



## **TABLA DE CONTENIDO – NIVEL 4**

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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:** Gestión de la Producción Industrial
- **Código del Programa de Formación:** 223310
- **Nombre del Proyecto:** Propuesta de mejoramiento del sistema productivo en una empresa del sector industrial.
- **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.’

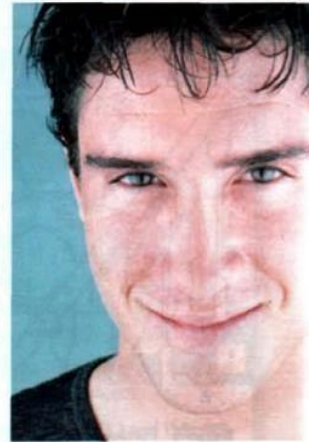
But this Saturday is different! This morning Isabel got up early because today she’s getting married. She’s in church with all her family and friends. She’s wearing a white dress, and her husband is standing next to her.



##### *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?

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---

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)

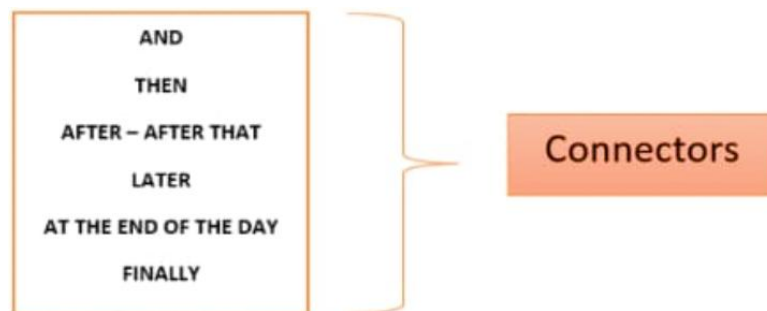
**Complete the text about Leo by putting the verbs in the correct tense.**

'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**, ...

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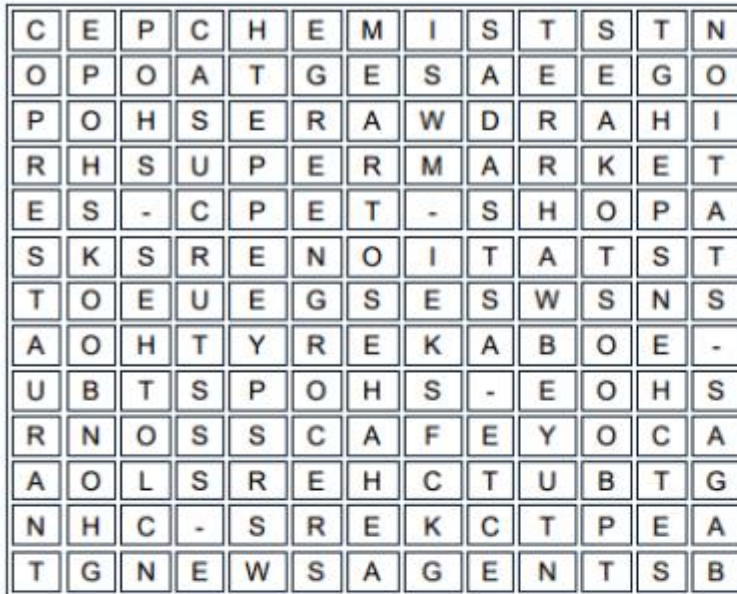
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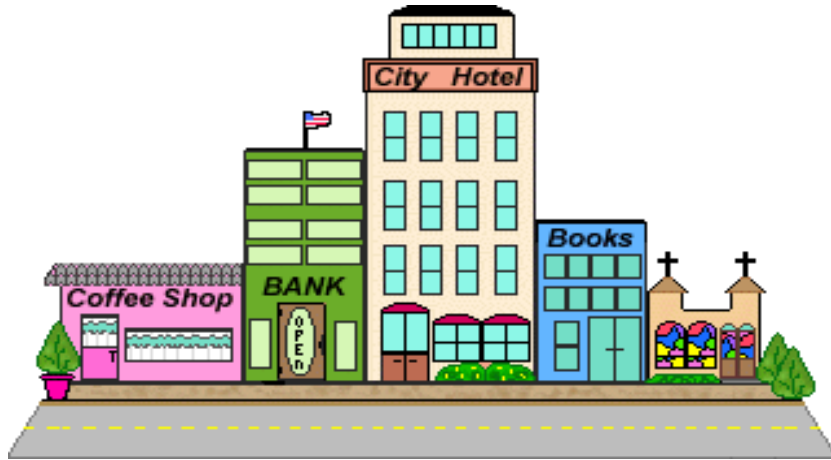


d) Find the words in the wordsearch and write them under the right picture.





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

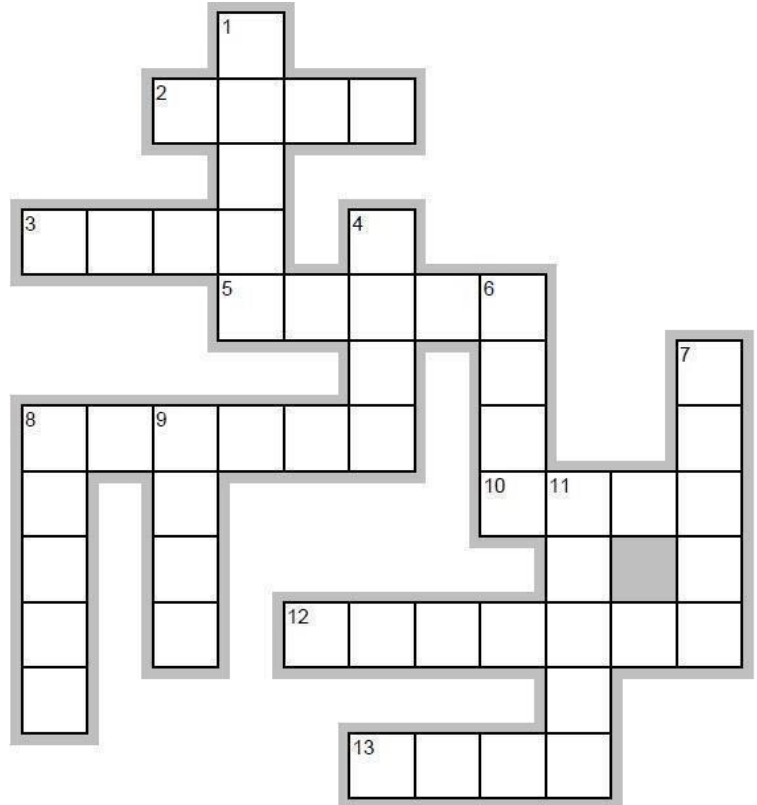
a) Fill in the crossword:

### 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                               |   |
|---|---|
| <b>Regular verbs:</b><br>Verb + ed              | <b>Regular verbs:</b><br>watch => watched |
| <b>Irregular verbs:</b><br>Take different forms | <b>Irregular verbs:</b><br>go => went     |
| <b>Did + Subject + Verb</b>                     | Did you watch/go...?                      |
| <b>Did not/didn't + Verb</b>                    | I didn't go/watch...                      |
| <b>Form</b>                                     | <b>Examples</b>                           |

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

[https://www.youtube.com/watch?v=mwh\\_IWwwN8Y](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:

|  |  |  |  |  |  |
|--|--|--|--|--|--|
| <b>A</b>  | <b>B</b>  | <b>C</b>  | <b>D</b>  | <b>E</b>  | <b>F</b>  |
| 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/](https://www.eslbuzz.com/english-verb-forms-regular-and-irregular-verbs/)

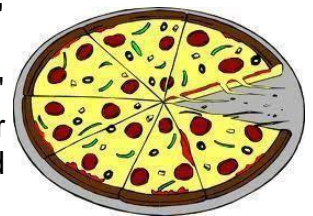
**f) Reading exercise: A pizza!**

"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

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#### FORM

| POSITIVE                       | QUESTION                           |
|--------------------------------|------------------------------------|
| I You He She It<br>We You They | Had I You He She It<br>We You They |
| had worked<br>'d worked        | worked?                            |

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

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#### 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.

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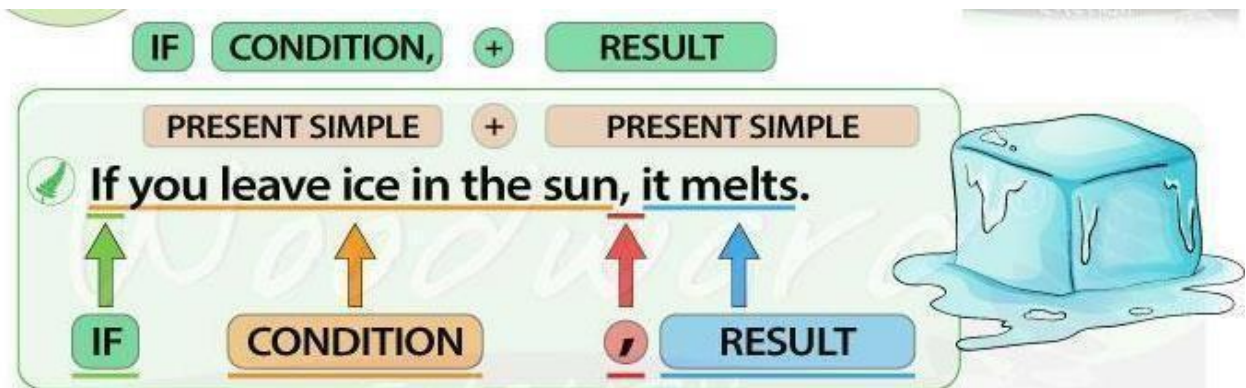
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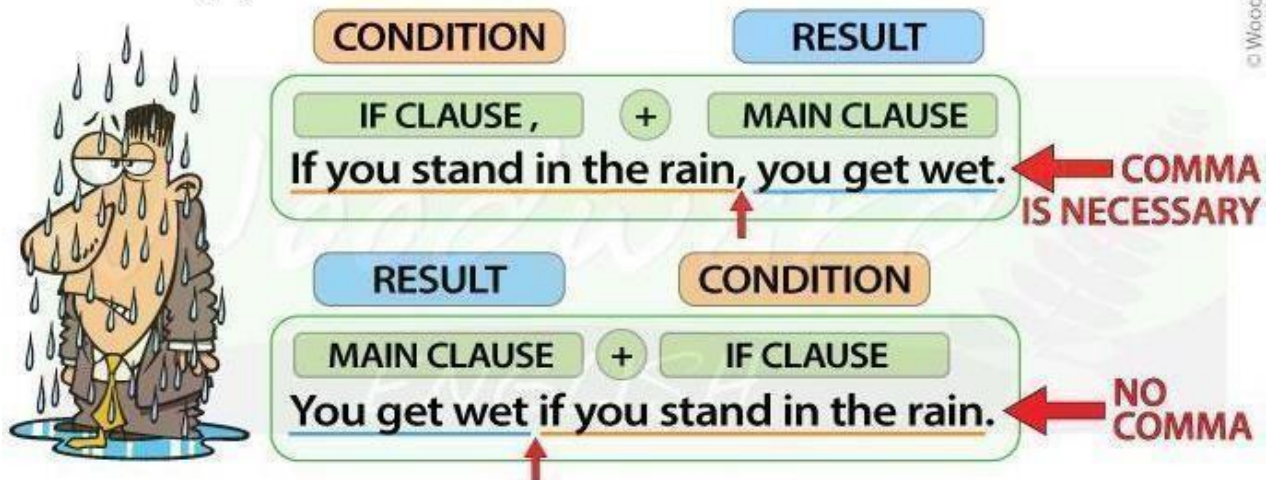


### IX. ZERO CONDITIONAL



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**

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

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





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



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**Mobile phones**

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**Computers**



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## TECHNICAL ASSIGNMENTS

1. Create a brochure or flier describing the disposition materials and processes in one specific industrial context. It can be mining, manufacturing materials, workshops, minerals, cropping or farming.
2. Analyze in your project company the disposal of materials in the current productive process; make a proposal of improvement and present it.
3. Match types of waste on the left with their definitions on the right.

|                          |  |
|--------------------------|--|
| Overproduction           | Fixing mistakes  |
| Waiting                  | Excessive movement of people, products, materials, information                         |
| Transportation           | Making more than is required or producing faster than is necessary                     |
| Inappropriate processing | Using ineffective processes, procedures, systems, tools                                |
| Inventory                | People waiting for information, materials, tools, machines                             |
| Unnecessary Motion       | Stocking of materials and products   |
| Correction of defects    | Any motion of people or machines that does not add value to the product or the process |

4. How do you think factories can prevent these kinds of wastes from happening?

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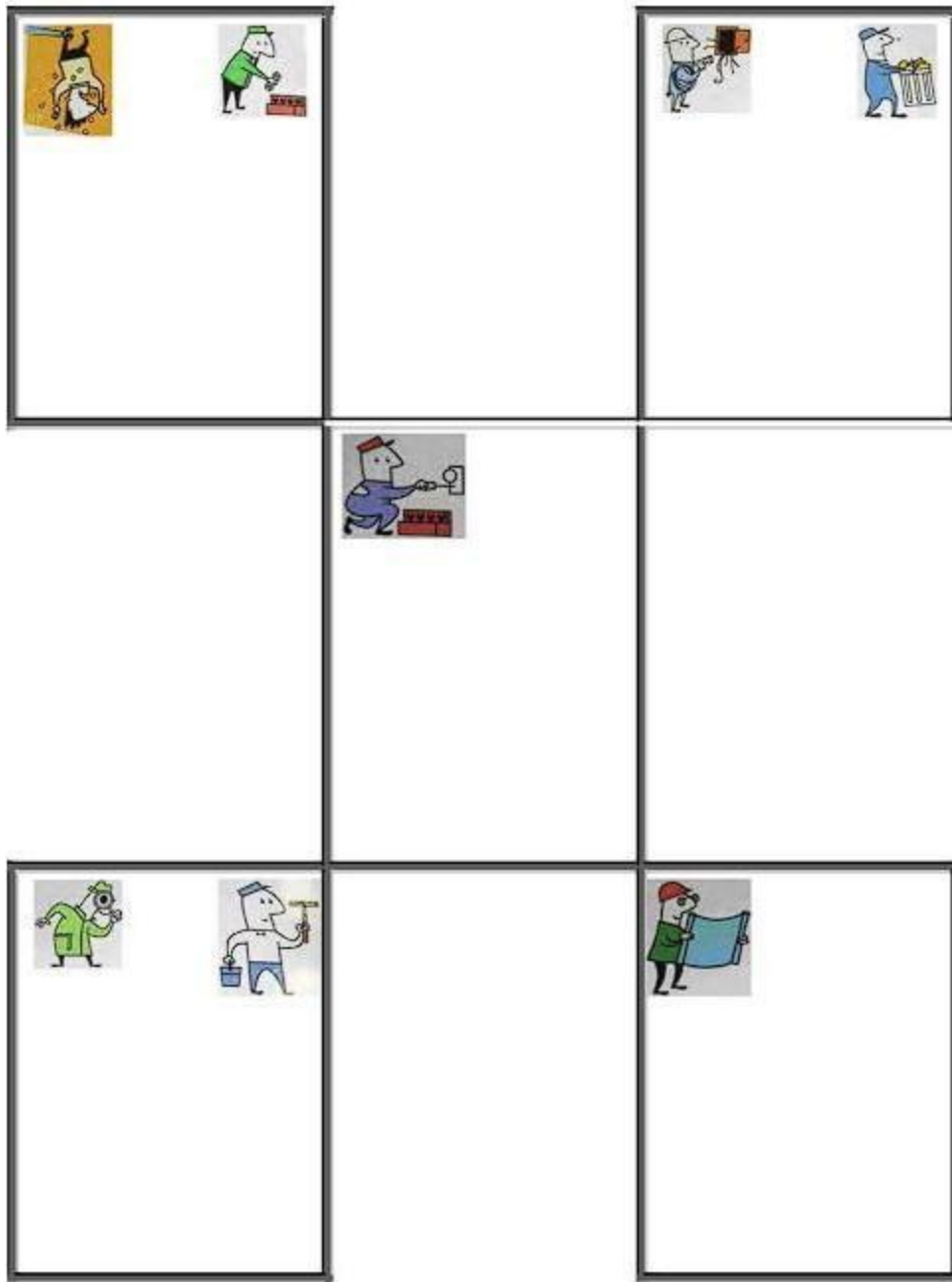
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5. Complete the chart with the appropriate definition.

- A- Daily housekeeping and visual sweeping
- B- Separating the necessary from the unnecessary
- C- A place for everything and everything in its place clean and ready to use
- D- Establishes the best practice for a task and lets everyone know how to complete the task
- E- Maintaining and improving established 5s practice



**6. Read the article and decide if the statements are true (t) or false (f).**

The Company has been practicing 5S for several years now and with some good results. However, there are several areas within the plant that does not maintain the level of 5S they implemented.

Do you know that 5S is not just a cleaning program? Rather, 5S is a series of connected activities that are used to eliminate waste and create a visual factory; it is a major part of Lean Manufacturing and Continuous Improvement. Do you remember the 5S's? Sort, Straighten, Shine, Standardize and Sustain. Most of us agree that the fifth S, Sustain, is the hardest of them all.



To create a Continuous Improvement culture at The Company, we'd like to encourage re-engaging in 5S and will be happy to support your efforts for this important aspect of Lean Manufacturing.

- |   |   |   |
|---|---|---|
| a. This company has been practicing 5S for several years.                                 | T | F |
| b. All areas maintain the level they implemented.   | T | F |
| c. 5S is just a cleaning program.   | T | F |
| d. 5S is a series of connected activities to eliminate waste and create a visual factory. | T | F |
| e. The fifth S, Sustain, is the easiest of all.   | T | F |
| f. The company is creating a Continuous Improvement culture.                              | T | F |
| g. This manufacturing company supports efforts to re-engage in 5S.                        | T | F |

*(Adapted from The Looking Glass, Summer 2007 Volume 3, Number 3)*

**7. Design and present a 5s program for a factory.**

**8. Reading comprehension. Read the text and then choose the correct answer by writing an "X"**

Product management is an important organizational role. Product managers are typically found at companies that are building products or technology for customer or internal use. This role evolved from the brand manager position that is often found at consumer-packaged goods companies. The product manager is responsible for the strategy, analysis, and feature definition for that product or product line. The position may also include marketing, forecasting, and profit and loss (P&L) responsibilities, they span from strategic to tactical and include objectives like: 1. Meet a [product vision and strategy](#) that is differentiated and delivers unique value based on customer demands. This includes defining personas and analyzing market and competitive conditions. 2. Define what the product team will deliver and the timeline for implementation. This includes creating a release plan, capturing actionable feedback and ideas, and prioritizing features. 3. Provide cross-functional leadership, most notably between engineering teams, sales and marketing, and support. A key aspect of this is communicating the product analysis and keeping everyone informed of updates.



**A) What is the best title for this paragraph?**

- a). Products manager's duties
- b). Products manager's importance
- c). Products manager's aims
- d). Products manager's análisis

**B) Products and technology are examples of:**

- a). Customer's needs
- b). Big companies
- c). Companies with product managers
- d). Companies with managers

**C) The product manager isn't in charge of the product's:**

- a). Marketing, forecasting, and profit and lost
- b). Strategy, analysis, and feature definition
- c). Vision and strategy
- d). Funding, marketing and researching

**9. Product Management History**

The product management role was originally created as a brand management position. It was first defined by a New York advertiser during the Great Depression. In 1931, [Neil McElroy](#) wrote a memo to Proctor & Gamble. The young advertising executive proposed the idea of a "brand man" — a role with specific responsibilities to manage the complete product brand and be accountable for its success.

This concept of [product ownership](#) is at the core of product management today. McElroy spoke about product ownership in a marketing context. He wanted "brand men "to" take full responsibility, not simply for criticizing individual pieces of printed word copy, but also for the general printed word plans for his brands."

Gaps between engineering and marketing widened in the 1990s. Companies like Microsoft were rapidly expanding, but they faced challenges as they scaled software development. Engineers did not have processes to keep up with customer demand or speak directly with customers about their concerns. Nor did they have time to collaborate with sales and marketing teams responsible for revenue growth. The gap between them needed to be bridged and product managers became the ones to do it.

**Read the text and then answer the questions:**

- a) When did the product managers first appear?
- b) What was the product's manager's job?
- c) What is product ownership?
- d) What were some industrial product problems in the 90's?



#### 4. EVALUACIÓN

| Evidencias de Aprendizaje  | Criterios de Evaluación  | Técnicas e Instrumentos de Evaluación           |
|--|--|---|
| <b>Evidencias de Conocimiento:</b><br>Talleres y actividades propuestos en las guías de aprendizaje  | -Pronunciación<br>-Fluidez   | Talleres  |
| <b>Evidencias de Desempeño</b><br><b>Evidencias de Producto:</b><br>Final presentation preparation (Introduction of the project group, characterization of the company and the objectives. | -Uso adecuado y pertinente del vocabulario.<br>-Uso adecuado y pertinente de estructuras gramaticales explicadas en sesión | Video<br>Listas de verificación<br>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.

## 6. REFERENCIAS BIBLIOGRAFICAS

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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 |
|--------|-------|-------------|-------|------------------|
|        |       |             |       |                  |