problems with?” “I’m sorry sir, but I do not know the answer to that,” replied the inspector. “Jack would be able to tell you, but he had to go out this morning to deliver some finished handbooks that were required urgently by one of our customers."

Fortunately, while they were discussing the boxes of manuals, the other inspector, Jack, returned. Mr. Jones asked him about the two boxes of manuals. “They are for two different customers,” said Jack. “These in this box are OK, but the ones in the other box must be returned to the printers.” “Why?” asked Mr. Jones, “Is the printing not up to your standards?” “No,” replied Jack, “But they are printed double-sided, and the customer wants them single-sided.” “What did your Purchase Order say to the supplier?”, asked Mr. Jones. “The instructions were not clear,” replied Jack. “We normally have these manuals printed double-sided and we did not specify to the printer that in this case they must be single-sided.” Mr. Jones thanked Jim and the inspectors, then suggested that they had reached a suitable point to take a break.

Case taken and adapted from:
https://www.icao.int/.../Other%20Meetings%20Seminars%20and%

2) Once you have read the case study, answer:

A: What is this company missing to be certified?
B: What kind of procedures does it need to meet for certification?
C: How does it get started?

b) Complete the following sentences with a form of the word in brackets.

A. When working in this area, please wear _____ clothing (protect).
B. Don't pour used chemicals into the drains as they will cause _____ (contaminate).
C. Heating this liquid may cause an_____ (explode).
D. These chemicals must be kept in a locked cupboard because they are _____ (harm).
E. While they repair the roof,we will close this department as a _____ measure (precaution).
F. _____ health is one part of Health and Safety at Work. (Occupation)
G. Working in a noisy factory without ear protection is a _____ activity (dangerous).
H. Petrol and Oil are _____ chemicals (flame). 9-Make sure the containers are closed _____ (tight).
I. Make sure you are wearing breathing equipment before starting _____ (fume).

c) Understanding ISO 9001

ISO 9001 has been designed to be used by any organization, large or small, whatever its products or services and can be the backbone to creating a more successful business. Here we explain some of the basics and how to start implementing ISO 9001 so you can reap the benefits.

A management system is simply the way an organization manages its processes, people and other resources so that its products or services meet their objectives and customer requirements. For example, your objective may be to ensure that you produce quality products to your customers or comply with statutory regulations. The system should be both flexible and scalable to your business and helps embed a culture of continual improvement.

ISO 9001 provides a set of requirements to operate a quality management system and represents international best practice for managing quality. It is built around eight management principles that guide and inform everything in it.

Write the definition of each one of the following eight management principles.

Customer focus:

Leadership:

Involvement of people:

Process approach:

System approach to management:

Continual improvement:

Factual approach to decision making:

Mutually benefit superior relationships:

d) Match the definition of each one of the following dimensions of quality with the correct description.

1- Performance. **2-** Reliability. **3-** Conformance **4-** Reputation. **5-** Aesthetics. **6-** Features. **7-** Durability.	**A-**Human response to a product. **B-**Enhancement, which is supplementing the product's function. **C-**The main operating characteristic of a product. **D-**The satisfaction of the predetermined standards. **E-**Impressions formed about the product quality. **F-**Probability that a product is performing its intended function over its intended life and under the stated conditions. **G-**Measure of the product's useful life.

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 elaborar el plan general de producción, según el plan de ventas, niveles de inventario y capacidad de producción, haga un video en inglés explicando dicha problemática asociada al proyecto formativo (juego de roles).	- Pronunciación - Fluidez - Uso adecuado y pertinente del vocabulario. - Uso adecuado y pertinente de estructuras gramaticales explicadas en sesión	Talleres Video Listas de verificación Presentación

5. GLOSARIO DE 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.

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7. **CONTROL DEL DOCUMENTO** (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