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PROCESO DE GESTIÓN DE FORMACIÓN PROFESIONAL INTEGRAL FORMATO GUÍA DE APRENDIZAJE

1. IDENTIFICACIÓN DE LA GUIA DE APRENDIZAJE

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

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

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

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

COMPETENCIA: Interactuar en lengua inglesa de forma oral y escrita dentro de contextos sociales y laborales según los criterios establecidos por el Marco Común Europeo de Referencia para las Lenguas.

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

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

2. PRESENTACIÓN

Aprender inglés en estos tiempos de exigencias de toda índole, más que un deber o implicar un esfuerzo impuesto, debe ser una motivación para que nosotros como aprendices del Sena, y aún, más allá como personas, que queremos ser cada vez más competentes, tenemos en el área de bilingüismo la posibilidad de mostrar 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 le damos significado, somos los que empleamos esa información para solucionar gran variedad de problemáticas.

3. FORMULACIÓN DE LAS ACTIVIDADES DE APRENDIZAJE

NIVEL 2

ACTIVIDADES DE REFLEXIÓN INICIAL: WARM UP

I. **PERSONAL INFORMATION REVIEW**

Fill in the blanks using your personal information:

Name _____

Last name _____

Age _____ Nationality _____

Occupation _____

Phone Number _____

Birth place _____

Email Address _____

a) Match the questions to the answers:

What is your name?

Where are you from?

Where do you live?

Who is your favorite Singer?

How old are you?

When is your birthday

I'm 20 years old

My name is Mary

My birthday is on January 26th

I live in Ciudad Montes.

My favorite Singer is J Balvin

I'm from Colombia?



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

Hello! How are ____? ____ am great, thanks.
Peter and I aren't in the same class but ____'re good friends.
Mrs. Graf isn't my mother. ____'s my teacher.
Mr. Park is Portuguese. ____ lives in Lisbon.
Tim and Mark aren't singers. ____ are football players.
That computer isn't modern. ____ is an old one.
You and John look so young! ____ are handsome.

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

II. DESCRIBING PEOPLE



- a) Read the text carefully and answer.**



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



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

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



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

- 1) Rihanna isn't a teacher. ____
- 2) Rihanna is Barbadian. ____
- 3) She isn't very famous. ____
- 4) Rihanna is very short. ____
- 5) She hasn't got many fans. ____
- 6) Monica and Ronald are her grandparents. ____

c) Answer the questions:

- a) What's Rihanna's job?
- b) Where is she from?
- c) How old is she?
- d) Is she famous?
- e) What color are her eyes?
- f) What's her mother's first name?



III. PROFESSIONS



a) What do they do? Match the words to the pictures.

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

b) Click on the link below and develop the exercises about professions.

<https://www.liveworksheets.com/w/en/english-second-language-esl/845476>



IV. DEMONSTRATIVE PRONOUNS

This - That - These - Those

Demonstratives

English Grammar

	singular	plural
here	this	these
there	that	those

Demonstrative Pronouns

singular This is a red pen.

plural These are blue pens.

Demonstrative Pronoun + Verb*

* or by itself. - e.g. Do you want this?

Demonstrative Adjectives

singular This pen is red.

plural These pens are blue.

Demonstrative Adjective + Noun

this book
(here / close)

that book
(there / not close)

these books
(here / close)

those books
(there / not close)

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www.vocabulary.cl

Singular

Close

This is my friend.

Plural

Close

These are my friends.

Singular

Far away

That is my friend.

Plural

Far away

Those are my friends.

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

THIS / THAT / THESE / THOSE

<p>1</p> <p>_____ the Christmas card we got from our friends.</p> 	<p>2</p> <p>_____ my little cousin's favourite building blocks.</p> 	<p>3</p> <p>_____ my brother's coloured pencils.</p> 	<p>4</p> <p>_____ a deckchair I use to sunbathe.</p> 
<p>5</p> <p>_____ my favourite blue jeans.</p> 	<p>6</p> <p>_____ the only Spanish books I have.</p> 	<p>7</p> <p>_____ a nice watering can I bought last week.</p> 	<p>8</p> <p>_____ Linda's silk scarf she bought in London.</p> 
<p>9</p> <p>_____ orange tulips. My mum's favourite.</p> 	<p>10</p> <p>_____ a basket full of juicy apples.</p> 	<p>11</p> <p>_____ my sister's new guitar.</p> 	<p>12</p> <p>_____ new basketballs the teacher has brought today.</p> 
<p>13</p> <p>_____ a Vase my grandma got for her birthday.</p> 	<p>14</p> <p>_____ my new skis I'm going to use this winter.</p> 	<p>15</p> <p>_____ my dad's pins that he uses at work.</p> 	<p>16</p> <p>_____ our new computer.</p> 
<p>17</p> <p>_____ my toys soldiers I like to play most.</p> 	<p>18</p> <p>_____ Mike's tortoise, Iggy.</p> 	<p>19</p> <p>_____ beautiful butterflies that are flying over me.</p> 	<p>20</p> <p>_____ my leather belt I worn with jeans yesterday.</p> 
<p>21</p> <p>_____ Maggie's key ring she lost last week.</p> 	<p>22</p> <p>_____ my favourite teddy.</p> 	<p>23</p> <p>_____ blue envelopes I'm going to use today.</p> 	<p>24</p> <p>_____ my mum's handbag I gave her last Christmas.</p> 



b) Click on the link below, listen to the scripts and then, write them correctly.

<https://www.liveworksheets.com/w/en/english-second-language-esl/278326#>

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____

V. CLOTHES VOCABULARY

a) Study the vocabulary and solve the activity:

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



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

b) Solve the word search:

CLOTHES

COMPLETE THE WORDS AND FIND THEM IN THE WORDSEARCH

			
d _ _ _	j _ _ _	s _ _ _	s _ _ _
			
c _ _	s _ _ _	s _ _ _	s _ _ _
			
h _	s _ _ _	b _ _ _	j _ _ _
			
s _ _ _	t _ _ _	g _ _ _	b _ _ _

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





VI. THERE IS AND THERE ARE

ENGLISH GRAMMAR

There is - There are

Meaning: To say that something exists (or doesn't exist)

A F F I R M A T I V E	<p>There is + singular noun There is a book on the desk.</p> <p>There are + plural noun There are books on the desk.</p> <p>There is + uncountable noun There is some milk in the fridge.</p>
N E G A T I V E	<p>There isn't + singular noun There isn't a pen on the table.</p> <p>There aren't + plural noun There aren't any pens here.</p> <p>There isn't + uncountable noun There isn't any juice in the fridge.</p>
Q U E S T I O N S	<div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <p>There is a cat on the chair.</p> <p>↙ ↘</p> <p>Is there a cat on the chair ?</p> </div> <div style="text-align: center;"> <p>There are cats on the sofa.</p> <p>↙ ↘</p> <p>Are there cats on the sofa ?</p> </div> </div>

How many + **plural noun** + **are there ... ?**

How many **students** **are there** in your class?

How many **days** **are there** in February?

CONTRACTIONS

There's = There is

There's not = There is not

There isn't = There is not

There aren't = There are not

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a) Describe the next images (1 and 2) using there is and there are:



(Source: <https://carmen-ilustradora.blogspot.com>)



Picture 1:

Picture 2:

b) Click on the link below and develop the exercises:

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

c) Complete the exercises:

1. Complete the sentences using "There is" and "There are".

- _____ books on the table.
- _____ many cars on the street.
- _____ a picture on the wall.
- _____ a pencil near the book.
- _____ many trees in the forest.
- _____ a cat under the table.
- _____ seven apples in the fridge.
- _____ a dog in the house.
- _____ a monkey on the street.
- _____ many rooms in my house.

2. Complete using "Is there" or "Are there".

- _____ an opera in our city?
- _____ many girls in your class?
- _____ a police station near the hospital?
- _____ any bananas in the basket?
- _____ trees in the park?

3. Complete the sentences using "There isn't" or "There aren't".

- _____ many people on the streets.
- _____ any sausage in the fridge.
- _____ any plates on the table.
- _____ any student in the classroom. _____ any computers at SENA.

4. Complete the sentences using "There is", "There are", "Is there", "Are there", "There Isn't" and "There aren't".

- _____ someone looking at me.
- _____ many boys in the school?



_____ some photos in her bag.
 _____ any eggs in the bowl.
 _____ any books in her room.
 _____ a soccer stadium here?

VII. UNCOUNTABLE NOUNS

ENGLISH
GRAMMAR

COUNTABLE AND UNCOUNTABLE NOUNS

COUNTABLE NOUNS

Have a singular and plural form →

Can use a *singular* verb or a *plural* verb →

We can count

a tree two trees

The **book** is old.

The **books** are old.

UNCOUNTABLE NOUNS

Have only one form (no plural) →

Always use a singular verb →

Cannot use **a, an** or **a number** before them →

We cannot count

butter butter~~s~~

Sugar is sweet.

~~a~~ rice two rice

~~a~~ bread two bread

UNCOUNTABLE NOUNS ARE OFTEN...

ABSTRACT IDEAS (cannot touch)

love, freedom, education, luck, help, beauty, music, thunder

MADE OF SMALLER PARTS

sugar, rice, salt, sand, flour, dirt, dust, traffic, grass, spaghetti

SOME FOOD (cut into small parts)

bread, fish, cheese, chocolate, meat, bacon, food, ham

LIQUIDS & GASES

water, milk, wine, oil, coffee, rain, soup, air, smoke, blood, juice, fog

MATERIALS

wood, glass, paper, gold, silver, ice, iron, cotton, wool, steel

BE CAREFUL! (uncountable in English)

furniture, advice, work, news, information, luggage, money

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www.vocabulary.cl

a) Complete the next exercises using countable and uncountable nouns.
<https://www.liveworksheets.com/es/w/en/english-second-language-esl/1887865>



b) Complete the next chart with the information given:

COUNTABLE/UNCOUNTABLE

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

1-There is apple.

3-There aren't eggs.

5-There isn't sandwich.

7-There is pineapple juice.

9-There aren't cakes.

11-There isn't rice.

13-There is jam.

2-There aren't oranges.

4-There is butter.

6-There isn't milk.

8-There are bananas.

10-There is bread.

12-There are tomatoes.

14-There isn't cheese.



2 Fill the gaps with HOW MUCH or HOW MANY

1-How many potatoes are there?

3- butter is there?

5- pizza is there?

7- honey is there?

9- bottles of milk are there?

11- strawberries are there?

2- meat is there?

4- peaches are there?

6- ham is there?

8- salad is there?

10- fish is there?

12- slices of bread are there?



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

1-? There are a lot of eggs.

2-? There isn't any tomato juice.

3-? There is a packet of pasta.

4-? There are three red peppers.

5-? There are a lot of beans.

6-? There is some pizza.

7-? There is a little salt.



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

Lisa: I'm hungry. there any crisps?

Tom: No, there any but there is ham sandwich.

Lisa: Great, I'll have the ham sandwich and then orange. Is there ice-cream left?

Tom: No, there any ice-cream. I'll go to the supermarket. How tomatoes are there?

Lisa: There only one. We should buy more tomatoes. Oh! How butter is there?

Tom: There isn't . And we need sugar, too.

COUNTABLE OR UNCOUNTABLE?

Write C for countable or U for uncountable

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



- c) Look at the images below. Then, divide the nouns into countable or uncountable. At the end, use some or any and add (c) for countable nouns and (U) for uncountable nouns.



EXERCISES

- 1) Divide the words below into COUNTABLE or UNCOUNTABLE

bread - lemons - chocolate - sugar - milk - oranges -
cheese - coffee - eggs -

COUNTABLE	UNCOUNTABLE
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

- 2) Use a / an or some, and write C for COUNTABLE or U for UNCOUNTABLE.

- | | |
|----|---|
| a) | <input type="text"/> money () |
| b) | <input type="text"/> glass of water () |
| c) | <input type="text"/> pots () |
| d) | <input type="text"/> cup of tea () |
| e) | <input type="text"/> bar of chocolate () |
| f) | <input type="text"/> ice-cream () |
| g) | <input type="text"/> rice () |
| h) | <input type="text"/> coffee () |
| i) | <input type="text"/> cake () |
| j) | <input type="text"/> sugar () |



VIII. QUANTIFIERS

QUANTIFIERS		
much / many / few / little		
 /efl_ana		
	countable	uncountable
large quantity	a lot of / lots of (affirmative; occasionally negative and interrogative) There are lots of books on my desk.	
	many (negative; interrogative; occasionally affirmative) I don't have many exercises.	much (negative; interrogative) How much milk is there?
small quantity	few Few people know the truth about his difficulties.	little My grandmother drinks little wine, only occasionally.
	no (negative meaning in affirmative sentences) There is no sugar for the cake. She will have no friends unless she tries to speak to people.	
no quantity	 https://t.me/EFL_ana	

a) Complete the conversation correctly using *much*, *many*, *a few*, *a little* or *a lot*:

Jenny: Mom, I'm making pizza and I need (1) a few tomatoes.

Mom: There are (2) of tomatoes in the fridge, Jenny!

Jenny: Oh yes. But there isn't (3) cheese.

Mom: OK, I'll get some from the store.

Jenny: Thanks. Just get (4) cheese.

Mom: Do we have (5) peppers?

Jenny: No, but I don't care. I hate them!

Mom: I'll get (6) peppers. Your brother likes them.



b) Click on the link and complete the exercise online.

<https://www.liveworksheets.com/w/en/english-second-language-esl/144018>

IX. PLURAL NOUNS

**ENGLISH
GRAMMAR**

PLURAL NOUNS

Regular Nouns add -S	Ends in S, CH, SH, X or Z add -ES	Ends in F or FE remove F/FE add -VES
1 car 2 cars 1 dog 2 dogs 1 book 2 books 1 house 2 houses 1 apple 2 apples	1 bus 2 buses 1 match 2 matches 1 dish 2 dishes 1 box 2 boxes 1 quiz 2 quizzes	1 leaf 2 leaves 1 wolf 2 wolves 1 life 2 lives 1 knife 2 knives <i>Exceptions: roof - roofs cliff - cliffs</i>
Ends in VOWEL + Y add -S	Ends in CONSONANT + Y remove Y add -IES	Irregular Nouns
1 day 2 days 1 key 2 keys 1 boy 2 boys 1 guy 2 guys 1 donkey 2 donkeys	1 city 2 cities 1 baby 2 babies 1 story 2 stories 1 party 2 parties 1 country 2 countries	1 man 2 men 1 child 2 children 1 foot 2 feet 1 tooth 2 teeth 1 mouse 2 mice 1 person 2 people
Ends in VOWEL + O add -S	Ends in CONSONANT + O add -ES	No Change
1 zoo 2 zoos 1 radio 2 radios 1 stereo 2 stereos 1 video 2 videos 1 kangaroo 2 kangaroos	1 hero 2 heroes 1 echo 2 echoes 1 tomato 2 tomatoes 1 potato 2 potatoes <i>Exceptions: piano - pianos photo - photos</i>	1 sheep 2 sheep 1 deer 2 deer 1 fish 2 fish 1 series 2 series 1 species 2 species

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a) Based on the previous nouns, please, apply the next test. Then, add the grade obtained: <https://www.usingenglish.com/quizzes/288.html>



b. Complete the sentences using the correct plural of the nouns:

1. These (person) are protesting against the president.
2. The (woman) over there want to meet the manager.
3. My (child) hate eating pasta.
4. I am ill. My (foot) hurt.
5. Muslims sacrifice (sheep) in a religious celebration called Eid Al Adha.
6. I clean my (tooth) three times a day.
7. The (student) are doing the exercise right now.
8. The (fish) I bought is in the fridge.
9. They are sending some (man) to fix the roof.
10. Most (housewife) work more than ten hours a day at home.
11. Where did you put the (knife) ?
On the (shelf) .
12. (Goose) like water.
13. (Piano) are expensive
14. Some (policeman) came to arrest him.
15. Where is my (luggage) ?
In the car!



X. ORDER OF ADJECTIVES

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





Let's practice!

a) Which is the correct order? Select the correct sentence according to the order of adjectives:

- A.** 1- A small Canadian thin lady.
2- A Canadian small thin lady.
3- A thin small Canadian lady.
- B.** 1- A beautiful blue sailing boat.
2- A blue beautiful sailing boat.
3- A blue sailing beautiful boat.
- C.** 1- A carving steel knew knife.
2- A new steel carving knife.
3- A new carving steel knife.

b) Unscramble the sentences below to describe the animals in the pictures. Then match the descriptions with the pictures:

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

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

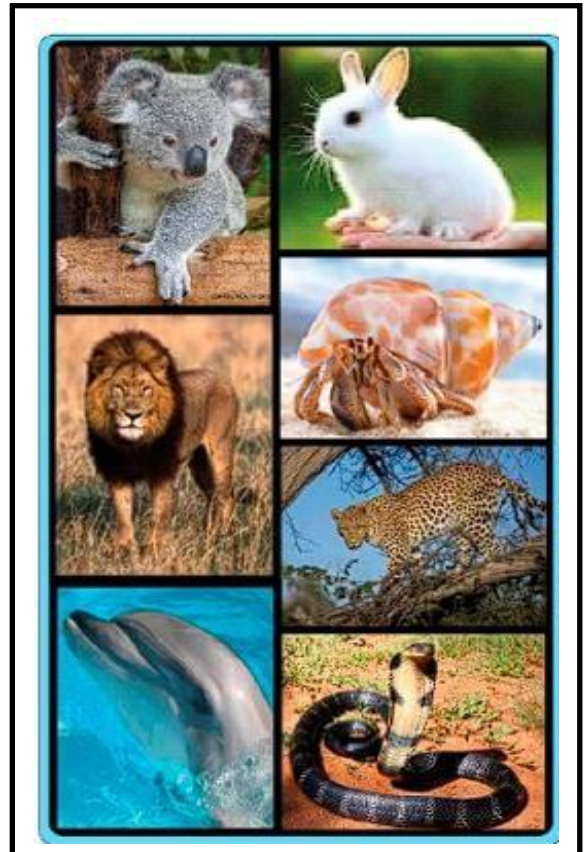
C- Mammal/scary/a//big/furry/fluffy.

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

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

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

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





XI. FREE TIME ACTIVITIES

HOBBIES

READ ABOUT GRAMMAR: EXPRESSING LIKES AND DISLIKES.



- Do not = don't
- Does not = doesn't



- I like running
- You like running
- He likes running
- She likes running



- I don't like running
- You don't like running
- He doesn't like running
- She doesn't like running



- **DO** you like running? - Yes, I do. / No, I don't.
- **DOES** He like running? - Yes, he does. / No, he doesn't.
- **DOES** She like running? - Yes, she does. / No, she doesn't.

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

b) Check the worksheet and match the vocabulary:

<https://es.liveworksheets.com/fd1228079ei>



XII. SIMPLE COORDINATING CONJUNCTIONS

AND, BUT, OR, SO, BECAUSE CONJUNCTIONS

test-english.com

AND	SIMILAR IDEAS	He's a plumber, and she is a teacher.
BUT	CONTRAST	I studied a lot, but I failed the exam.
OR	TWO POSSIBILITIES	Do you prefer tea or coffee?
SO	RESULT	It was cold, so I turned on the heating.
BECAUSE	REASON	I turned on the heating because it was cold.

a) Complete with the correct conjunction:

1. I've got a brother _____ a sister.
2. It was very sunny last Sunday, _____ we went to the beach.
3. Would you like meat _____ vegetables for lunch?
4. My father likes football _____ he doesn't like basketball.
5. We aren't going to the bank _____ it is closed.
6. We can go to the beach _____ to the mountain. I don't really mind.
7. Vigo is hotter than Santiago, _____ Santiago is more beautiful.
8. It is rainy today, _____ take your umbrella _____ your boots.
9. I didn't buy new shoes _____ I didn't have any money.



XIII. ADJECTIVES TO DESCRIBE PLACES

<ul style="list-style-type: none">○ Beautiful○ Boring○ Bustling○ Charming○ Contemporary○ Compact○ Vast○ Notorious○ Amazing○ Suitable○ Perfect○ Cosmopolitan○ Crowded	<ul style="list-style-type: none">○ Exciting○ Rushy○ Expensive○ Rare○ Unique○ Famous○ Fantastic○ Huge○ Fascinating○ Lively○ Inexpensive○ Popular○ Picturesque	<ul style="list-style-type: none">○ Touristy○ Valuable○ Heart touchy○ Catchy○ Ghostly○ Heaven○ Hell○ Marvelous○ Ruined○ Devastated○ Moisty○ Cold○ Hot
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1) Describe the places you see in the video using the vocabulary above:

https://www.youtube.com/watch?v=jG_hpUhPfN0&ab_channel=MundoIngl%C3%A9sAm%C3%A9rica





XIV. KARAOKE ACTIVITY-TIME TO SING!



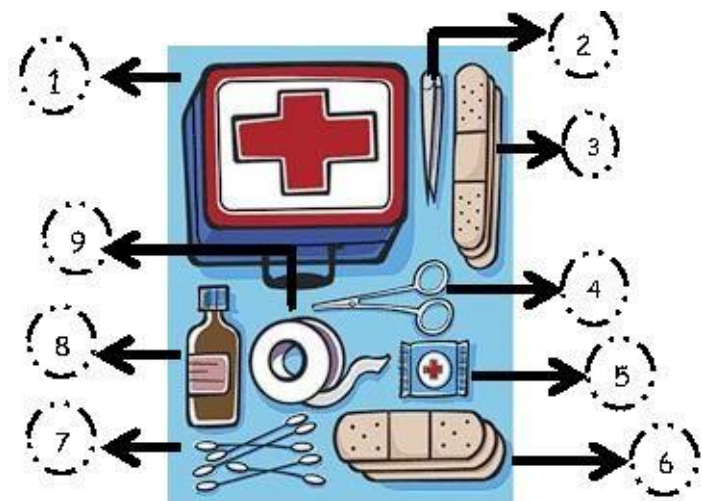
Visit the next webpages and follow the instructor's guidelines: <https://lyricstraining.com/en/>

<https://www.youtube.com/c/singkingkaraoke/videos>

TECHNICAL ASSIGNMENTS

1. First Aid kit

- a) Look at the following First Aid Kit and identify the materials it contains. Write the corresponding number on the box.



First aid kit	
Scissors	
Adhesive tape	
Ointment	
Band-Aid	
Tweezers	
Cotton applicators	
Pills	

- b) Make a list of the elements a First Aid kit has using *there is* and *there are*:



2. Make a brochure indicating the evacuation procedure and rescue in case of an emergency in your company project.
3. Make a training speech talking about the identification of danger in the company you are working on.



4. Check the following text and the words that are underlined. Five (5) of those words are incorrect. The other ones are correct. Find the incorrect words and correct them:

New government regulations mean that we are all required to be more aware of risks in the workplace. As a employer, we will provide our employees with the necessary safety equipment. They must wear goggles to protect your eyes when working on this machinery. They should also wear ear protection because the noise from the machines is high enough to cause damage to their hearing. And of course, there are a lot of dust in the air, so they have to wear masks to stop breathing it in. But in the end, they are responsible for their safety and for preventing accidents happening.

Remember that it is very dangerous to smoke near the store chemical. In fact, we have a no smoking policy throughout the company. Chemicals themselves are, of course, poisonous so they should never enter your mouth. They could causes burns if you get them on your skin. If somebody leaves them without a lid, fumes may escape and cause headaches, drowsiness or dizziness.



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	<ul style="list-style-type: none">- Pronunciación- Fluidez- Uso adecuado y pertinente del vocabulario.- Uso adecuado y pertinente de estructuras gramaticales explicadas en sesión	<ul style="list-style-type: none">TalleresVideoListas de verificaciónPresentación

5. GLOSARIO DE TÉRMINOS

Answer: Responder una pregunta.

Ask: Pedir cierta información a alguien.

Carefully: Con cuidado con atención.

Check: Examinar o analizar con atención y cuidado.

Choose: Elegir o escoger una opción o diferentes opciones entre varias.

Classmate: Persona que comparte el espacio de formación.

Culture: Sistema de creencias compartidas, valores, objetivos y prácticas que caracterizan una organización.

Fill in: Llenar un espacio vacío.

Get in pairs: Reunirse con un par académico.

Goods: Conjunto de propiedades o riquezas que pertenecen a una persona o grupo.

Have a look: Observa con atención.

Job: Actividad física o intelectual, en general de forma continua, y recibir un salario por ello.

Look at: Dirigir la vista y atención hacia algo.



Make a list: Hacer una lista.

Management: Conjunto de acciones que se ejecutan para dirigir y/o controlar una empresa, un gobierno, etc.

Manufacture: Hacer un producto a partir de la combinación de sus componentes, especialmente en serie y por medios mecánicos.

Mark: Poner una marca para distinguir algo.

Match: Establecer una relación.

Sale: Entregar una cosa a alguien a cambio de una determinada cantidad de dinero.

Solve: Encontrar la solución o respuesta.

Workplace: Lugar donde desempeña su labor.

6. REFERENTES BIBLIOGRÁFICOS

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

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

	Nombre	Cargo	Dependencia	Fecha
Autor (es)				

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

Nombre	Cargo	Dependencia	Fecha	Razón del Cambio