PROCESO DIRECCIÓN DE FORMACIÓN PROFESIONAL INTEGRAL

FORMATO GUÍA DE APRENDIZAJE No. 1

- **Programa: Aplica a todos los programas**
- **Código: N/A**
- **Nombre del Proyecto:** aplica a todos los proyectos
- **Fase del Proyecto**: Análisis
- **Actividad del Proyecto**: N/A
- **Competencia**: Comprender textos en inglés en forma escrita y auditiva.
- **Resultados de Aprendizaje Alcanzar:**
    - Comprender frases y vocabulario habitual sobre temas de interés personal y temas técnicos.
    - Comprender la idea principal en avisos y mensajes breves, claros y sencillos en ingles técnico.
    - Leer textos muy breves y sencillos en ingles general y técnico.
- **Duración de la Guía:** 64 horas.

2. PRESENTACIÓN

This learning guide is developed for SENA apprentices to increase their English language skills. Since there is a growing need to learn English nowadays to be competent, it is necessary to learn this foreign language from its basis.



Dear SENA learners.

Welcome to the first English course corresponding to grammar foundations and conceptualization.
This course will take 10 sessions, with 3 hours of ground class and 1hour online.

Consequently, in this guide, there is going to be emphasis on ground work (fundamentals, conceptualization) in context (communicative grammar, dialogues, simulations, listening exercises, reading exercises, skimming, scanning).

The contents are: Concepts of: nouns, adjective, verb, adverb, preposition, definite and indefinite articles, and their different subcategories.

Functions: *saying hello and good-bye, asking for information, giving directions, writing daily routines.*

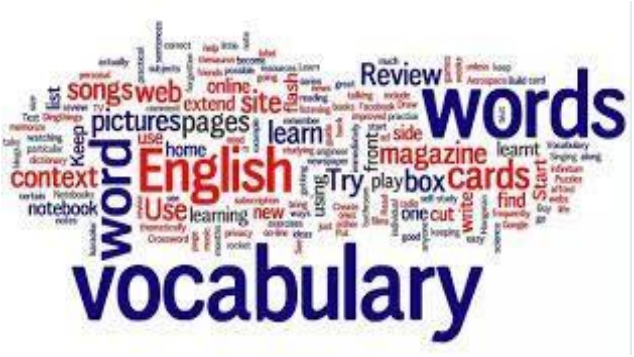
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Esta guía de aprendizaje está desarrollada para aprendices SENA con el fin de mejorar sus habilidades en el idioma Inglés. Dado que hay una creciente necesidad de aprender inglés hoy en día para ser competentes, es fundamental aprender este idioma desde sus bases iniciales.

To understand the importance of studying the English language nowadays. At least, 2'000.000.000 people speak English in every country of the world. English is the lingua franca, which means that it is the language of academy, work, business and personal development.

In order to get in touch with this second language, watch the following video where English is positioned as the most important language around the world https://www.youtube.com/watch?v=Y2OQtNMjCYM where you can start to become familiar and confident in the learning process.

Check the following videos links with your instructor about the importance of learning English today.



https://www.youtube.com/watch?v=072vALW7bdE.
https://www.youtube.com/watch?v=hvHNqmAGzGU
https://www.youtube.com/watch?v=6gt4sTPTI2E
https://www.youtube.com/watch?v=shd4ZxoXUC4

Socialize with your instructor about the importance of learning English today, then discuss in pairs the following questions:

- □ What is your opinion about the English language?
- □ How do you feel when you are learning English?
- □ These responses will be socialized in plenary.

Finally, develop a **previous knowledge workshop** (alphabet, colors, cardinal numbers, family members, verbs, prepositions, animals and body parts) with which your instructor check on your knowledge in the
English language.

Actividades de apropiación del conocimiento (Conceptualización y Teorización). Activity N° 1: Describing myself



To develop basic speaking and writing abilities describing oneself. Your instructor will provide a list of adjectives to describe appearance and personality which will be the source of vocabulary to describe yourself in a simple text.

Tell the class 2 positive aspects and two not so positive aspects about you

Example: I am very funny. (Positive) I am lazy (not so positive)

Follow the instructions of the instructor in the following activity: describing famous people.

The Instructor will show pictures of famous people, the class will be divided in groups that will choose one famous person to make a short description using the adjectives learned and some verbs as well.

Example: *He is Cristiano Ronaldo, he is very tall, and he likes to play sports* (notice how adjectives and verbs are used to describe adjective: ***tall*** and verb: ***like***).

The descriptions will be socialized to the class according to the person they selected.

Now that a famous person has been described, we will describe ourselves, one a piece of paper write a short text of at least 10-15 sentences (100 words) describing yourself using verbs and adjectives make sure to write your name on the paper.

Example: I am very intelligent / I am tall/ I like chocolate

After you have written your personal description everyone will put the sheet with the description in a bag, the instructor will take the description and read it out loud so the rest of the class will try to guess who the person is.

Contents: *Verbs, adjectives, likes and dislikes, clothing, parts of the body.*

Learning Activity time: 3 hours

This evidence will be submitted along with evidence 2 (Everyday life)

ESP- Actividad N° 1: Descripción a si mismo

Para desarrollar habla básica y habilidades de escritura que describen a sí mismo Su instructor le proporcionará una lista de adjetivos para describir el aspecto y la personalidad que será la fuente de vocabulario Para La creación de un texto que incluye la descripción de cada aprendiz.

Diga a la clase 2 aspectos positivos y dos aspectos no tan positivos sobre usted Ejemplo: Estoy muy divertido. (Positivo) Soy perezoso (no tan positivo)

Siga las instrucciones del instructor en la siguiente actividad: la descripción de personajes famosos.

El Instructor mostrará imágenes de personajes famosos, la clase se dividirá en grupos que elegirá una persona famosa para hacer una breve descripción mediante los adjetivos aprendidos y algunos verbos.

Ejemplo: Él es Cristiano Ronaldo, que es muy alto, le gusta hacer deporte (nótese cómo se utilizan los adjetivos y verbos para describir adjetivo: alto y verbo: gustar).

Las descripciones serán socializadas a la clase de acuerdo a la persona que seleccionaron.

Ahora que una persona famosa se ha descrito, describiremos a nosotros mismos, en una hoja los aprendices escribirán un texto breve de por lo menos 10-15 frases (100 palabras) describiéndose a ellos mismos utilizando los verbos y los adjetivos Asegúrese de marcar la hoja con su nombre.

Ejemplo: Yo soy muy inteligente / Soy alto / Me gusta el chocolate

Después de haber escrito su información personal cada uno pondrá la hoja con la descripción en una bolsa, el instructor tomará la descripción y leerá en voz alta para el resto de la clase tratará de adivinar quién es la persona.

Contenido: Los verbos, adjetivos, gustos y disgustos, ropa, partes del cuerpo.

El tiempo de aprendizaje de la actividad: 3 horas

Se presentará esta evidencia, junto con la evidencia 2 (La vida cotidiana)

Activity N° 2: Everyday life

In this activity, the apprentices will be able to write and present their daily routine.

Write your daily routine based on the example provided by the instructor. Remember: to write your daily routine, you have to learn and practice the following contents:

- □ Personal pronouns
- □ Possessive adjectives
- □ Verb to be (am, is, are)
- □ Present simple
- □ adverbs of frequency

Telling the time (Numbers, prepositions of time: on, in, at)

Before writing your daily routine, the instructor will provide opportunities to practice the previous contents. After you have practiced, you can write a daily routine similar to this:

"Alfred is a Colombian boy. He lives in Cali, Valle. He lives with his family in a modern house. He is eleven years old and he has an older brother, David, and a younger sister, Emma.

He starts his day at about half past seven. He gets up, goes to the bathroom, takes a shower, brushes his teeth and get dressed. Then he has breakfast and at a quarter to eight he leaves home and catches the bus to school..."

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Actividad N° 2: La vida cotidiana

En esta actividad, los aprendices serán capaces de escribir y presentar su rutina diaria.

Escribir su rutina diaria basada en el ejemplo aportado por el instructor. Recuerde: para escribir su rutina diaria, debe aprender y practicar los siguientes contenidos:

- □ Pronombres personales
- □ Adjetivos posesivos.
- □ El verbo "To Be" (Am, is, are).
- □ Presente simple, adverbios de frecuencia.
- □ El tiempo (números, preposiciones de tiempo "in", "on", "at".

Antes de escribir la rutina diaria, el instructor dará oportunidades para practicar los contenidos previos. Después de haber practicado, usted podrá escribir una rutina diaria similar a esta:

"Alfred es un niño colombiano. Él vive en Cali, Valle. Vive con su familia en una casa moderna. Él tiene once años, y tiene un hermano mayor, David, y una hermana menor, Emma.

Él empieza su día alrededor de las 6 y media. Se levanta, va al baño, toma una ducha, se cepilla los dientes y se viste. Luego, él desayuna y faltando quince para las 8, se va de la casa y toma el bus hacia la escuela…"

Duración de la actividad de aprendizaje: 8 horas (6 horas presenciales - 2 horas

virtuales) Evidencia entregable: Escrito de la rutina diaria (100 words).

Calificación: A aprobó D no aprobó

Activity N°3 Please, can you tell me where…?

How can I get to the museum?To practice giving directions based on a map.

With the help and guidance of the instructor, learn expressions like: “go straight ahead, turn right, turn left, stop on the corner, cross the street, go down, go up”. Use them in a practical exercise by using a map to ask and give directions to get to different places.

How can I get to the supermarket?



The instructor will bring a map of a part of a city. In pairs, place yourself in the map and start giving instructions to your partner. Practice vocabulary by naming different places of the city: (house, park, school, bank, hospital, disco, mall). After that, associate vocabulary of professions that take place in
different places.

3: Por favor ¿me puede decir dónde…?

Practicar la forma de dar direcciones con ayuda de un mapa.

Con la ayuda y guía del instructor, aprender expresiones como “siga derecho, voltee a la derecha, voltee a laizquierda, deténgase en la esquina, cruce la calle, vaya arriba, vaya abajo…” Usar estas expresiones en un ejercicio práctico, por medio de un mapa, para preguntar y dar direcciones y llegar a diferentes lugares.

El instructor llevará un mapa de una parte de una ciudad. En parejas, ubicarse en este mapa y empezar a dar direcciones a la otra persona. Practicar vocabulario de diferentes lugares de la ciudad (casa, parque, escuela, banco, hospital, discoteca, centro comercial…) Después, asociar el vocabulario de profesiones que se llevan a cabo en diferentes lugares.

Duración de la actividad de aprendizaje: 4 horas (3 presenciales y 1 hora virtual). No evidence / No presentar evidencia.

Activity N 4 : Are you a famous person?

To practice asking and giving answers with simple language and wh questions.

With the guidance of the instructor, plan an interview for a famous person, using wh-questions and basic answers. Ask about: name, last name, age, origin, nationality, routine, favorite food, favorite sport, favorite music genre, hobbies, occupation.

First, the instructor will bring a practical exercise with which you can learn countries and nationalities. Practice the knowledge acquired through a video practice in the following link: https://www.youtube.com/watch?v=0n2XsT8NT28

Practice about famous people around the world accessing the next link from the SENA Library database:

http://biblioteca.sena.edu.co/

Click in “consulta bibliográfica” then in “bases de datos” you look for the database: **read it**,



You can access with your ID number in both, User and Login.

Once there you go to “history, civics and Culture” and you click in Famous people in the world history. You choose one of the people there, read about the character and complete the short quiz at the end of the reading. With this practice you are ready to perform the interview to a famous person.

Prepare for the interview studying the following grammatical topics:

wh questions, common adjectives, comparative and superlative adjectives, demonstratives: this, these, those, that).

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Actividad N° 4: Es usted una persona famosa?

Practicar la manera de preguntar y responder por medio lenguaje simple y preguntas Wh-.

Con la guía del instructor, planear una entrevista para una persona famosa usando preguntas con Wh- y respuestas básicas. Las preguntas deben ser sobre: nombre, apellido, edad, origen, nacionalidad, rutina, comida favorita, deporte favorito, música favorita, pasatiempos, ocupaciones.

Primero, el instructor llevará un ejercicio práctico con el cuál se aprenderá sobre nacionalidades y países. Practicar el conocimiento adquirido por medio de un video, encontrado en el siguiente link: https://www.youtube.com/watch?v=0n2XsT8NT28.

Practique acerca de personas famosas alrededor del mundo accediendo al siguiente enlace de las bases de datos de la Biblioteca SENA.

De "click" en "consulta bibliográfica" luego en "bases de datos" busque la base de datos: Read it.



Usted puede acceder con su número de identificación en ambos campos, Usuario y Contraseña.

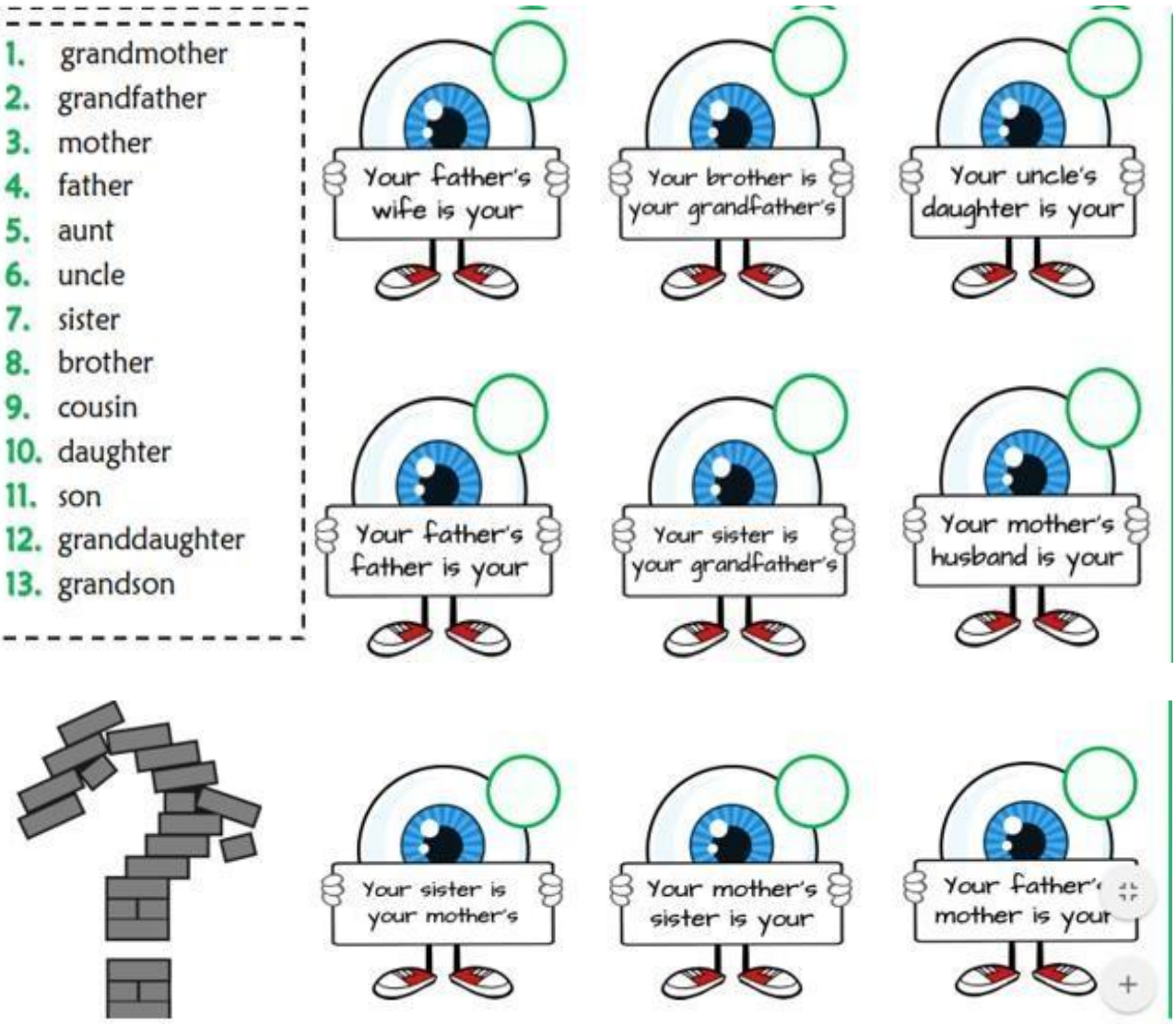
Una vez en la base de datos vaya a "History, Civics and Culture" and you click in "Famous people in the world History". Usted selecciona uno de los personajes ahi, lee acerca de su personaje y complete el corto quiz al final de la lectura. Con esta práctica usted está listo para desarrollar una entrevista a una persona famosa.

Duración de la actividad de aprendizaje : 8 horas (6 horas presenciales - 2 horas virtuales)

Evidence: Audio record of the dialogue with script uploaded in the platform. Calificación: A aprobó D no aprobó

Activity N°5: Family members

1. grandmother
2. grandfather
3. mother
4. father
5. aunt
6. uncle
7. sister
8. brother
9. cousin
10. daughter
11. son
12. granddaughter
13. grandson



It is time to practice !!!

How many brothers and sisters do you have? _____

My family is composed by: _____

Create an individual presentation of your family tree, including you, your siblings, if you have any, your

parents, your grandparents, your nephews and nieces.

The instructor will request a set of materials for you to build your own family tree in class.

First, in order to practice common vocabulary and typical expressions in the subject family members, please follow the activities proposed by the instructor.

Finally, build your family tree and present it to the instructor or to the entire class. Describe what your family member is doing in the picture. To talk about this, you have to practice Present continuous. Take a picture of the evidence and upload it in the platform.

The content for this activity is:

Present continuous

Family vocabulary: (father, mother, grandfather, grandmother, brother, sister, siblings, cousin, uncle, aunt, in-law family), demonstratives (this, that, these, those, possessive forms, “posesivo sajón”, possessive adjectives).

Actividad N°5: Reading comprehension

Read the following text on pollution and its effect on the environment. Then answer the questions :

Pollution is the degradation of natural environment by external substances introduced directly or indirectly. Human health, ecosystem quality and aquatic and terrestrial biodiversity may be affected and altered permanently by pollution.

Pollution occurs when ecosystems can not get rid of substances introduced into the environment. The critical threshold of its ability to naturally eliminate substances is compromised and the balance of the ecosystem is broken.

The sources of pollution are numerous. The identification of these different pollutants and their effects on ecosystems is complex. They can come from natural disasters or the result of human activity, such as oil spills, chemical spills, nuclear accidents ... These can have terrible consequences on people and the planet where they live: destruction of the biodiversity, increased mortality of the human and animal species, destruction of natural habitat, damage caused to the quality of soil, water and air ...

Preventing pollution and protecting the environment necessitate the application of the principles of sustainable development. we have to consider to satisfy the needs of today without compromising the ability of future generations to meet their needs. This means that we should remedy existing pollution, but also anticipate and prevent future pollution sources in order to protect the environment and public health. Any environmental damage must be punishable by law, and polluters should pay compensation for the damage caused to the environment.

Comprehension

1. **The damage caused by pollution might be irreversible:** true or false?
2. **The ecosystem:**
   a. can always cope with pollutants**.** **B)** may not always be able to cope with pollution.
3. **Pollution:**
4. is always caused by humans. B) may sometimes be caused by natural disasters.
5. **An ideal solution to prevent pollution would be to** :
6. refrain the development of some countries. B) continue developmental projects.
   c) take into consideration the future generations need to live in a healthy environment.

5. What habits do you have to preserve our environment?

What is the term used to describe a substance that pollute the air, water or land?

A) pollutant **b)** a landfill **c)** a factory **d)** wastewater.

6. **Pesticides and fertilizers used on farmer's field are examples of which type of pollution?**

   a) Chemical pollution **b)** biological pollution **c)** physical pollution **d)** biodegradable pollution **e)** microbiological pollution.

   b)

7. The following words: planet, environment, difference are called : **nouns, verbs, adjectives, articles.**

What is the meaning of the 4 Rs? ----------

8. **What do you do to preserve natural resources?** ----------

Actividades de transferencia del conocimiento.

Activity N°6 Technical Vocabulary Glossary

The apprentices get in groups of four people. Each group will propose two general topics related to their area of studies. Then, each group will create a Spanish – English glossary of those areas, each glossary consisting of at least 20 terms. The students will create a text document with the terms and at least 5 pictures representing some of the vocabulary.

Students will create matching games with their vocabulary sets so the members of the other groups match the terms in English and in Spanish

Checklist: Technical English Glossary / product.

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Actividad Nº 6: Glosario de vocabulario técnico.

Los aprendices se organizan en grupos de cuatro personas. Cada grupo propondrá dos temas generales relacionados con su área de estudios. Luego, cada grupo creará un glosario inglés-español sobre esas áreas, y cada glosario constará de al menos 20 términos. Los aprendices crearán un documento de texto con los términos y al menos 5 imágenes que representen algo del vocabulario:

Los aprendices crearán juegos de memoria con sus listados de vocabulario de modo que los miembros de los otros grupos emparejen los términos en inglés y español.

Lista de comprobación: Glosario de Inglés técnico / producto.

Duración de la actividad de aprendizaje: 2 horas virtuales

Evidencia: Glosario de definiciones técnicas.

Calificación: A aprobó D no aprobó

3. FORMULACIÓN DE LAS ACTIVIDADES DE APRENDIZAJE

- Descripción de la(s) Actividad(es)
- Ambiente Requerido : Aula
- Materiales : Ambiente, video beam (cuando se necesite), marcadores, tablero, borrador, hojas de papel, computadores, audífonos.

4. ACTIVIDADES DE EVALUACIÓN:

Instrumentos de evaluación.
Listas de chequeo.
Entrevista con el tutor.
Test.

Evidencias de Aprendizaje	Criterios de Evaluación	Técnicas e Instrumentos de Evaluación
Evidencias de Conocimiento : *Grammar test (present simple)* **Evidencias de Desempeño:** *Interview of a famous person.* **Evidencias de Producto:** *Slide presentation about family Tree*.	Pronuncia adecuadamente el vocabulario y modismos básicos del idioma □ Sostiene conversaciones con vocabulario básico y técnico aprendido. □ Escribe o presenta descripciones de sí mismo, su profesión y su entorno. Plantea y responde preguntas sobre sí mismo, como también vocabulario básico relacionado con su programa de estudio.	**Cuestionario.** **Grammar test** **Listas de chequeo**

5. GLOSARIO DE TÉRMINOS

Acid rain	**Acid rain** is a result of air pollution. Some of these gases (especially nitrogen oxides and sulphur dioxide) react with the tiny droplets of water in clouds to form sulphuric and nitric **acids**. The **rain** from these clouds then falls as very weak **acid** - which is why it is **known as** "**acid rain**".
Environmental Management	Environmental management is not easy to define. As Barrow (2005) has acknowledged, it can refer to a goal or vision, to attempts to steer a process, to the application of a set of tools, to a philosophical exercise seeking to establish new perspectives towards the environment and human societies, and to much more besides. Environmental managers are a diverse group of people including academics, policy-makers, non-governmental organisation (NGO) workers, company employees, civil servants and a wide range of individuals or groups

		who make decisions about the use of natural resources (such as fishers, farmers and pastoralists). Indeed, environmental management involves all people to some extent because all	

	human activities ultimately have some sort of environmental impact. *Barrow (2005) p. viii.*
Environmental Management System	An Environmental Management System, often called an EMS, is a set of internal rules which are defined by a collection of policies, processes, procedures and records. This system defines how a company will identify, monitor and control the interactions that it has with the environment around it.
Environmental policy	The Environmental Policy is the overall goals, intentions and direction that the management of an organization has identified for the environmental management system.
Global warming:	a gradual increase in the overall temperature of the earth's atmosphere generally attributed to the greenhouse effect caused by increased levels of carbon dioxide, CFCs, and other pollutants.
4Rs:	reduction, reuse, recycling and recovery Businesses are being forced to change the way they manage waste….. A number of waste prevention techniques are available, and they are commonly summarized as the so-called **4Rs**: reduction, reuse, recycling and recovery. Reduction, reuse and recycling are known in the industry as the 3Rs.
Pollutant	a substance that pollutes something, especially water or the atmosphere.

6. REFERENTES BILBIOGRÁFICOS

Barrow (2005) p. viii.

Hammar Mark, 2015. Glossary of environmental management words.

www.iisd.org/business tools

www.englishsheets.com

7. CONTROL DEL DOCUMENTO

	Nombre	Cargo	Dependencia	Fecha
Autores	Daniel Espitia José Alejandro Florez Maggie Carolina Rafet Oswaldo Fabio Muñoz Herling Asprilla Sonia Liliana Peña Peña	Instructor Bilinguismo Instructor Bilinguismo Instructor Bilinguismo Instructor Bilinguismo Instructor Bilinguismo	Centro de Electricidad y Automatización Industrial (CEAI) SENA, regional Valle.	Febrero de 2020

8. CONTROL DE CAMBIOS

	Nombre	Cargo	Dependencia	Fecha	Razón del Cambio
Autor (es)	Sonia Liliana Peña y Maggie Carolina Rafet	Instructores de bilingüismo	CEAI	Febrero de 2020	Actualización nuevos formatos de acuerdo a lineamientos.



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