



**INSTITUTO TECNOLÓGICO
SUPERIOR JAPÓN**

GUÍA
METODOLÓGICA
DE
INGLÉS III

COMPILADO POR:

LIC. DELVIS PÉREZ

PARVULARIA

AMOR AL CONOCIMIENTO



1. IDENTIFICACIÓN

NAME OF THE SUBJECT: INGLES III		LEARNING COMPONENTS		Marco Común Europeo de las Lenguas B.1	
Learning Result: COMPETENCES AND OBJECTIVES *Saying Greetings and leave takings. *Giving personal information. (names, ages, nationalities, professions, place and date of birth, address, among others) Using the verb be in affirmative, negative and interrogative sentences. *Using pronouns and phrasal verbs in simple past statements. *Making suggestions. (going out) *Using related grammar aspects and vocabulary. (parts of the body, family members, clothes) *Describe yourself and someone else. *Talking about likes and dislikes *Talking about past events *Using simple past tense in affirmative, negative and interrogative statements. *Talking about events in past continuous. Working with grammar aspects (adjectives of description, comparative forms, modal verbs and order of adjectives) *Working with regular and irregular verbs in simple past tense. *Using the vocabulary (parts of the house, objects at home) *Talking about touristic places. *Things we need to make a trip. *Giving pieces of advice (prescription) *talking about the future *Working with the vocabulary (sickness, pills, Beverages) *Listening comprehension (Relating all the content given in class) *Oral presentations (FREE TOPICS) *Reading comprehension (Analyzing short texts to say true or false and identify grammar aspects) *Writing short paragraphs about different contents					
Docente de Implementación:					
DELVIS MILAGROS PEREZ ALVAREZ			Duración: 20 horas		
Unidades	Competencia	Resultados de Aprendizaje	de	Actividades	Tiempo de Ejecución



INSTITUTO SUPERIOR TECNOLÓGICO JAPÓN
 GUIA DE APRENDIZAJE

<p>Unit 1:</p> <p>1- Greetings and leave takings. Giving personal information. (names, ages, nationalities, professions, place and date of birth, address, among others)</p> <p>2-Using the verb be in affirmative, negative and interrogative sentences.</p> <p>3-Using pronouns and phrasal verbs in simple past statements.</p> <p>3-Making suggestions. (going out)</p> <p>4-Listening to a text (song).</p> <p>5-Working grammar and vocabulary</p>	<p>*Saying Greetings and leave takings.</p> <p>*Giving personal information. (names, ages, nationalities, professions, place and date of birth, address, among others)</p> <p>Using the verb be in affirmative, negative and interrogative sentences.</p> <p>*Using pronouns and phrasal verbs in simple past statements.</p> <p>*Making suggestions. (going out)</p> <p>*Using related grammar aspects and vocabulary. (parts of the body, family members, clothes)</p>	<p>COGNITIVE:</p> <p>To recognize the verb Be in the simple present tense; in affirmative and negative questions and answers.</p> <p>PROCEDIMENTAL:</p> <p>To develop the grammatical structure and apply it to real life examples.</p> <p>ATTITUDINAL:</p> <p>To apply the learned vocabulary and grammar in dialogues and speeches with good pronunciation.</p>	<p>LISTENING:</p> <p>Skills strategies, active language from a text. (a song)</p> <p>READING:</p> <p>Interpret a brainstorm. Confirm facts and main and supporting ideas.</p> <p>WRITING:</p> <p>To write a paragraph about personal information.</p> <p>SPEAKING:</p> <p>To talk about personal information.</p> <p>To make suggestions</p>	<p>5 horas</p>
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INSTITUTO SUPERIOR TECNOLÓGICO JAPÓN
 GUIA DE APRENDIZAJE

<p>Unit 2</p> <p>1-Describe yourself and someone else.</p> <p>2-Talking about likes and dislikes</p> <p>3-Talking about past events</p> <p>4- Using simple past tense in affirmative, negative and interrogative statements.</p> <p>5- Working with regular and irregular verbs in simple past tense.</p> <p>6- Using the vocabulary (parts of the house, objects at home)</p>	<p>*Describing people.</p> <p>*Describe yourself and someone else.</p> <p>*Talking about likes and dislikes</p> <p>*Talking about past events</p> <p>*Using simple past tense in affirmative, negative and interrogative statements.</p> <p>*Talking about events in past continuous.</p> <p>Working with grammar aspects (adjectives of description, comparative forms, modal verbs and order of adjectives)</p> <p>*Working with regular and irregular verbs in simple past tense.</p> <p>*Using the vocabulary (parts of the house, objects at home)</p>	<p>COGNITIVE:</p> <p>To recognize the verb Be in the simple past tense; in affirmative and negative questions and answers.</p> <p>To recognize the simple past tense of some phrasal verbs.</p> <p>PROCEDIMENTAL:</p> <p>To develop the grammatical structure and apply it to real life examples.</p> <p>ATTITUDINAL:</p> <p>To apply the learned vocabulary and grammar in dialogues and speeches with good pronunciation.</p>	<p>LISTENING:</p> <p>Skills strategies, active language from a text. (a song)</p> <p>READING:</p> <p>Interpret a brainstorm.</p> <p>Confirm facts and main and supporting ideas.</p> <p>WRITING:</p> <p>To write a paragraph Describing people and rooms at home.</p> <p>To write a paragraph about likes and dislikes</p> <p>SPEAKING:</p> <p>Talking about people´s descriptions.</p> <p>Talking about rooms at home</p>	<p>5 horas</p>
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INSTITUTO SUPERIOR TECNOLÓGICO JAPÓN
 GUIA DE APRENDIZAJE

<p>Unit 3</p> <p>1-Talking about events in past continuous.</p> <p>2-Working with grammar aspects (adjectives of description,</p> <p>3-comparative forms, modal verbs and order of adjectives)</p> <p>4-Giving pieces of advice. (prescriptions)</p> <p>5-Working with the vocabulary (sickness, pills, Beverages)</p> <p>6-Talking about touristic places.</p> <p>7-Things we need to make a trip.</p> <p>8-Talking about the future (using will/will not)</p>	<p>*Asking and Answering questions using the simple present of the verb Be.</p> <p>*Talking about touristic places.</p> <p>*Things we need to make a trip.</p> <p>*Giving pieces of advice (prescription)</p> <p>*Working with grammar aspects (adjectives of description, comparative forms, modal verbs and order of adjectives and will/will not)</p> <p>*Working with the vocabulary (sickness, pills, Beverages)</p>	<p>COGNITIVE:</p> <p>To practice the verb Be in the simple past tense; in affirmative and negative questions and answers.</p> <p>To recognize the simple future.</p> <p>PROCEDIMENTAL:</p> <p>To develop the grammatical structure and apply it to real life examples.</p> <p>ATTITUDINAL:</p> <p>To apply the learned vocabulary and grammar in dialogues and speeches with good pronunciation.</p>	<p>LISTENING:</p> <p>Skills strategies, active language from a text. (a song/article)</p> <p>READING:</p> <p>Interpret a brainstorm.</p> <p>Confirm facts and main and supporting ideas.</p> <p>WRITING:</p> <p>To write a paragraph about prescriptions.</p> <p>To write about touristic places.</p> <p>To write about life in the future.</p> <p>SPEAKING:</p> <p>To Talk about touristic places.</p> <p>To Talk about prescriptions.</p> <p>To talk about life in future.</p>	<p>5 horas</p>
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INSTITUTO SUPERIOR TECNOLÓGICO JAPÓN
 GUIA DE APRENDIZAJE

<p>Unit 4 UNIT</p> <p>REVIEW</p> <p>INTEGRATED</p> <p>PROJECT</p> <p>1-Listening comprehension (Identifying personal information)</p> <p>2-Reading comprehension (Analyzing short texts to say true or false and identify grammar aspects)</p> <p>3-Writing short paragraphs about personal information and daily routines.)</p> <p>4-Oral presentations (FREE TOPICS)</p>	<p>*Listening comprehension (Relating all the content given in class)</p> <p>*Oral presentations (FREE TOPICS)</p> <p>*Reading comprehension (Analyzing short texts to say true or false and identify grammar aspects)</p> <p>*Writing short paragraphs about different contents</p>	<p>COGNITIVE:</p> <p>To review the simple past tense; in affirmative and negative questions and answers.</p> <p>PROCEDIMENTAL:</p> <p>To develop the grammatical structure and apply it to real life examples.</p> <p>ATTITUDINAL:</p> <p>To apply the learned vocabulary and grammar in speeches with good pronunciation.</p>	<p>LISTENING:</p> <p>Skills strategies, active language from a text. (a song/article)</p> <p>READING:</p> <p>Interpret an article. Confirm facts.</p> <p>WRITING:</p> <p>Write a paragraph About touristic places and life in a future</p> <p>SPEAKING:</p> <p>Talk about free topics.</p>	<p>5 horas</p>
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2. CONOCIMIENTOS PREVIOS Y RELACIONADOS

Co-requisitos



3. UNIDADES TEÓRICAS

- Desarrollo de las Unidades de Aprendizaje (contenidos)

A. Base Teórica

Welcome to English III

Lesson 1: Review

1- Watch the following video and find:

- *Nouns
- *Adjectives
- *Pronouns
- *Regular verbs
- *Irregular verbs
- *Sentences in simple present tense.
- *Sentences in present continuous.

Then sing the song

We Are the World

There comes a time
When we heed a certain call
When the world must come together as one
There are people dying
Oh, and it's time to lend a hand to life
The greatest gift of all
We can't go on
Pretending day-by-day
That someone, somewhere soon make a change
We're all a part of God's great big family
And the truth, you know, love is all we need

We are the world
We are the children
We are the ones who make a brighter day, so let's start giving
There's a choice we're making
We're saving our own lives
It's true we'll make a better day, just you and me
Oh, send them your heart
So they know that someone cares
And their lives will be stronger and free
As God has shown us by turning stones to bread
And so we all must lend a helping hand
We are the world
We are...



2- WALK AROUND THE CLASSROOM AND ASK YOUR PARTNERS IN ORDER TO COMPLETE THE FOLLOWING INFORMATION SHEET

Name: _____
Nationality: _____
Date of Birth: _____
Place of Birth: _____
Address: _____
Age: _____
Profession: _____
Likes and dislikes: _____
Telephone number: _____

3- Read the following text. And answer the questions below.

My name is Angelina Jolie. I am 26 years old and I am an actress. I like to practice sports and I love to listen to music. My favorite kind of music is rock and roll. I live in California with my husband Brad and my son Milo. My house is big and beautiful. It has 12 rooms. It is next to a theatre. I am from United States. I love my country.

3.1-Write True or False

- Angelina doesn't like music.
- She is from Cuba.
- Her husband's name is Brad.
- She lives in a small house.
- She is young.
- Her house is next to a theatre.
- She lives in Los Angeles.
- She doesn't like Rock and Roll.
- She loves her country.
- Angelina is a doctor.

3.2- Answer the following questions.

- What is her name?
- How old is she?
- Where is she from?
- What is her nationality?
- What is her occupation?
- What is her favorite kind of music?
- What does she like?
- Is she married or single?
- Does she have any children?



4- Write the correct form of the verb.

- He ___ my best friend. (are/is)
I ___ to study French. (love/loves)
You ___ my favorite sister. (are/is)
Mary ___ my mother. (am/is)
Last night I _____ my sister a letter. (write/ wrote)
Robert _____ football. (doesn't like/ don't like)
We ___ students. (is/are)
I ___ Melissa. (am/are)
How much sugar ___ there? (is/are)
She _____ to eat pizza. (like/likes)
Carl and Philip _____ onions. (don't like/ doesn't like)
How many oranges ___ there? (is/ are)
Yesterday I _____ dancing. (go/ went)

5- These sentences are incorrect. Underline the mistake and re-write them correctly.

- a) Hi. My name´re Ling.
- b) What're your name?
- c) You is from Colombia.
- d) He's from English.
- e) Isao am from Japan.
- f) She is Mexico.
- g) How old is you?
- h) He name is Mike.
- i) I live on 60 Geneva Avenue.
- j) What day are today?

6- Complete with the words from the list: *Across from- between- bathroom- intelligent- near- library- in front of- refrigerator- tall- rooms.*

My bedroom is _____ the kitchen and the _____
My house is _____ the hospital. It has 11 _____
The school is _____ the _____
Rose and Michael are _____ and _____
The table is _____ the _____



7- Fill in the blanks. Write the adequate words from the list.

In my bedroom there is a big _____ where I sleep and on it there are two _____ where I lay my head. In the mornings the _____ awakes me. It is on the _____. I comb my hair with the _____ and sometimes I use the _____ and sometimes I use the _____. I have all my clothes in the _____. There is also a _____ where I put a _____ with some few jewels I have in it. I always try to organize my bedroom putting everything in the correct place.

List: Closet, pillows, comb, mirror, bed, jewelry, alarm clock, night table, hairbrush, chest of drawers.

ENGLISH GRAMMAR **There is - There are** *Woodward ENGLISH*

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

AFFIRMATIVE

There **is** + **singular noun** There **is** a **book** on the desk.
 There **are** + **plural noun** There **are** **books** on the desk.
 There **is** + **uncountable noun** There **is** some **milk** in the fridge.

NEGATIVE

There **isn't** + **singular noun** There **isn't** a **pen** on the table.
 There **aren't** + **plural noun** There **aren't** any **pens** here.
 There **isn't** + **uncountable noun** There **isn't** any **juice** in the fridge.

QUESTION

There **is** a cat on the chair. There **are** cats on the sofa.
~~Is there a cat on the chair?~~ ~~Are there cats on the sofa?~~

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

8- COMPLETE THE FOLLOWING PARAGRAPH.

In Roger's house there _____ a big room. There _____ two bedrooms and one bathroom. _____ no garden, but _____ a balcony. _____ lots of bookcases and books. _____ six chairs in the dining room. _____ two sinks in the kitchen. _____ a TV set in the living room and _____ another in Roger's bedroom.

9- COMPLETE THE FOLLOWING QUESTIONS.

- _____ a tape recorder in your room?
- _____ some notebooks on your chest of drawers?
- _____ a plant in your living room, next to the sofa?
- _____ two windows in your dining room?
- _____ three towels in your bathroom?
- _____ a cupboard hanging on one of the walls of your kitchen?

Adjectives



It's a pleasant warm day. There is a woman sitting on a wooden bench. She is young.

- ◆ **Adjectives describe nouns. They have the same form in the singular and plural.**
e.g. a cheap watch — cheap watches
- ◆ **Adjectives go:**
 - a) **before nouns.**
e.g. a clever child
 - b) **after the verbs: be, look, smell, sound, feel, taste, seem, appear, become, get, stay, etc.**
e.g. She is thin. He seems tired.

ORDER OF ADJECTIVES

- ◆ **Opinion adjectives go before fact adjectives.**
e.g. a handsome young man
- ◆ **When there are two or more fact adjectives in a sentence, they usually go in the following order:**

Size	Age	Shape	Colour	Origin	Material	Noun
a big	old	round	white	French	china	plate

- ◆ **We do not usually use a long list of adjectives before a single noun. A noun is usually described by one, two or three adjectives at the most.**
e.g. an expensive Italian leather bag

- ◆ **There are opinion adjectives and fact adjectives. Opinion adjectives such as *smart, bad*, etc. show what a person thinks of somebody or something. Fact adjectives such as *short, big, old*, etc. give us factual information about age, size, colour, origin, material, etc.**



Fill in the gaps with the correct adjective from the list.

loud, warm, narrow, dark, hot, strong, tired, old, comfortable, bright, long

It was a cold, **1)** ...*dark*... night. There was a **2)** wind blowing and it was starting to rain. James was driving home after a **3)** day at work and he was very **4)** The road he was driving along was **5)** and winding, but it was the quickest way home. Suddenly, there was a **6)** flash of lightning and a **7)** crash of thunder as the storm broke. James' car was **8)**, but he put his foot down because he wanted to get home quickly. He wanted to sit in his **9)** chair by the **10)** fire and drink a cup of **11)** coffee.

7- Write (a) or (an) according to the case.

- a) He is ____ English student.
- b) That's ____ Japanese car.
- c) She is ____ Musician.
- d) ____ elephant is a big animal.
- e) This is ____ identification card.

8- Complete the short dialogues.

- a) A: ____ you a Doctor?
B: No, ____.
A: What do you ____?
B: I'm a ____.
- b) A: ____ do you do?
B: I'm ____.
A: ____ do you live?
B: I ____ Havana.
- c) A: What ____ you do?
B: I'm a ____.
A: How old ____ you?
B: ____.
- d) A: Are you ____ Mexico?
B: No, ____.
A: ____ are you ____?
B: I'm from ____?



9- Here are some memories that Ted has from his childhood. He wants to include this particular event in his diary. Help him write what happened that day.

16 September, 1983 - fly my kite - in the neighborhood - a lot of fun - one of my friends takes my kite and runs away - run after him - something hits me in the face - fall on the ground - my friends take me to the hospital - fortunately nothing happens - a very difficult situation - my parents worry about it.

10- Write a paragraph about your childhood and tell us.

It is time to talk and write

-Talk about something that happened to you.

-Talk about places you would like to visit or things you would like to do in a future.

Then write paragraphs in no less than 150 words

LESSON 2:

1- ANALYZE THE FOLLOWING CHART; FOCUS YOUR ATTENTION TO:

	Nominative Pronouns	Accusative Pronouns	Reflexive Pronouns	Possessive Adjectives	Possessive Pronouns
1st singular	I	me	by myself	my	mine
2nd singular	You	you	yourself	your	yours
3rd singular	He	him	himself	his	his
3rd singular	She	her	herself	her	hers
3rd singular	It	it	itself	its	-----
1st plural	We	us	ourselves	our	ours
2nd plural	You	you	yourselves	your	yours
3rd plural	They	them	themselves	their	theirs

NOTE: THOSE ARE CONNECTED TO THE QUESTION PATTERN **WHOSE?**



mine	Your family is with <u>mine</u> - Tu familia está con la mía His grades are better than <u>mine</u> - Sus notas son mejores que las mías
yours	My dog is here. <u>Yours</u> is there- Mi perro está aquí. El tuyo está allí That problem is <u>yours</u> - Ese problema es tuyo

his	I drive my car and he drives <u>his</u> - Yo manejo mi auto y él el suyo Those books are <u>his</u> - Esos libros son suyos (de él)
hers	My shoes are black. <u>Hers</u> are brown - Mis zapatos son negros. Los de ella son marrones My car is faster than <u>hers</u> - Mi auto es más rápido que el suyo (de ella)

his	I drive my car and he drives <u>his</u> - Yo manejo mi auto y él el suyo Those books are <u>his</u> - Esos libros son suyos (de él)
hers	My shoes are black. <u>Hers</u> are brown - Mis zapatos son negros. Los de ella son marrones My car is faster than <u>hers</u> - Mi auto es más rápido que el suyo (de ella)



2- WRITE THE POSSESSIVE ADJECTIVES AND PRONOUNS

	adjectives	pronouns
1 You	... <i>your</i> <i>yours</i> ...
2 Mary
3 Andy and Sally
4 Mike
5 Mark and I
6 John
7 Susan and Kate
8 Helen
9 the dog
10 Jim and you

3- UNDERLINE THE CORRECT WORD

- 1 This is our/*ours* car.
- 2 Is this *yours*/*your* house?
- 3 Whose is this umbrella? It's *my*/*mine*.
- 4 That bicycle is *hers*/*her*.
- 5 Are these *their*/*theirs* books?
- 6 Whose are these boots? Are they *your*/*yours*?
- 7 This is *mine*/*my* camera.
- 8 Is that *her*/*hers* dog?
- 9 These aren't *our*/*ours* pens. They are *your*/*yours*.
- 10 She's *mine*/*my* sister. *Her*/*Hers* name is Ann.



C Class activity Go around the class. Find out how your classmates feel today. Respond with an expression from the box.

A: How do you feel today, Jun?

B: I feel fine, thanks. What about you, Leo?

A: I feel terrible. I have a stomachache.

B: I'm sorry to hear that.

4- Complete the following conversation while reading. Use the words from the list.

List: (do exercises, I'm all ears, appointment, jogging, an eye for an eye)

(Riiiiing!)

Jean: Yes. Jean speaking!

Beth: Hi, Jean, it's Beth

Jean: Hi, Beth. How are you doing? Did you have an _____ with your doctor yesterday?

Beth: Oh, yes, I did. He gave me the results of the check up.

Jean: What did he say?

Beth: He said that I'm a little too heavy.

Jean: And, what did he suggest you?

Beth: He suggested me that I should eat less fat and sugar, more vegetables and more fruits. I must _____ and some _____ to lose some weight.

Jean: That's sound very good. But, did you buy the vegetables and the fruits already?

Beth: Yes, I did.

Jean: Were they cheap?

Beth: Well, you know that vegetables are more expensive than fruits but I could buy everything.

Jean: Listen! When are you going to see the doctor again?

Beth: Next month.

Jean: Ok! I'll call you tomorrow morning. Bye.

Beth: Ok! Bye.

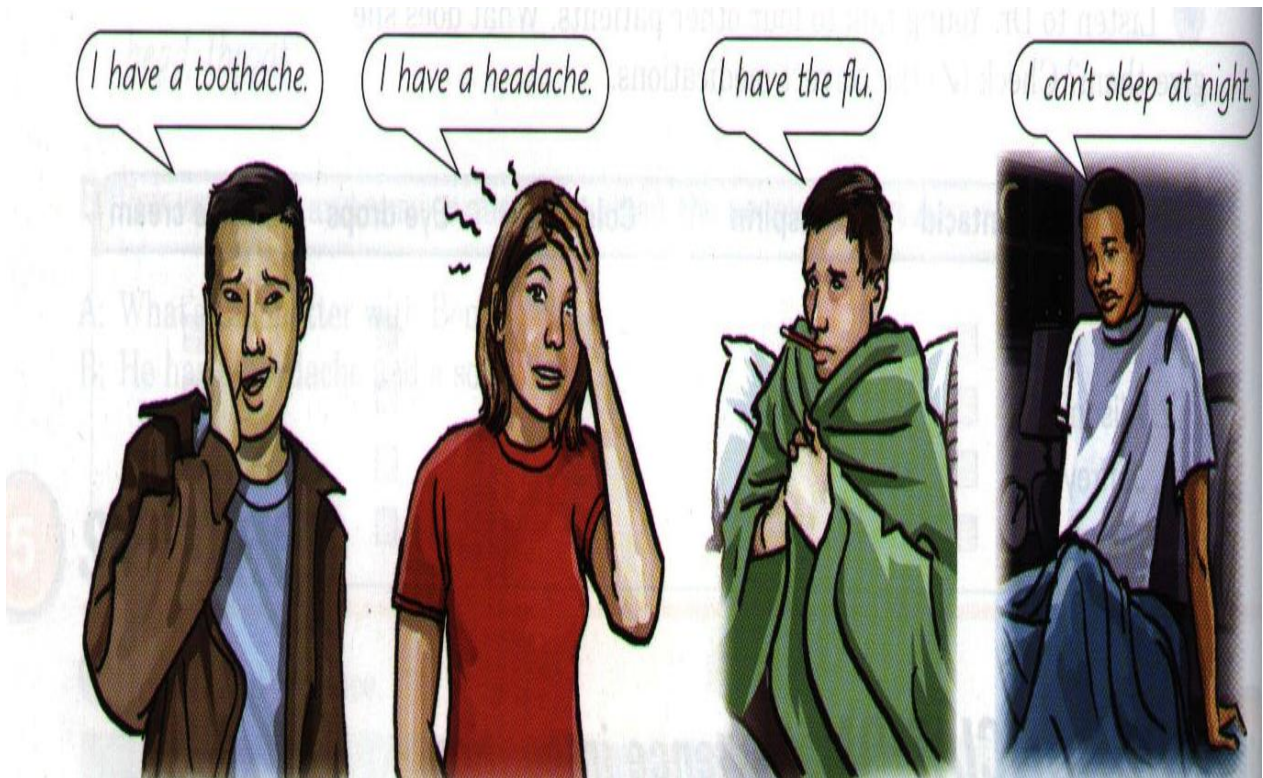


5- COMPLETE THESE SENTENCES. USE THE CORRECT FORMS OF THE WORDS IN THE BOX.

✓ call	see	not go	not drink
listen	take	✓ not worry	not eat

1. *Call* a dentist.
2. *Don't worry* too much.
3. two aspirin.
4. to school.
5. to relaxing music.
6. a doctor.
7. coffee.
8. any candy.

6- GIVE THESE PEOPLE ADVICE AND MAKE SUGGESTIONS





7-Complete the following conversation while reading. Use the words from the list.

List: (bend over, lie down, underweight, appointment, take some aspirins)

Jeff went to see his doctor because he feels really bad today.

Jeff: Good Morning doctor.

Doctor: Good Morning Jeff. How do you feel today?

Jeff: I'm feeling awful. I'm worse than other days.

Doctor: Ok, I'm all ears.

Jeff: Well doctor, I have a terrible headache, flu and my back aches too.

Doctor: Hum! Let me see. Can you _____ and touch your feet?

Jeff: No, doctor it hurts.

Doctor: Look, it's nothing serious but you should _____, drops and vitamins twice a day; and _____. You must take a rest for a week. Ok?!

Jeff: Ok doctor but I can't buy those medicines.

Doctor: Why?

Jeff: I don't have much money.

Doctor: Don't worry about that. Those medicines are the cheapest of all. You are not going to spend more than five dollars.

Jeff: Thanks doctor.

Doctor: Bye and see you next Monday.

7.1- According to the text say if the following statements are True (T) or False (F).

_____ Jeff is feeling bad.

_____ Jeff went to see a dentist.

_____ Jeff can't touch his feet.

_____ The medicines are the cheapest of all.

_____ He will spend more than ten dollars.

8- Match the elements of column A with column B.

<u>A</u>	<u>B</u>
Can	_____ Expresses moral obligation, advice and expectations.
<u>More terrible than</u>	_____ we add it to short adjectives and adverbs.
Must	_____ Expresses possibility, capacity to do an action in the present.
<u>Cheaper than</u>	_____ We add it to long adjectives and adverbs.
	_____ Expresses obligation, necessity and deduction.



“IT’S TIME TO TALK AND WRITE”

9- Giving a piece of advice to a person:

- who is a little too heavy.
- Who had a car accident.
- Who had got a terrible flu.

Then write a paragraph of 100 words about it

LESSON 3 TALK ABOUT VACATIONS

We live in a world that is constantly changing, and every day it seems to change more quickly.

In small groups, talk about what you think the future will be like. Start with talking about one year from now. What will be different? What will be the same? Then move on to five years, ten years and fifty years. Write about your own life in the future and read it to the class.

Talking about the future

When we **know about the future**, we normally use the **present tense**.

1. We use the **present simple** for something **scheduled**:
 - We **have** a lesson next Monday.
 - The train **arrives** at 6.30 in the morning.
 - The holidays **start** next week.
 - It's my birthday tomorrow.
2. We can use the **present continuous** for **plans or arrangements**:
 - I'm **playing** football tomorrow.
 - They **are coming** to see us tomorrow.
 - We're **having** a party at Christmas.

3. We use **will**:

- when we express beliefs about the future:

It **will be** a nice day tomorrow.

I think Brazil **will win** the World Cup.

I'm sure you **will enjoy** the film.

- to mean **want to** or **be willing to**:

I hope you **will come** to my party.

George says he **will help** us.

- to **make offers and promises**:

I'll see you tomorrow.

We'll **send** you an email.

- to **talk about offers and promises**:

Tim **will be** at the meeting.

Mary **will help** with the cooking.



4. We use **be going to**:

- to talk about **plans or intentions**:

I'm **going to drive** to work today.

They **are going to move** to Manchester

- to make **predictions** based on **evidence** we can see:

Be careful! **You are going to fall.** (= I can see that you might fall.)

Look at those black clouds. I think **it's going to rain.** (= I can see that it will rain.)

5. We use **will be with an -ing form** for something happening before and after **a specific time in the future**:

- I'll **be working at eight o'clock.** Can you come later?
- They'll **be waiting** for you **when you arrive.**

6. We can use **will be with an -ing form** instead of the present continuous or **be going to** when we are talking about **plans, arrangements and intentions**:

- They'll **be coming** to see us next week.
- I'll **be driving** to work tomorrow.

7. We often use **verbs like would like, plan, want, mean, hope, expect** to talk about the future:

- What are you going to do next year? I'd **like to go** to university.
- We **plan to go** to France for our holidays.
- George **wants to buy** a new car.

8. We use **modals may, might and could** when we are **not sure** about the future:

- I **might stay** at home tonight or I **might go** to the cinema.
- We **could see** Mary at the meeting. She sometimes goes.

9. We can use **should** if we think there's a **good chance** of something happening:

- We **should be** home in time for tea.
- The game **should be** over by eight o'clock.



TALKING ABOUT THE FUTURE: GOING TO - WILL - PRESENT CONTINUOUS

1) Complete with the correct form of future.

1. Tony _____ a friend tomorrow.(meet)
2. I think it _____ soon.(snow)
3. Perhaps I _____ New York one day.(visit)
4. What time _____ tomorrow?(leave/you)
5. Who _____ the next World Cup? (win)
6. I'm sure you _____ the exam next week. (not fail)
7. I _____ my parents at the week-end. (visit)
8. Don't touch that dog. It _____ you. (bite)
9. They _____ for a meal tonight.(come)
10. Look at those clouds, it _____.(rain)
11. Public transport, like buses, _____ petrol . (not use)
12. There _____ more problems with bad meat and people _____ ill (be-be)
13. I _____ some shoes. (buy)
14. What _____ you _____ to the party? (wear)
15. Don't worry about this, I _____ you. (help)



2-

Will, to be going to or present continuous?



1. My father _____ (go) to Australia next week
2. "What are your plans for the future?" "I _____ (be) a famous actor!"
3. I don't think schools _____ (change) very much in the next few years
4. Our computer broke down yesterday, so we _____ (buy) a new one soon
5. Look at that man on the bridge! He _____ (jump)!
6. I think that people _____ (live) on the moon by 2050
7. Peter is not studying hard enough. He _____ (fail) his exams.
8. The sun is shining and the sky is so blue. It _____ (be) a nice day
9. "The phone is ringing!" "Ok, don't worry, I _____ answer it!"
10. I hope robots _____ (do) the housework in the future
11. I can't come to the cinema with you. I _____ (meet) John at 8.00
12. "I can't find my glasses!" "Don't worry, I _____ (help) you find them"
13. My sister and I _____ (travel) to India in July
14. Those cars are going too fast! They _____ (crash)
15. "I'm going out. Do you want to come with me?" "Why not? I _____ (take) my sweater."
16. "Mum, can I go out now? I promise I _____ (do) my homework tonight!"
17. I _____ (buy) some new clothes. My old ones are too small
18. When I grow up I probably _____ (not/watch) so much tv.
19. Mandy and John _____ (get married) on June 25
20. Tomorrow the weather _____ (be) sunny and dry
21. "This exercise is too difficult for me!" "Don't worry, I _____ (help) you!"
22. " _____ (go out) tonight?" "Yes, I _____ (go) to the pub"



3- Talking and Writing time

You and your friends are planning your holidays.

Select one of these places below

Describe them

Talk and write about what people will do there.

(You can talk about other places)

GALAPAGOS

IBARRA

BAÑOS

MONTAÑITAS

AMAZONIA

QUILOTOA

B. Consult Base

TÍTULO	AUTOR	EDICIÓN	AÑO	IDIOMA	EDITORIAL
FIRST TRAINER	PETER MAY	SECOND EDITION	2015- 2016	ENGLISH	CAMBRIDGE UNIVERSITY PRESS
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C. PRACTICE BASE WITH ILLUSTRATIONS





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4. LEARNING STRATEGIES

Learning strategy 1: Analysis and Planning
Description: Analysis of language articles, readings, audios and videos. Presentations of free themes.
Environments required: Clean classroom with a Good illumination and acoustics.
Material (s) required: In focus, Laptop, speakers, Posters
Professor: With knowledge in the subject.

5. ACTIVITIES

- SPEECHES
- AUDIO TEXT CONTROL
- READING CONTROL
- WRITING CONTROL
- PRESENTATION OF THE FINAL WORK

Se presenta evidencia física y digital con el fin de evidenciar en el portafolio de cada aprendiz su resultado de aprendizaje. Este será evaluable y socializable.



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6. EVIDENCES AND EVALUATION

Tipo de Evidencia	Descripción (de la evidencia)
De conocimiento:	Speeches and writing about different topics.
Desempeño:	Individual work. Presentation of free themes.
De Producto:	Work is done.
Criterios de Evaluación (Mínimo 5 Actividades por asignatura)	Activity 1.- Read, analyze and take down note of a video. Activity 2.- Writing about free topics. Activity 3.- Questionnaire about the contents given in class. Activity 4.- Listening activity Activity 5- Presentation of different themes.

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Elaborado por: (Docente)	Revisado Por: (Coordinador)	Reportado Por: (Vicerrector)



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