

GUÍA DE TRABAJO - CLASE 5 DE MAYO

Time, WH Questions and Abilities

Nivel de inglés	2	Ambiente	304
Programa	PREVENCIÓN Y CONTROL AMBIENTAL	Coordinación	C. Procesos Industriales y Ambiental
Ficha	3411809	Grupo	19TGPCAD
Modalidad	Presencial	Duración sugerida	2 horas
Tipo de trabajo	Individual, parejas y socialización oral	Fecha	5 / MAY / 2026
Producto	Taller escrito en cuaderno + práctica oral en parejas + perfil escrito corto	Clase	2

INDICACIÓN IMPORTANTE

Este taller debe desarrollarse a mano en el cuaderno durante la clase. La práctica guiada es oral y se realiza con compañeros. La práctica libre es escrita y corresponde a la tarea final de la clase. No se recibe digitado, excepto si la instructora lo autoriza.

1. Objetivo de la clase

Usar telling the time, WH questions y can/can't para intercambiar información básica sobre horarios, actividades y habilidades en un contexto personal, académico y ambiental.

2. Descripción de la clase

El aprendiz repasará cómo decir la hora en inglés, practicará preguntas WH para obtener información y usará can / can't para hablar de habilidades. La práctica guiada será oral en parejas y grupos. La práctica libre será escrita y tendrá como producto final un perfil corto con horario y habilidades ambientales.

3. Temas

- Telling the time
- WH questions: what, where, when, who, why, how, how many, how often
- Can / can't for ability
- Personal information review
- Environmental abilities and basic workplace actions

4. Producto a entregar

- Taller desarrollado a mano en el cuaderno.
- Registro de la práctica oral con mínimo 2 compañeros.
- Perfil escrito corto: Environmental assistant schedule and abilities.
- Participación en la práctica oral durante la clase.

5. Presentation - Presentación del tema

A. Telling the time

Usamos telling the time para hablar de horarios, rutinas, clases, turnos, citas y actividades laborales.

Expression	Meaning	Example
It is / It's	Es / Son	It is seven o'clock.
o'clock	en punto	It is eight o'clock.
quarter past	y cuarto	It is quarter past nine.
half past	y media	It is half past ten.

El taller debe desarrollarse a mano en el cuaderno y se socializa durante la clase.

Expression	Meaning	Example
quarter to	un cuarto para	It is quarter to eleven.
at + time	a las + hora	Class starts at four o'clock.

Examples:

- 7:00 - It is seven o'clock.
- 8:15 - It is quarter past eight.
- 9:30 - It is half past nine.
- 10:45 - It is quarter to eleven.
- The English class starts at 4:00 p.m.

B. Useful vocabulary for schedules and environmental activities

English	Spanish	Example
start class	empezar clase	I start class at four o'clock.
finish class	terminar clase	I finish class at six o'clock.
take a sample	tomar una muestra	A technician can take a water sample.
use PPE	usar EPP	Workers can use PPE.
wear gloves	usar guantes	I can wear gloves in the laboratory.
read a label	leer una etiqueta	She can read a safety label.
check the area	revisar el área	We can check the area.
recycle paper	reciclar papel	They can recycle paper.
clean the workplace	limpiar el lugar de trabajo	He can clean the workplace.
report a problem	reportar un problema	I can report a problem.

C. WH questions

Las WH questions se usan para pedir información específica. La palabra de pregunta va al inicio.

Question word	Use	Example
What	preguntar por información o cosa	What time is it? / What can you do?
Where	preguntar por lugar	Where is the laboratory?
When	preguntar por tiempo o fecha	When is the English class?
Who	preguntar por persona	Who is your partner?
Why	preguntar por razón	Why do you use gloves?
How	preguntar por modo o estado	How are you?
How many	preguntar cantidad contable	How many samples are there?
How often	preguntar frecuencia	How often do you recycle?

D. Can / Can't for ability

Usamos can para hablar de habilidades o acciones que una persona puede realizar. Usamos can't para acciones que una persona no puede realizar.

Use	Structure	Example
Affirmative	Subject + can + verb	I can use gloves.
Negative	Subject + can't + verb	I can't operate a machine alone.
Question	Can + subject + verb?	Can you take water samples?
Short answer	Yes, subject can. / No, subject can't.	Yes, I can. / No, I can't.

Environmental examples:

- An environmental technician can take water samples.
- A laboratory assistant can read labels.
- A recycling promoter can classify waste.
- A new apprentice can't enter the laboratory without PPE.

6. Guided Practice - Práctica guiada oral

Esta parte se realiza oralmente durante la clase. Escribe en tu cuaderno solo el registro solicitado en cada actividad.

Activity 1. Time chain

En parejas, pregunten y respondan la hora. Escribe dos formas diferentes de decir la hora.

Student A asks	Student B answers
What time is it?	It is four o'clock.
What time does the class start?	It starts at four o'clock.
What time does the class finish?	It finishes at six o'clock.

Registro en el cuaderno: escribe 5 horas y su forma en inglés.

- 2:15 = _____
- 4:30 = _____
- 7:45 = _____
- 10:05 = _____
- 12:50 = _____

Activity 2. Oral interview: personal information and time

Entrevista a 2 compañeros. Debes hacer las preguntas oralmente en inglés y registrar respuestas cortas en tu cuaderno.

Question	Classmate 1	Classmate 2
What is your name?		
Where are you from?		
What time do you start class?		
What time do you finish class?		
How often do you study English?		
Can you use PPE?		
Can you take water samples?		

Activity 3. Find someone who can...

Camina por el salón y pregunta a diferentes compañeros. Usa la pregunta: Can you...? Responde con Yes, I can / No, I can't.

Find someone who can...	Name	Answer
sing a song in English		
say the alphabet backwards		
spell their full name quickly		
draw a tree in 10 seconds		
name 5 animals in English		
say 3 environmental problems in English		
explain how to recycle a plastic bottle		
say the time in English		
give simple directions in English		
imitate an animal sound		
count from 20 to 1 in English		
name 5 colors in English		
say one tongue twister in English		

Activity 4. Mini role-play

En parejas, representen una conversación entre un aprendiz nuevo y un assistant in environmental control. Preparen de forma oral para presentarlo en clase.

1. The lost apprentice and classroom 304

A: Good afternoon. I am a new apprentice, and I think I am lost. My name is Laura Gómez.

B: Good afternoon, Laura. Don't worry. I am the Environmental Control Assistant. Where do you need to go?

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A: I need to go to English class, but this building is like a maze.

B: A maze? That sounds serious. What classroom do you need?

A: Classroom 304, but I only see stairs, doors and many people walking fast.

B: Okay. Your classroom is on the third floor. Go straight, take the stairs and turn right.

A: Is it far?

B: No, it isn't far. It is next to the environmental control area.

A: Great. What time is it?

B: It is five to four. You are on time.

A: Perfect. I don't want to arrive late on my first day.

B: Good attitude. And remember: in English class, participate and don't hide behind your notebook.

A: I can participate... maybe a little.

B: That is a good start. Welcome to SENA.

Conclusion: Laura finds classroom 304 on time and learns that asking for help is better than walking in circles.

2. The mysterious wet floor

A: Excuse me. I am a new apprentice, and I see something dangerous.

B: Hello. I am the Environmental Control Assistant. What do you see?

A: There is water on the floor near the laboratory door.

B: Thank you for reporting it. Is there a safety sign?

A: No, there isn't any safety sign. Only a very confident apprentice walking near it.

B: Oh no. We need to act quickly. Please tell him not to walk there.

A: Okay. Excuse me! Don't walk there! The floor is wet!

B: Excellent. Can you help me put a safety sign?

A: Yes, I can. But can I clean the floor?

B: Not alone. We need gloves and the correct cleaning materials.

A: Safety first. I understand.

B: Exactly. You just prevented a possible accident.

A: Wow. My first heroic action at SENA.

B: Yes, but without a cape. Only common sense.

Conclusion: The new apprentice reports a hazard and learns that safety heroes wear gloves, not capes.

3. The glove confusion

A: Good afternoon. I am a new apprentice. Can I enter the laboratory?

B: Good afternoon. Yes, but first you need PPE.

A: I have gloves. Look!

B: Those are kitchen gloves. Are you planning to wash dishes in the laboratory?

A: Oh... I thought gloves were gloves.

B: Not exactly. In the laboratory, you need the correct safety gloves.

A: So, I can't use these pink kitchen gloves?

B: No, you can't. They are beautiful, but they are not appropriate for this activity.

A: What else do I need?

B: You need a lab coat, safety glasses and closed shoes.

A: I have closed shoes, but I don't have a lab coat.

B: Then you can observe today and take notes.

A: Okay. I can observe and learn.

B: Good. Next time, bring the correct PPE.

Conclusion: The apprentice learns that not all gloves are laboratory gloves, even if they look fabulous.

4. The bottle label disaster

A: Hello. I am a new apprentice. Can I help with the water samples?

B: Yes, you can help with the labels. Write the date, time, place and sample number.

A: Great. I can do that. What time is the first sample?

B: It is at four thirty.

A: Okay. Date, time, place and number. Easy.

B: Please write clearly. Labels are very important.

A: Finished!

B: Let me see. You wrote "Sample number: banana."

A: Oh no! I was thinking about my snack.

B: That is funny, but the sample number is not banana. It is sample 01.

A: Sorry. I can correct it.

B: Good. Always check information before labeling samples.

A: Yes. No bananas in the sample register.

B: Exactly.

Conclusion: The apprentice learns that labels must be clear, complete and fruit-free.

5. The recycling detective

A: Excuse me. I am new here. Where is the recycling area?

B: It is next to the storage room. Why do you need it?

A: I found a plastic bottle, paper and an apple core in my bag.

B: Interesting. Your bag is like a small landfill.

A: Yes, I need help. What can I recycle?

B: You can recycle clean paper, cardboard and plastic bottles.

A: Can I recycle the apple core?

B: No, you can't. That is organic waste. It goes in a different container.

A: What about this plastic bottle?

B: Empty it first, then put it in the correct container.

A: And the paper?

B: If it is clean and dry, recycle it.

A: Great. I feel like a recycling detective.

B: Good. Your mission is to separate waste correctly.

Conclusion: The apprentice organizes the waste and discovers that recycling is easier when the bag is not a mystery box.

6. The interview with too much confidence

A: Good afternoon. I am a new apprentice, and I want to help in environmental control.

B: Good afternoon. I am the Environmental Control Assistant. Can I ask you some questions?

A: Yes, of course. I am ready for everything.

B: Can you work in a team?

A: Yes, I can. I am responsible and respectful.

B: Can you take water samples alone?

A: Yes, I can! I can do everything!

B: Careful. You need training first.

A: Oh, right. I can observe and learn first.

B: Much better. Can you follow safety rules?

A: Yes, I can. I can wear PPE and ask for instructions.

B: Excellent. Can you use damaged equipment?

A: No, I can't. That is dangerous.

B: Good answer. Confidence is good, but safety is better.

A: I understand. I can be confident and careful.

Conclusion: The apprentice learns that saying "I can do everything" is not as good as saying "I can learn safely."

7. The campaign poster

A: Hello. I am a new apprentice. I heard there is an environmental campaign today.

B: Yes. The campaign starts at five o'clock near the main entrance.

A: Can I help?

B: Yes, you can make a poster about recycling.

A: Great. I love drawing. What should I write?

B: Write a short message like "Recycle plastic" or "Don't throw garbage."

A: I wrote: "Recycle or the planet will cry."

B: That is dramatic, but I like it.

A: Can I draw the planet with tears?

B: Yes, but make it friendly. We don't want to scare everyone.

A: Okay. A sad but cute planet.

B: Perfect. Can you explain your poster in English?

A: Yes. "I like recycling because it helps the environment."

B: Excellent sentence. Use it in your presentation.

Conclusion: The apprentice creates a funny poster and learns that environmental messages can be creative and clear.

8. The classroom clock problem

A: Excuse me. I am a new apprentice. What time is the activity?

B: The activity starts at quarter past four.

A: Quarter past four... Is that four fifteen?

B: Yes, exactly.

A: Good. I always get confused with "quarter past" and "quarter to."

B: That is normal. Quarter past means 15 minutes after the hour. Quarter to means 15 minutes before the next hour.

A: So, seven forty-five is quarter to eight?

B: Correct.

A: Great. Now I feel powerful.

B: Powerful?

A: Yes. I can understand time in English.

B: Excellent. Use your power responsibly.

A: I will. What time do we finish?

B: At six o'clock.

A: Perfect. I can survive two hours of English.

Conclusion: The apprentice understands time expressions and discovers a new superpower: saying the time in English.

9. The safety boots problem

A: Good afternoon. I am a new apprentice. Are these shoes okay for the laboratory?

B: Let me see. Those are sandals.

A: Yes, but they are comfortable.

B: Comfortable, yes. Safe, no.

A: Oh no. Can I enter the laboratory with sandals?

B: No, you can't. You need closed shoes or safety boots.

A: But my feet are happy.

B: Your feet need to be safe, not just happy.

A: Good point. What can happen?

B: Materials can fall, liquids can spill or equipment can hurt your feet.

A: I understand. Next time, I will wear closed shoes.

B: Good. Today you can observe from outside and take notes.

A: Okay. My sandals and I accept the decision.

B: Excellent.

Conclusion: The apprentice learns that in environmental control, safe feet are more important than fashionable feet.

10. The apprentice who wanted to touch everything

A: Hello. I am a new apprentice. This laboratory is very interesting.

B: Hello. Yes, it is. But remember: observe first, touch later.

A: Can I touch this bottle?

B: No, you can't. It contains a sample.

A: Can I press this button?

B: No, you can't. That equipment needs authorization.

A: Can I open this cabinet?

B: No, you can't. There are materials inside.

A: Wow, I can't do many things.

B: Today, your job is to observe, take notes and ask questions.

A: Can I ask questions?

B: Yes, you can ask many questions.

A: Great! Why is this bottle brown?

B: Excellent question. Some samples need protection from light.

A: Interesting. Asking questions is safer than pressing buttons.

B: Exactly.

Conclusion: The apprentice learns that curiosity is good, but touching everything is not a laboratory skill.

11. The funny directions mistake

A: Excuse me. I am a new apprentice. Can you help me find the recycling area?

B: Yes. Go straight, turn left and walk past the laboratory.

A: Go straight, turn left and walk past the laboratory. Got it.

B: Then the recycling area is next to the storage room.

A: Thank you. I'll go now.

B: Wait. Why are you going right?

A: Oh. I thought left was right.

B: That is a classic problem. Raise your left hand.

A: This one?

B: That is your right hand.

A: Oh no. Directions are dangerous for me.

B: Don't worry. Let's practice: left, right, straight, turn.

A: Okay. Left is this hand. Right is this hand.

B: Perfect. Now you can find the recycling area.

A: If I disappear, look for me near the cafeteria.

B: Deal.

Conclusion: The apprentice practices directions and learns that left and right are important survival skills at SENA.

12. The description of a messy area

A: Hello. I am a new apprentice. Can you help me describe this environmental workplace?

B: Yes. First, tell me what you can see.

A: There are three containers, some plastic bottles and a safety sign.

B: Good. What else?

A: There is paper on the floor, and there are gloves on the table.

B: Is the place clean?

A: Not really. It is a little messy.

B: Good observation. Can you make a recommendation?

A: Yes. Clean the floor and organize the materials.

B: Excellent. Can you say it in English?

A: "Clean the floor. Organize the materials. Don't leave bottles on the table."

B: Very good. What about the containers?

A: "Use the correct container."

B: Perfect. You described the problem and gave instructions.

A: I feel like an environmental inspector.

B: You are starting well.

Conclusion: The apprentice describes a messy area and learns that a good description can lead to good action.

13. The comparison challenge

A: Hello. I am a new apprentice. I need to compare two areas, but I don't know how.

B: No problem. Which areas are you comparing?

A: The recycling area and the waste storage area.

B: Good. Is the recycling area clean?

A: Yes, it is cleaner than the waste storage area.

B: Excellent. Is the waste storage area dangerous?

A: Yes, it is more dangerous because there are different materials.

B: Good. Which area is the safest?

A: The recycling area is the safest.

B: Perfect. Now give one recommendation.

A: "Don't mix dangerous materials."

B: Excellent. Another one?

A: "Classify waste correctly."

B: Very good. You used comparatives, superlatives and imperatives.

A: English grammar is hiding in environmental control.

B: Exactly. Grammar is everywhere.

Conclusion: The apprentice compares two areas and discovers that grammar can appear even between trash containers.

14. The assistant's surprise quiz

A: Good afternoon. I am a new apprentice. Can I ask you about today's activity?

B: Yes, but first I have a small surprise quiz.

A: Oh no. I am not ready.

B: Don't worry. It is easy. What time is English class?

A: It is at four o'clock.

B: Good. Can you wear PPE correctly?

A: Yes, I can.

B: Can you use damaged equipment?

A: No, I can't.

B: Excellent. Where is the laboratory?

A: It is next to classroom 304.

B: Very good. What do you do if you see a hazard?

A: I report it to the instructor or assistant.

B: Perfect. You passed the surprise quiz.

A: Really? I was nervous.

B: You did well. Now you are ready for the activity.

A: Great. I like surprise quizzes... maybe only short ones.

Conclusion: The apprentice passes a short quiz and learns that reviewing English can be quick, useful and a little scary.

15. The final safety mission

A: Good afternoon. I am a new apprentice, and I want to participate in the activity.

B: Good afternoon. Before participating, you have a safety mission.

A: A mission? That sounds important.

B: It is. First, check your PPE.

A: Gloves? Yes. Safety glasses? Yes. Closed shoes? Yes. Lab coat? Yes.

B: Excellent. Second, check the work area.

A: There are bottles on the table. There is a safety sign on the wall. The floor is clean.

B: Good. Third, remember the rules. Can you use damaged equipment?

A: No, I can't.

B: Can you report hazards?

A: Yes, I can report hazards immediately.

B: Can you work without instructions?

A: No, I can't. I need instructions first.

B: Perfect. You completed the safety mission.

A: Great. Do I get a medal?

B: No medal today, but you get permission to participate.

A: That is good enough.

Conclusion: The apprentice completes the safety mission and learns that preparation is the first step before any environmental activity.

7. Free Practice - Práctica libre escrita / Tarea final de la clase

Final task: Environmental assistant schedule and abilities

Ahora vas a desarrollar la tarea final en el cuaderno. Esta parte es escrita y debe quedar organizada como evidencia de trabajo de clase.

Step 1. Choose a profile

Escoge un perfil relacionado con Prevención y Control Ambiental:

- environmental assistant
- water quality assistant
- recycling promoter
- laboratory assistant
- field inspector
- waste management assistant

Step 2. Create a schedule

Escribe una agenda de 6 actividades del perfil que escogiste. Cada actividad debe tener una hora.

Time	Activity
7:00 a.m.	The assistant starts work.

Step 3. Write abilities with can / can't

Escribe 5 habilidades con can y 3 limitaciones con can't para el perfil elegido.

Can:

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

Can't:

1. _____
2. _____

3. _____

Step 4. Write the final profile

Escribe un perfil corto en forma de párrafo de 90 a 110 palabras en inglés. Debe incluir:

- nombre y ocupación del trabajador;
- lugar de trabajo;
- mínimo 5 actividades con horas;
- mínimo 4 habilidades con can;
- mínimo 2 limitaciones con can't;
- mínimo 3 WH questions con sus respuestas cortas.

8. Clear example - Así debe lucir la tarea final en el cuaderno

Title: Class guide - Time, WH questions and abilities

Student name: _____ Group: 19TGPCAD

Part A. Schedule with 6 activities

Part B. Abilities with can and can't

Part C. Final profile: 90-110 words

Model final profile

María is an environmental assistant in a water quality laboratory. She starts work at seven o'clock. At half past seven, she checks the work area. At eight o'clock, she uses gloves and reads safety labels. At quarter past nine, she helps take water samples. At ten o'clock, she reports information to the technician. María can use PPE, classify waste, read labels and work in a team. She can't operate machines alone and she can't enter the laboratory without permission. Where does she work? In a laboratory. What can she do? She can take samples.

Word count: 105 words. Tu texto debe ser diferente y relacionado con el perfil que elijas.

9. Final checklist

- ☐ Desarrollé todo el taller a mano en el cuaderno.
- ☐ Participé en la práctica oral con compañeros.
- ☐ Registré respuestas de mínimo 2 compañeros.
- ☐ Escribí una agenda con 6 actividades y horas.
- ☐ Usé can y can't correctamente.
- ☐ Usé mínimo 3 WH questions.
- ☐ Escribí un perfil final de 90 a 110 palabras.
- ☐ Mi texto está organizado, claro y escrito a mano.

10. Criterios de evaluación

Criterio	Cumple
Desarrolla el taller completo en el cuaderno.	Sí / No
Participa en la práctica oral de forma activa.	Sí / No
Pregunta y responde información básica usando WH questions.	Sí / No
Expresa la hora y horarios de forma comprensible.	Sí / No
Usa can / can't para hablar de habilidades y limitaciones.	Sí / No
Relaciona el vocabulario con el contexto ambiental.	Sí / No
Escribe un perfil final claro de 90 a 110 palabras.	Sí / No

El taller debe desarrollarse a mano en el cuaderno y se socializa durante la clase.

Criterio	Cumple
Presenta organización, limpieza y coherencia en el cuaderno.	Sí / No