

GUIONES DIDÁCTICOS TUTORIALES DE INGLÉS



Academia Estatal de Inglés

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GDT-I8PSL4AP1-3.1

NIVEL: SECUNDARIA

ASIGNATURA: INGLÉS

GRADO: SEGUNDO

TRIMESTRE: 3

PRÁCTICA SOCIAL DEL LENGUAJE: Expresa quejas sobre un producto.

APRENDIZAJE ESPERADO: Escucha y revisa quejas sobre productos.

Interpreta sentido general, ideas principales y detalles de quejas. Compone quejas orales.

SITUACIÓN DIDÁCTICA:

FICHA DE TRABAJO 1. Recuperación de conocimientos previos.

What you already know. Match the complaint expressions to the place where they probably take place.

I feel that he did not take my symptoms seriously and said my problem was due to stress and that I should take things easy.

I ordered a rare steak because I like it when the meat is very red inside and they have brought me a well-done steak instead. I don't like it when they fry it for a long time, so it is brown on the inside and the meat doesn't have a lot of taste.

The television in our room was broken, I made a phone call to reception and they did not send anyone to fix it.

I find it completely unprofessional how in our world today with the security and technology available to you as a large airline can completely misplaced baggage.

I recently purchased a coffee maker. Unfortunately, the item does not function at all, I have read through all the details within the accompanying instruction booklet as well as worked through the various trouble shooting methods but it seems that the coffee maker simply is a faulty product.

Electronic store



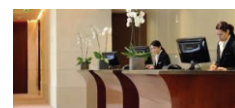
Hospital



Restaurant



Hotel



Airport



Orientaciones didácticas:

Al realizar las actividades se espera que el alumno consolide o adquiera las herramientas del lenguaje necesarias para expresar quejas sobre un producto.

Vinculación con otras asignaturas:

Los contenidos presentes en las actividades se encuentran vinculados con el Campo de Formación Académica Lengua Materna (Español) así como en el de Formación Cívica y Ética.

Fuentes de consulta:

<https://learnenglish.britishecouncil.org/es>

<http://www.bbc.co.uk/learnenglish>

GDT-I8PSL4AP1-3.2a

NIVEL: SECUNDARIA

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GRADO: SEGUNDO

TRIMESTRE: 3

PRÁCTICA SOCIAL DEL LENGUAJE: Expresa quejas sobre un producto.

APRENDIZAJE ESPERADO: Escucha y revisa quejas sobre productos.

Interpreta sentido general, ideas principales y detalles de quejas. Compone quejas orales.

SITUACIÓN DIDÁCTICA:

FICHA DE TRABAJO 2. Contenido.

Draw a happy face 😊 next to the expressions where people give congratulations to someone or an angry face 😡 if they are complaining for something.

1. I want to complain about the noise you are making. It is weird! 😡
2. I love the way you sing. You really rock! 😊
3. Your speech was fantastic! 😊
4. I am angry about the way you treated me! 😡
5. I cannot stand this smell. Would you please cancel my order? 😡
6. Well done! 😊
7. I did not like the spaghetti, it is inedible! 😡
8. You have done such a wonderful job, congratulation! 😊
9. Please accept my warmest congratulations! 😊
10. I am sorry to say this but the waiter's attention is very bad! 😡
11. Excuse me but there is a problem with the air conditioning. 😡
12. Excuse me but you are standing on my foot! 😡
13. I have a complaint to make; your secretary was too rude on the phone. 😡
14. Sorry to bother you, but your doggy made a mess in my back yard! 😡
15. I am afraid I have a complaint about your kids, they are so restless! 😡
16. I am proud of you! 😊
17. Congratulations on your succeed! 😊
18. That is a horrible haircut! I want to talk to the manager. 😡
19. Let me congratulate you for the fantastic job you did at school! 😊
20. This blender is not working well; I want to return it and I want my money back! 😡

Orientaciones didácticas:

Al realizar las actividades se espera que el alumno consolide o adquieran las herramientas del lenguaje necesarias para expresar quejas sobre un producto.

Vinculación con otras asignaturas:

Los contenidos presentes en las actividades se encuentran vinculados con el Campo de Formación Académica Lengua Materna (Español) así como en el de Formación Cívica y Ética .

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GDT-I8PSL4AP1-3.2b

NIVEL: SECUNDARIA

ASIGNATURA: INGLÉS

GRADO: SEGUNDO

TRIMESTRE: 3

PRÁCTICA SOCIAL DEL LENGUAJE: Expresa quejas sobre un producto.

APRENDIZAJE ESPERADO: Escucha y revisa quejas sobre productos.

Interpreta sentido general, ideas principales y detalles de quejas. Compone quejas orales.

SITUACIÓN DIDÁCTICA:

FICHA DE TRABAJO 2. Contenido.

Complaints are expressions of "displeasure or annoyance" in response to an action that is seen by the speaker as unfavorable. Revise the expressions needed to express complaints in the previous activity and make a list of them or you could add more by your own; check the next example out.

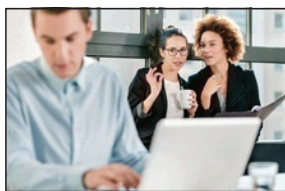
Example: I want to complain about...

1.	6.
2.	7.
3.	8.
4.	9.
5.	10.

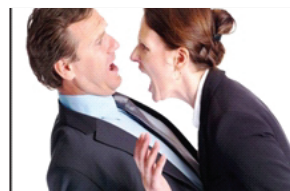
Now, make complaints if you were in the following situations. You may use the previous list of expressions you wrote..



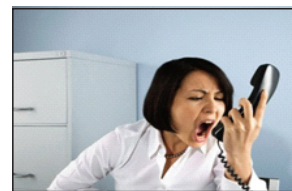
You got a cold coffee.



Your partner gossips about you.



Your boss yells at you all the time.



The person you are talking to by phone is rude.

Orientaciones didácticas:

Al realizar las actividades se espera que el alumno consolide o adquiera las herramientas del lenguaje necesarias para expresar quejas sobre un producto.

Vinculación con otras asignaturas:

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I8PSL3AE1-4.3

NIVEL: SECUNDARIA

ASIGNATURA: INGLÉS

GRADO: SEGUNDO

TRIMESTRE: 3

PRÁCTICA SOCIAL DEL LENGUAJE: Expresa quejas sobre un producto.

APRENDIZAJE ESPERADO: Escucha y revisa quejas sobre productos.

Interpreta sentido general, ideas principales y detalles de quejas. Compone quejas orales.

SITUACIÓN DIDÁCTICA:

FICHA DE TRABAJO 3. Aplicación.

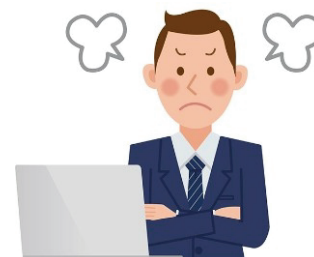
What is the situation?

Read the complaints and then write the number that matches the reason they were made.

- () Excuse me teacher, but you give me a "C" and that is not my work. It is Raul's work.
- () Excuse me... Could I have another spoon? This one is not clean.
Of course! I am so sorry... Here you are.
- () Excuse me; we have been here for half an hour already. Could you tell us when will it be ready?
Sorry madam. We did not expect so many customers today. I will talk to the cook.
- () Excuse me... There must have been a mistake. There is something in our bill that we did not order.
Oh again, I apologize...! I will fetch you the correct one in a minute.
- () Waiter; the food is terrible, I will not eat it! I want to talk to the manager!
Right away sir.
- () Excuse me... Last weekend I bought this printer, when I opened the box I noticed there was a wire missing. Give me a new one or the missing wire.
- () Excuse me... I want to return this blouse because I discovered a small stain on it!
- () I am sorry to disturb you, but my room is not ready!
- () It is a lovely room, but the problem is that I was really desperate for a drink and the mini-bar's empty.
- () Excuse me, the price of this article is not the same you advertised!

1. No drinks in the fridge.
2. Wrong grading
3. The food does not taste well.
4. Dirty room.
5. The wrong bill.

6. It is taking a very long time.
7. Garment defects.
8. The cutlery is not clean.
9. There is a missing part.
10. Wrong price.



Orientaciones didácticas:

Al realizar las actividades se espera que el alumno consolide o adquiera las herramientas del lenguaje necesarias para expresar quejas sobre un producto.

Vinculación con otras asignaturas:

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GDT-I8PSL4AP1-3.4

NIVEL: SECUNDARIA

ASIGNATURA: INGLÉS

GRADO: SEGUNDO

TRIMESTRE: 3

PRÁCTICA SOCIAL DEL LENGUAJE: Expresa quejas sobre un producto.

APRENDIZAJE ESPERADO: Escucha y revisa quejas sobre productos.

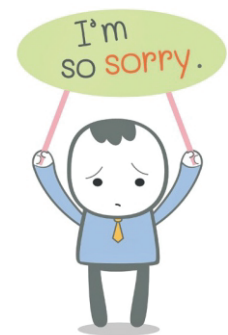
Interpreta sentido general, ideas principales y detalles de quejas. Compone quejas orales.

SITUACIÓN DIDÁCTICA:

FICHA DE TRABAJO 4. Evaluación.

Which apologize will be the best for each case? Write the numbers into the parenthesis.

- Excuse me waiter, but there is something swimming in my soup. ()
 - I am sorry to disturb you, but my room is not ready. ()
 - Could you please tell me, at what time the plane from Mazatlán will arrive? ()
 - I am calling you because the HBO channels are not in my T.V. ()
 - Excuse me Dr. but I am allergic to Penicillin. ()
 - Sir, sorry, but this is the line, please take your place. ()
 - I do not want to trouble you, but this dress is not clean. It has a coffee stain. ()
 - Excuse me teacher, but you give me a C and that is not my work. It is Raul's work. ()
 - I am afraid that I have to make a serious complaint about the price. It is \$1,250 pesos more than it is advertised. ()
 - Excuse me, there seems to be a problem with my I-phone. The battery does not charge. ()
- I cannot tell you how sorry I am, but there is a problem with those cells.
 - I am so sorry; I did not realize that you are allergic to it.
 - I cannot tell you how sorry I am, I will send you a house cleaner to clean it up.
 - Oh, I am sorry about that. I will give you a free meal.
 - Oh, I am sorry about that. Could you leave it one more day? I will fix that problem.
 - I just do not know how to say, but I am in a hurry.
 - Oh, I am sorry about that, but the sale ended yesterday.
 - I wish it never happened, but it will not come today!
 - Oh dear, I am sorry, but your TV does not have that program.
 - I just do not know what to say, I did a terrible mistake.



Orientaciones didácticas:

Al realizar las actividades se espera que el alumno consolide o adquiera las herramientas del lenguaje necesarias para expresar quejas sobre un producto.

Vinculación con otras asignaturas:

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I8PSL3AE2.1

NIVEL: SECUNDARIA

ASIGNATURA: INGLÉS

GRADO: SEGUNDO

TRIMESTRE: 1

PSL: Produce instrucciones para prepararse ante una situación de riesgo derivada de un fenómeno natural.

TEMA: Los instructivos.

APRENDIZAJE ESPERADO: Selecciona y revisa instructivos.

SITUACIÓN DIDÁCTICA:

FICHA DE TRABAJO 1. Recuperación de conocimientos previos.

Activate previous knowledge.

Evaluate how ready you are to start the unit.

1. What do the pictures have in common?
2. What are some possible consequences of the natural disasters?
3. Have you ever experienced any of them? Which one?
4. What did you do to be ready for that emergency?

I.- Label the natural disasters in the pictures.

a) Nuclear explosion. b) Tornado c) Hurricane. d) Eruption. e) Tsunami. f) Earthquake



Orientaciones didácticas:

Al realizar las actividades se espera que el alumno adquiera o consolide las herramientas del lenguaje necesarias para producir instrucciones.

Vinculación con otras asignaturas:

It's linked to the subject of Geography.

Fuentes de consulta:

Use of digital bibliographic sources and printed materials. Text book.

I8PSL3AE2.2

NIVEL: SECUNDARIA

ASIGNATURA: INGLÉS

GRADO: SEGUNDO

TRIMESTRE: 1

PSL: Produce instrucciones para prepararse ante una situación de riesgo derivada de un fenómeno natural.

TEMA: Los instructivos.

APRENDIZAJE ESPERADO: Selecciona y revisa instructivos.

SITUACIÓN DIDÁCTICA:

FICHA DE TRABAJO 2. Contenido.

I. Complete the following word map with the name of the natural disasters related to each element. Use the vocabulary in the previous exercise and your own ideas.

Natural elements			
Air	Earth	Water	Fire

II. Circle the words in the box that you associate with the topic of the instructions. If necessary look them up in the dictionary.

calm cover destroyed dust epicenter fail fire
injuries magnitud seismic shaking aftershocks

III. Write the correct number with the essential items.

1. Water.
2. Food.
3. Medical.
4. Light.
5. A battery powered AM/FM radio.
6. Cash.
7. Cell phone and charger.
8. Personal documents.
9. Sanitation and personal hygiene items.



Orientaciones didácticas:

Al realizar las actividades se espera que el alumno adquiera o consolide las herramientas del lenguaje necesarias para producir instrucciones.

Vinculación con otras asignaturas:

It's linked to the subject of Geography.

Fuentes de consulta:

Use of digital bibliographic sources and printed materials. Text book.

I8PSL3AE2.3

NIVEL: SECUNDARIA

ASIGNATURA: INGLÉS

GRADO: SEGUNDO

TRIMESTRE: 1

PSL: Produce instrucciones para prepararse ante una situación de riesgo derivada de un fenómeno natural.

TEMA: Los instructivos.

APRENDIZAJE ESPERADO: Redacta instrucciones.

SITUACIÓN DIDÁCTICA:

FICHA DE TRABAJO 3. Aplicación.

I. Match the first part of the instructions in box "A" to the second part in box "B"

A

- a. If there is a earthquake...
- b. If you are outdoors...
- c. If you are in a crowded area...
- d. Stay away from glass...
- e. If someone is hurt...
- f. If there is no electricity...
- g. When a heartquake ends...

B

- do not run for the nearest exit.
- use a flashlight or matches.
- get underneath something for protection.
- call an ambulance or the emergency services.
- stay calm and help people who are trapped.
- or anything that could fall.
- stay as far away from buildings as possible.

II. Put the safety measures during an emergency evacuation procedures in the correct order.

☐

Then assist any person in immediate danger, but only if it is safe to do so.

☐

After that, move calmly to the nominated evacuation assembly area and do not leave the evacuation assembly area until the all clear has been given.

☐

First cease all activity and secure personal valuables when hearing an evacuation.

☐

Finally, follow the instructions of relevant emergency services personnel campus emergency control personnel.

☐

Next, act in accordance with directions given by emergency control personnel and evacuate the building immediately.

Orientaciones didácticas:

Al realizar las actividades se espera que el alumno adquiera o consolide las herramientas del lenguaje necesarias para producir instrucciones.

Vinculación con otras asignaturas:

It's linked to the subject of Geography.

Fuentes de consulta:

Use of digital bibliographic sources and printed materials. Text book.

I8PSL3AE2.4

NIVEL: SECUNDARIA

ASIGNATURA: INGLÉS

GRADO: SEGUNDO

TRIMESTRE: 1

PSL: Produce instrucciones para prepararse ante una situación de riesgo derivada de un fenómeno natural.

TEMA: Los instructivos.

APRENDIZAJE ESPERADO: Edita instructivos.

SITUACIÓN DIDÁCTICA:

FICHA DE TRABAJO 4. Evaluación.

I. Edit an instruction manual for facing an emergency.

Choose an emergency and look for information on how to face it.

Write the instructions for facing the emergency in your notebook.

Decide in the order of the instructions and the illustrations that will go with it.

Agree on a design for your manual.

Check spelling and punctuation.

Write the final version of the instruction manual on clean sheets of paper.

Add the illustrations.

Together with your teacher, decide where to display the manual.



Orientaciones didácticas:

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