**GESTIÓN DE FORMACIÓN PROFESIONAL INTEGRAL**
**PROCEDIMIENTO DESARROLLO CURRICULAR**
**GUÍA DE APRENDIZAJE – INGLES (TRANSVERSAL)**

INTRODUCCION

**COMPETENCIA: COMPRENDER TEXTOS EN INGLÉS EN FORMA ESCRITA Y AUDITIVA**

- **Resultados de Aprendizaje A Alcanzar:**

5. **COMUNICARSE EN TAREAS SENCILLAS Y HABITUALES QUE REQUIEREN UN INTERCAMBIO SIMPLE Y DIRECTO DE INFORMACIÓN COTIDIANA Y TÉCNICA**

6. **ENCONTRAR INFORMACIÓN ESPECÍFICA Y PREDECIBLE EN ESCRITOS SENCILLOS Y COTIDIANOS**

7. **REALIZAR INTERCAMBIOS SOCIALES Y PRÁCTICOS MUY BREVES, CON UN VOCABULARIO SUFICIENTE PARA HACER UNA EXPOSICIÓN O MANTENER UNA CONVERSACIÓN SENCILLA SOBRE TEMAS TÉCNICOS**

- **Duración de la Guía:**
  Horas de trabajo directo: 40
  Horas de trabajo autónomo: 20

## 2. PRESENTACIÓN

En una sociedad globalizada y multicultural, cada día se hace más indispensable el manejo del inglés, como idioma universal, el cual le permite al individuo hacer parte de los procesos de internacionalización, acceder a nuevos conocimientos, integrarse a nuevas culturas y participar de las mismas a nivel social, político, económico o tecnológico.

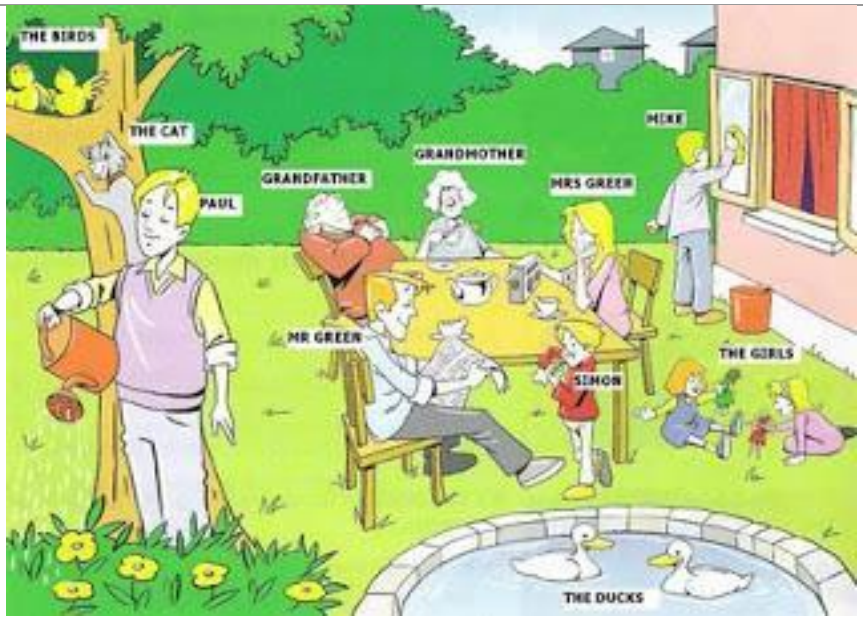
Por esta razón, durante este espacio académico se estudiarán conceptos y principios básicos que favorecen la adquisición del inglés como segundo idioma, conocimientos que le permitirán al aprendiz realizar procesos comunicativos dentro de su área de conocimiento.

*https://sp.depositphotos.com/109080950/stock-illustration-set-workers-team-profession-people.html*

**Actividades de reflexión Inicial: WARM UP**

1. **What are they doing now? Use the following verbs:**

**Twit – climb- water- sleep- read- drink-listen- clean-play- swim**




*Taken from: https://sites.google.com/site/englishzvonkocar/home/present-continuous*

**e.g:** Mike **<u>is cleaning</u>** the window

**2.** Describe some of the people or animals in the picture.

**e.g:** The Grandfather is lazy

## II. Actividades de contextualización e identificación del conocimiento:

**1. Look at the pictures and choose the option that best fits the statements.**

1. I…football now.
a. am playir
b. am play
c. play
d. playing

2. He…a car now.
a.
b
c.
d. is driving

3. They…TV.
a. is watc
b. are wa
c. are wa
d. watches

4. We…a picnic at the moment.
havi
have
c. having
d. has

5. She…a book now.
ding
ng
d. is read

6. It….
a. am rain
b. is raining
c. rain
d. is rains

7. You…a kite in the park.
a. am flying
b. are fly
c. are flying
d. is fly

8. Jane…her homework at the moment.
a. is does
b. are doing
c. does
d. is doing

9. I…my homework at the moment.
a. am doing
b. do
c. am do
d. is doing

10. They…fun.
a. have
b. are have
c. is having
d. g

2. Fill in the blanks using the verb in simple present or present continuous

This is Mrs White. She …… (be) a primary school teacher.

21. Betty…her bike today.
a. riding
b. are riding
c. is ride
d. shining

22. The sun…now.
a. is shining
b. am shining
c. shine
d. shining

23. He…golf today.
a. playing
b. are playing
c. is play
d. is playing

24. They…now.
a. am swimming
b. are swim
c. are swimming
d. swims

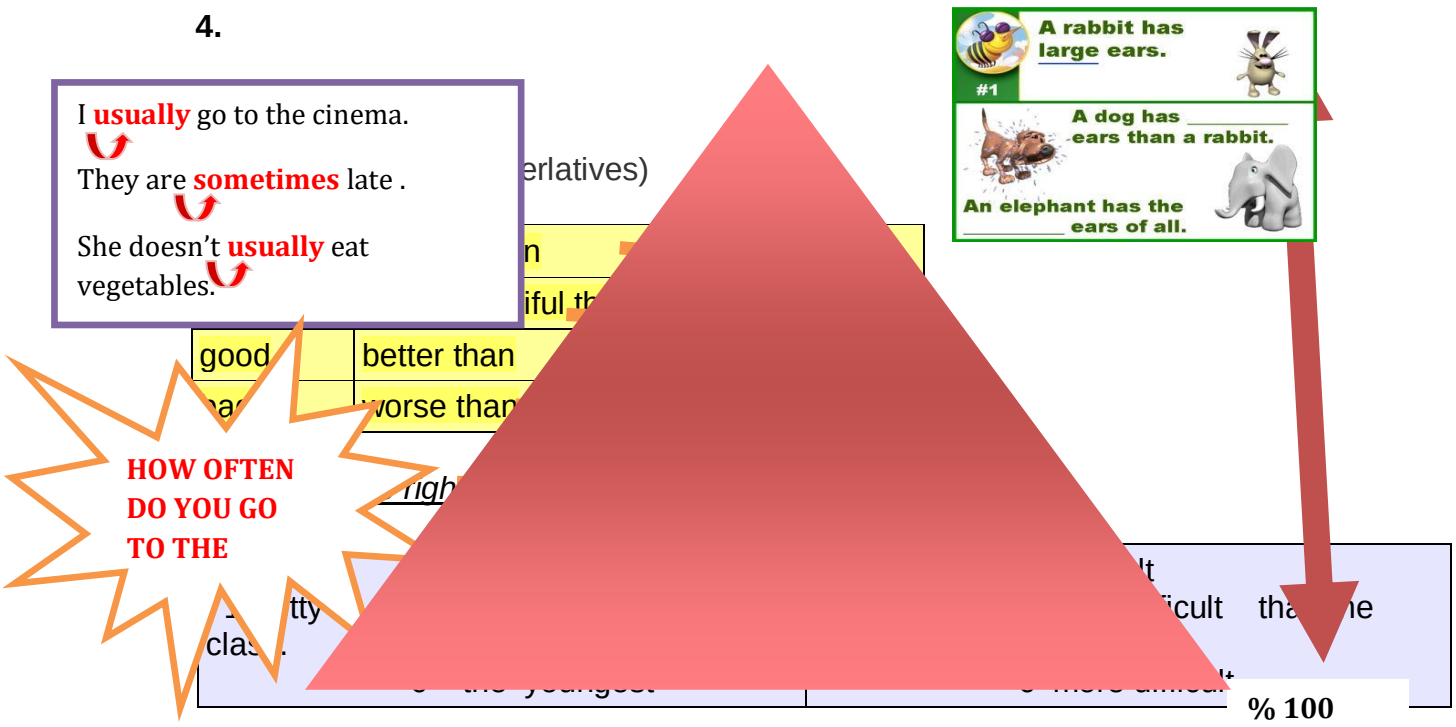
25. Kate…to music at the moment.
a. is listening
b. are listening
c. listening
d. listening

She …… (teach) English, Maths and Geography.

At the moment, she …… (teach) Maths.

She …… (live) in London and …… (be) married to Georges, who is French. They …… (have) three children. They all …… (love) animals, but they …… (not have) any pets because they …… (live) in an apartment. Mrs White …… (speak) French as well as English, but she …… (not teach) it.

**4.**



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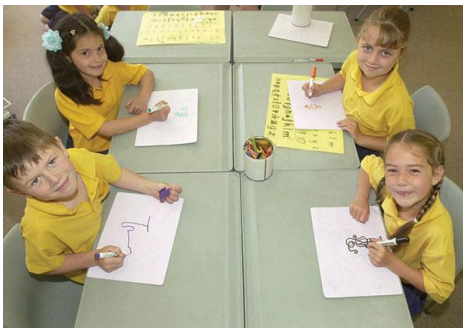
| | |
|---|---|
| 2 John is a old than / b the oldest / c older than his brother. | 5 The boys'marks were a the worst / b worse / c worst than the girls'. |
| 3 David is a biggest / b the bigger / c the biggest boy in the school. | 6 Tim's marks were a good / b better / c the best in the class |

*2 Look at this school report:*

| Subject | ANN | JOE | MARY | SUE |
|---|---|---|---|---|
| English | A | C | B | D |
| Maths | B | A | D | C |
| History | B | D | A | B |
| Geography | C | B | D | A |
| Science | C | A | C | D |
| Music | D | C | B | A |



In English Ann was the best and Sue was the worst.
In Maths Joe was the best and Mary was the worst.
*Now talk about the other subjects.*

***3 Complete the sentences. Use the comparative or the superlative form of the adjectives.***

| | | |
|---|---|---|
| 1 | **A horse can run *faster than* a cow, but a cheetah is *the fastest* land animal.** | **fast** |
| 2 | **Gorillas are_____cats, but giraffes are_____animals in the world.** | **tall** |
| 3 | **Tigers are_____wolves, but elephants are_____animals in the world.** | **heavy** |
| 4 | **Science is_____History, but Maths is_____school subject.** | **difficult** |
| 5 | **Peter is_____Tom at tennis, but Sam is_____tennis player in our class.** | **good** |
| 6 | **A tiger is_____a snow leopard, but a lion is _____of big cats.** | **loud** |
| 7 | **Ann is _____ Kate, but Mary is_____girl in the class.** | **beautiful** |

| | | |
|---|---|---|
| **8** | **Nick is_____ Jim at rugby, but Simon is _____rugby player of all.** | **bad** |

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

**5. READING**

*São Paulo* is the largest city in South America and the third most populous of the world, with more than 10 million **inhabitants**. It is the economical capital of Brazil and a very busy place. It is also the richest in culture, parks and museums.

*São Paulo* is centered around the *Praça da Sé*, where there is a stone mark symbolizing the "point zero" of the city. The subway system is cheap and efficient but it covers only a few areas of the city, although extensions are being made. The most interesting neighborhoods and places to visit include *Jardins, Itaim* and The *Ibirapuera* Park.

The **main** tourist attractions in the city include the different neighborhoods with their special Italian, Japanese or Arabic influence. They have their own characteristic atmosphere and it is a lot of fun to walk around, go to one of the many small restaurants or have a drink somewhere.

Brazilians say that *Paulistanos* (*São Paulo* locals) live to work and to eat which is certainly true. Food in *São Paulo* is the best in the country. You can find it from a variety of restaurants from the simplest delivery place to the fine expensive ones.

*São Paulo* is also very much a party town. You can get **stuck** in the traffic in the middle of the night when party animals return from their hunt.

Automotive traffic in *São Paulo* is complicated, especially in main routes all along the weekdays and gets worse at rush hours (from 8 a.m. to 10 a.m. and from 6 p.m. to 8 p.m. ). On the weekend traffic is good with some **impediments** in places where there are bars, shopping centers or other public attractions.

*São Paulo* has the largest underground transportation system in Brazil the "Metro". However, it is not as **comprehensive** as the trains in Europe or North America but it covers the most important areas.

**A)** After you have read the previous text, read the next questions and choose the most accurate one.

1. What time does the traffic get worse in *São Paulo ?*
a) It gets worse during rush hours.
b) From 8 to 10 a.m. only.
c) In the mornings, from 8 to 10 a.m. and in the evenings from 6 to 8. p.m.

2. Where is *São Paulo* located?
a) *São Paulo* is between *Itaim* and *Ibirapuera* park.
b) It is centered where there in a Stone Mark .
c) It is near a beach.

3) Why is *São Paulo* the largest city in South America?
a) Because of the amount of inhabitants, it has more than 10 million people.
b) Because it has a variety in museums and parks which attracts many tourists.
c) Because of its growing economics and rich culture.

4) Who are the *Paulistanos* ?
a) People who work in popular restaurants around *São Paulo.*
b) The local people from the largest city of South America.
c) It is not mentioned in the text.

5) What are the most interesting neighborhoods in the city?
a) *Jardins* and *Itaim* are included as the most fascinating ones.
b) There is only one which is *Praça da Sé*.
c) The most interesting ones are those who have foreign influences.

**5.1 Compare the city or place where you live with sao paulo using comparatives adjectives.**

## 6. past simple of verb to be complete with the correct affirmative form of the verb to be in past simple.

| AFFIRMATIVE FORM | NEGATIVE FORM | CONTRACTED |
|---|---|---|
| I was | I was not | I wasn't |
| You were | You were not | You weren't |
| He was | He was not | He wasn't |
| She was | She was not | She wasn't |
| It was | It was not | It wasn't |
| We were | We were not | We weren't |
| You were | You were not | You weren't |
| They were | They were not | They weren't |

| INTERROGATIVE FORM | |
|---|---|
| **Was I** | **last weekend?** |
| **Were you** | |
| **Was he** | |
| **Was she** | |
| **Was it** | |
| **Were we** | |
| **Were you** | |
| **Were they** | |

1. You _____in Colombia a week ago.

2. She _____22 last year.
3. We _____in Ecuador with Steven.
4. Chaplin _____ a famous movie star.
5. The weather _____nice yesterday.
6. The banks _____opened yesterday.

**6.1 MAKE THE SAME SENTENCES NEGATIVE AND INTERROGATIVE**

**6.2 READ THE ANSWERS AND WRITE THE WH- QUESTION FOR EACH ONE. PAY ATTENTION TO BOLD PHRASES.**

a) _____?
Cornelio was born **in Mexico City.**

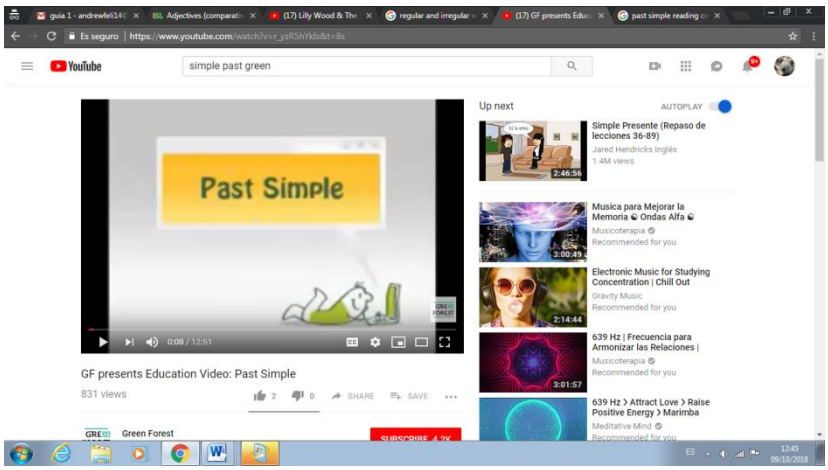
b) _____? Analia and Andrea grew up **in Buenos Aires.**

c) _____? My best friend in high school was **Jorge Essen.**

d) _____? His favorite course in high school was **geography.**

e) _____? He was **eighteen years old** when he entered college.

## 7. SIMPLE PAST




https://www.youtube.com/watch?v=r_yzR5hYkIs

watch the video and practice with the exercises you find in it. Take some screenshots

### 7.1 Story Time

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

A B C D E F

Did you read stories when you were young? Which one was your favourite?

**Complete the stories with the words in the box:**

**Sleeping Beauty**

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

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

**The Three Little Pigs**

| made | tried | ate | built | 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.

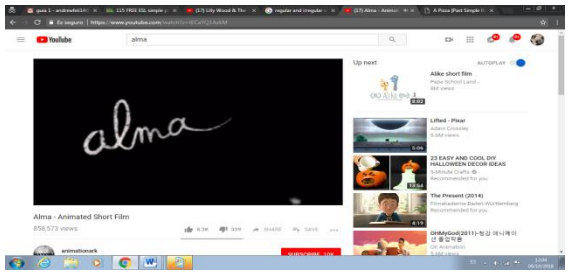
**Now complete the tables with the past simple verbs from the stories:**

| Present simple | Past simple |
|---|---|
| live | …… |
| sleep | …… |
| grow | …… |
| cut | …… |
| cast | …… |
| marry | …… |
| be | …… |
| take | …… |

| Present simple | Past simple |
|---|---|
| be | …… |
| eat | …… |
| make | …… |
| build | …… |

| | |
|---|---|
| use | …… |
| blow | …… |
| try | …… |
| fall | …… |

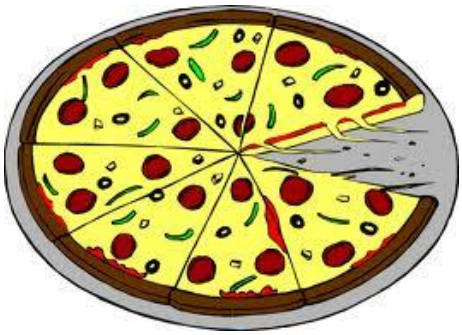
**7.2 Watch the following video *https://www.youtube.com/watch?v=tECaYQ1AzkM* and make a list of ten verbs in past.**




| VERB | PRESENT | |
|---|---|---|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

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

***7.3 Read the text and make the exercises bellow.***



# 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.

I) 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. |

**Actividad vocabulario técnico**

## III Apropiación del Conocimiento

1. Choose a family member and write what he or she does every day, and what he or she is doing.

_____
_____
_____
_____
_____
_____
_____

_____
_____
_____
_____
_____
_____
_____

**2.** Collect the information on the chart for you and a classmate. Then write a paragraph comparing yourself and your partner using the information gathered

| Topics | You | Partner |
|---|---|---|
| Height | | |
| Place of living | | |
| Age | | |
| Good at maths | | |
| Family size | | |

**Eg. I live farther than my partner…**

_____
_____
_____
_____
_____
_____
_____

**BIBLIOGRAFIA**

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https://www.youtube.com/watch?v=r_yzR5hYkIs&t=8s

https://www.youtube.com/watch?v=tECaYQ1AzkM

## ACTIVIDADES DE EVALUACIÓN

| Evidencias de aprendizaje | Criterios de Evaluación | Técnicas e instrumentos de evaluación |
|---|---|---|
| DE CONOCIMIENTO**:** Taller comprensión de lectura acerca de temas cotidianos y rutinas diarias (Verbos en presente simple, vocabulario relacionado, expresiones de tiempo y lugar, adverbios de frecuencia, Preguntas WH)<br>DE DESEMPEÑO Y PRODUCTO: Video de 1 minuto describiendo su rutina diaria, familia o lugar de trabajo/estudio (Presente simple, expresiones de tiempo y lugar, there is- there are, miembros de la familia, descripciones físicas y adjetivos de personalidad)<br>DE PRODUCTO: Desarrollo de actividades en páginas web educativas durante el nivel. DE DESEMPEÑO/PRODUCTO: Diseña un folleto acerca de herramientas de fabricación ajustada (Lean Manufacturing tools) | Escribe o presenta descripciones de si mismo, profesión y su entorno<br>Plantea y responde preguntas sobre si mismo<br>Estructura adecuadamente una opinión sobre un tema conocido de su especialidad. | Talleres<br><br>Video<br><br>Actividades páginas WEB<br><br>Folleto |

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

| | Nombre | Cargo | Dependencia | Fecha |
|---|---|---|---|---|
| **Autor (es)**<br><br>**Modificador** | JUAN PABLO CUTIVA | **Instructor** | **CGI** | 18 de Marzo 2020 |