PROCESO DE GESTIÓN DE FORMACIÓN PROFESIONAL INTEGRAL

FORMATO GUÍA DE APRENDIZAJE

1. IDENTIFICACIÓN DE LA GUIA DE APRENDIZAJE

- **Denominación del Programa de Formación**: Tecnología en Gestión de la Seguridad y Salud en el Trabajo
- **Código del Programa de Formación:** 226236
- **Nombre del Proyecto:** Propuesta para la formulación del sistema de gestión de seguridad y salud en el trabajo (SG-SST) para empresas de los diferentes sectores económicos de país.
- **Fase del Proyecto:** En ejecución
- **Actividad de Proyecto:** Recopilar información para el análisis y diagnóstico de la situación inicial del SG-SST en la empresa proyecto.
- **Duración de la Guía:** 60 horas

COMPETENCIA: PRODUCIR TEXTOS EN INGLÉS EN FORMA ESCRITA Y ORAL

Resultados de Aprendizaje por alcanzar y evaluar (diurno y nocturno):

- 24020152008 - Relacionarse con hablantes nativos en un grado suficiente de fluidez y naturalidad, de modo que la comunicación se realice sin esfuerzo por parte de los interlocutores
- 24020150201 - Reproducir en inglés frases o enunciados simples que permitan expresar de forma lenta ideas o conceptos.
- 24020150202 - Identificar formas gramaticales básicas en textos y documentos elementales escritos en inglés

2. PRESENTACIÓN

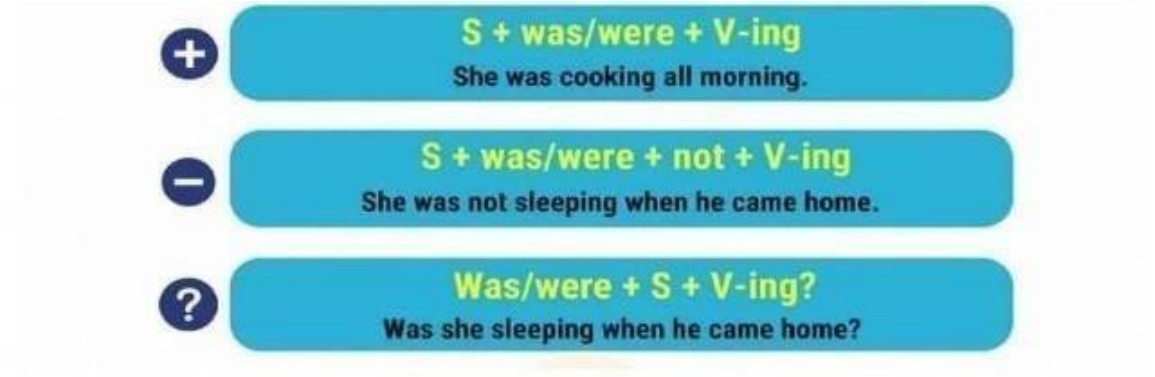
Aprender inglés en estos tiempos de exigencias de toda índole, más que un deber o implicar un esfuerzo impuesto, debe ser una motivación para que nosotros como aprendices del Sena, y aún, más allá como personas, que queremos ser cada vez más competentes, tenemos en el área de bilingüismo la posibilidad de mostrar nuestra excelencia y competitividad en el mundo laboral

El aprender un idioma extranjero nos permite conocer otras culturas y por ende contar con diversidad de herramientas para dar respuesta a situaciones laborales innovadoras y exigentes, a través de otros contextos ricos en posibilidades para ampliar nuestra visión de futuro y para recrearnos en los contextos del yo entiendo, yo puedo y yo propongo métodos y soluciones.

El siglo XXI es sinónimo de globalización, de comunicación instantánea, de comprensión de signos y símbolos estandarizados, es el encuentro de personas que hablan idiomas diferentes con necesidades y metas laborales comunes. las respuestas fluyen constantemente en textos en inglés y en español y somos las personas, las que les damos significado, somos los que empleados esa información para solucionar gran variedad de problemáticas.

I. Actividades de reflexión Inicial: WARM UP

PAST CONTINUOUS TENSE





1. When _____ Eleven _____ waffles at the café? (eat)
2. _____ you _____ with Max? (skate)



3. Where _____ we _____ at 6.00 in the evening? (swim)
4. The kids _____ last night. (not study)
5. We _____ when the accident happened. (talk)





6. Why _____ he _____ to music yesterday? (listen)
7. You _____ at 9.00. (not sleep)
8. He _____ his bike when I saw him. (ride)



9. Lucas _____ a horror film at 3pm. (not watch)
10. I _____ my homework at eight o'clock. (do)

Don’t forget to check some vids to contrast the use and difference between the Past simple and Past continuous tenses: https://www.youtube.com/watch?v=VLj-Dbz-CWk

II. PRESENT PERFECT TENSE



Don’t forget to check out some exercises related to the use of common expressions in the present perfect tense such as: already, yet, since and for: https://www.uv.mx/personal/damorales/files/2013/01/Present-Perfect-Tense.pdf

III. THE WORLD OF WORK

Job Interview – Interview a classmate

Part A. Read the questionnaire carefully and answer the questions about yourself.



1. Tell me about yourself. Describe your personality.

2.What are your strengths? Best skills?

3. What is your major weakness?

4. What are your career goals? Future plans?

5.What things are most important to you in a work situation?

6.What would be your dream job? Why?

7.What do you think, is the worst job in the world?

8.Would you describe yourself as a workaholic?

9.Where do you see yourself being in five years? Ten years?

10. When you were a child, what job did you want to have when you were older? Why?

11. What jobs in your country are considered to be good jobs? Why?

12. If you had a choice, would you prefer to work alone or as part of a team? Why?

14. What are your hobbies?

15. What salary are you expecting?

Part B. *After you have answered the questions about you, interview a partner. When you have finished the oral practice, write a short paragraph about his/her answers on the interview.*

Example:

I interviewed Leslie Adkins. She is 21 years old and lives in Toronto. She defines herself as a responsible and hard-working woman. She said she always studies hard and does her homework. She is good at computers and knows how to use Microsoft Excel. Her weakness is that she is talkative and likes to gossip. Furthermore, In the future she wants to study for a Master's degree. She plans to start her own business selling clothes. On the other hand, she wants a job near her home. And she wants to work with friendly people. In addition, she likes to work alone because she works harder alone. Her hobby is cheerleading. Finally, she expects a salary between $1.200 and $1500 per month.



IV: DIVERSE ENVIRONMENTS - LISTENING ACTIVITY

Click on the links and do the exercises. Take a screenshot of the result and paste it in your guide:

Agree and disagree: https://learnenglish.britishcouncil.org/skills/speaking/intermediate-b1/agreeing-and-disagreeing

Conversations: https://learnenglish.britishcouncil.org/skills/listening/pre-intermediate-a2/four-conversations

At the party: https://learnenglish.britishcouncil.org/skills/listening/pre-intermediate-a2/an-invitation-to-a-party



V: WRITING A PARAGRAPH

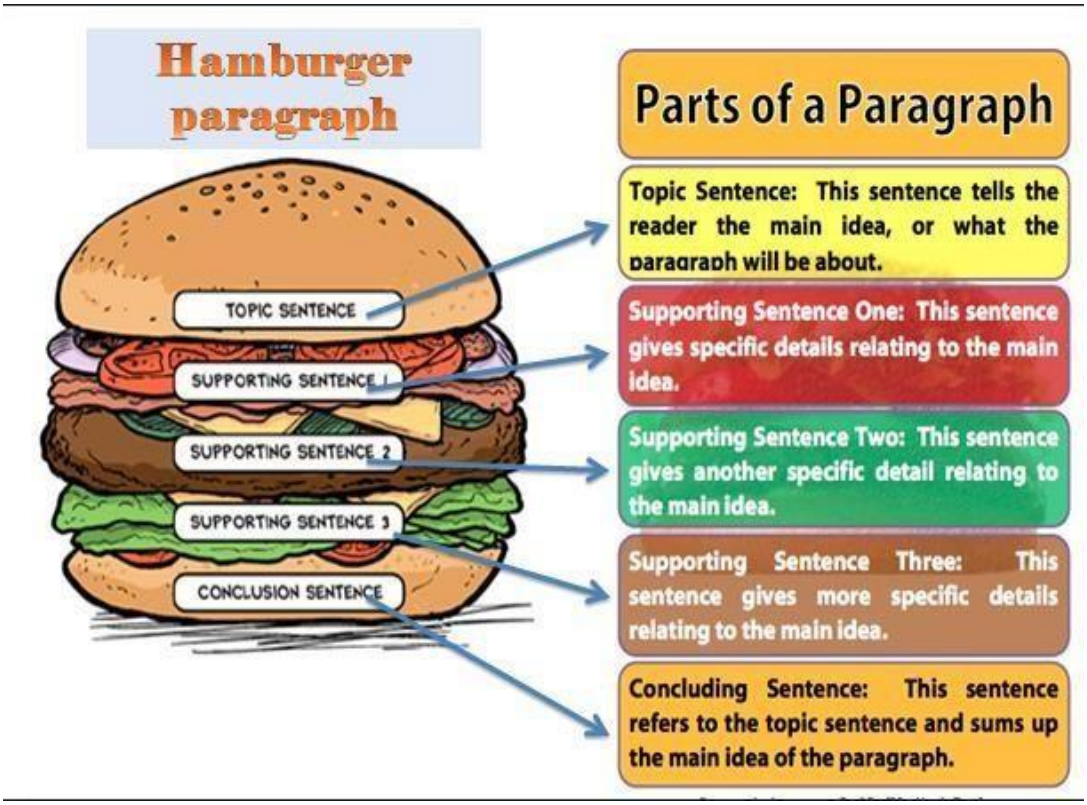
Answer the following questions with your partner:

- Do you like writing?
- How often do you write and what type of texts do you write, e.g., poems, songs, journals, essays?
- What type of strategies do you use when writing, e.g., reading before writing, brainstorming etc.?

A. PARAGRAPH STRUCTURE

A paragraph is a group of sentences that discuss one main idea.

In formal academic English, paragraphs have three main parts.



Taken from: https://images.app.goo.gl/sWZZifngxmeKimu99

B. PARAGRAPH OUTLINE GUIDELINES

1. Choose a topic.
2. Use pre-writing techniques (e.g., brainstorming, research) to generate ideas about the topic.
3. Organize your ideas (mind map, outline).
4. Construct a topic sentence with controlling ideas.
5. Begin constructing the paragraph outline (see below).
   - Think of 2-4 points you want to make about the topic sentence.
   - For each of the points use two or more specific details that explain, describe and/or support that point.
6. If necessary, modify or change the topic sentence to fit the specific detail.
7. Write a concluding sentence that summarizes, offers a solution, comes to a conclusion, makes a recommendation or prediction, based on the information in the paragraph.
8. Write your first draft. Check the connectors.
9. Proof, read and check your work.

C. IDENTIFY THE THREE PARTS OF THE PARAGRAPH IN THE EXAMPLE:

The **topic sentence** is the paragraph's first sentence. The topic sentence conveys the paragraph's main point and previews the writer's treatment of the subject, SUVs.

Sample Paragraph

Although currently popular among American drivers, Sport Utility Vehicles, or SUVs, damage the environment by emitting pollution and threatening to limit the supply of natural resources. SUVs release more fumes into the atmosphere because the government does not regulate their fuel standards as strictly as those for cars. As global warming becomes more serious, perhaps the government should impose more limits on SUV emissions to protect citizens from air pollution. In addition, due to their size, SUVs use more gas than cars, which, consequently, harms the environment. Hummers or LandRovers, for example, require much more gas than the average sedan. Consumer demand for more gas to fill SUVs' larger tanks has also resulted in the need to drill for more oil, potentially threatening the conservation of natural wildlife areas, such as in Alaska. Further, the 2010 oil spill in the Gulf of Mexico exemplifies the environmental devastation that can result from oil drilling to meet the demand for energy. To curb pollution and the threat to dwindling natural resources such as oil and gas, Americans might consider alternatives such as hybrid vehicles or even public transportation. Consumers should be aware that their choices in vehicles do impact the earth and the preservation of its resources.

Supporting sentences include details, examples, and explanation that directly connect to the topic sentence and develop the topic sentence.

Notice the use of **transition words** (underlined) to help the writer's ideas flow smoothly, maintain organization, and shift to another supporting point.

The final sentence refers back to the topic sentence and helps to unify the paragraph.

D. WRITING A TOPIC SENTENCE

Every good paragraph has ONE topic sentence, which gives the general topic of whole paragraph. Remember to use a topic sentence, most preferably as the first sentence of the paragraph.

Example 1:

Forest Gump is a very touching movie. It shows that it is possible to enjoy life without being stingy, materialistic, or ruthless. It helps us to realize thatthere are many people among us that were born with various defects. That fact makes me think how fortunate I am to be totally healthy. The movie also contains a love story between Forrest Gump and a girl who does not think of him as a serious partner because of his defect; however, they

eventually get married. Moreover, we see love between mother and son where Forest's mom even slept with the school principal in order to give the son a chance of going toa normal school. All those things make me think of this movie as a very moving story.

D. ACTIVITY

- Working in groups in 10 minutes.
- Read the following paragraphs.
- Fill in the blanks with the best topic sentences for the paragraphs.

Paragraph 1: Beautiful Snow?

_____

I agree that snow is beautiful when it falls. However, after a few days, the snow is not beautiful anymore. It starts to melt, and the clean streets become messy. It is difficult to walk anywhere because the sidewalks are too slippery. Snow also causes traffic problems: some roads are closed; other roads are hard to drive on safely. Drivers have more accidents on snowy roads. I understand why some people like snow, but I do not like it very much.

Paragraph 2: Good teachers

_____

First, good teachers are patient. They never rush their students. Good teachers explain things without getting bored. They are organized. They plan what happens in every class. Good teachers are also encouraging. They help students understand the subject. Finally, good teachers a fair. They treat all students the same. These are some of the most important qualities of a good teacher.

Paragraph 3: European and American universities

_____

In European universities, students are not required to attend classes. In fact, professors in Germany generally do not know the names of the students enrolled in their courses. In the United States, however, students are required to attend all classes and may be penalized, if they don't. Furthermore, in the European system, there is usually just one comprehensive examination at the end of the students' entire four or five years of study. In the American system, on the other hand, there are usually numerous quizzes, tests and homework assignments and there is almost always a final examination in each course at the end of the semester.

E. WRITING SUPPORTING SENTENCES

Supporting sentences are the ones that develop the topic sentence. They give information that explains and expands the topic of the paragraph. They also

answer the questions *who? what? where? when? why? how?* in order to develop the main idea. Finally, good supporting sentences have different goals.

What are the different goals of supporting sentences?

Explain	The family moved from the village to the capital for economic reasons.
Describe	She lived in a lovely three-storey castle surrounded by a forest.
Give facts	More than 10% of the university's student population is international.
Exemplify	Different types of fruit grow in California, such as oranges and grapefruit
Define	Many tourists visit Bangkok, which is the capital and largest city in Thailand.

You don't have to use them all in the same paragraph. The type of supporting sentences you will use depends on the purpose of your paragraph. The main aspect to keep in mind is that all supporting sentences must be connected and related to the topic sentence of your paragraph.

Here you have an example:

I have a dream to visit Alaska. The weather is beautiful there. I love cold weather. When the temperature is low, I have energy! I also want to visit Alaska because I love nature. Alaska looks so pure and natural. I dream about its scenic landscape. In addition, there are wild animals. Finally, I want to learn important information about the native people of Alaska. Their culture sounds very interesting to me. I hope to visit this wonderful state soon.

F. ACTIVITY Now is your chance to put it into practice. Choose one topic sentence from activity D and develop three supporting sentences for it.

_____

_____

_____

_____

_____

G. WRITING THE CONCLUDING SENTENCE

We have learnt that a paragraph contains a topic sentence, a few supporting details and a concluding sentence. All paragraphs begin with a topic sentence and end with a concluding sentence. A concluding sentence asserts the main idea of the paragraph and, while elaborating the conclusion, it connects the topic sentence and the ideas presented in the supporting details. In this lesson, we shall learn how to write a concluding sentence or how to draw conclusions on the ideas presented in a paragraph.

A concluding sentence sums up the information that is presented in a paragraph. It completes the paragraph and restates the main idea. While approaching the conclusion linking words or phrases like therefore, thus, resulting, hence, in brief, to sum up, on the whole and in the end are very often used.

The Human Body

The human body is a wonderful piece of work that nature has created. It is not beautiful like the body of a butterfly or peacock, but it is shaped practically. It can do many types of work which other animals cannot. It is not strong like the body of a tiger. But in place of physical strength, it has a big and sharp brain. By using this brain, the human physique has been able to overcome many of its limitations. By sitting in an aeroplane, it flies faster than a kite, by riding a motorcycle it travels faster than a leopard, and by firing a machine gun it fights much better than a tiger. In spite of all this, the human body suffers from many diseases because it has a weakness for habits such as smoking, drinking and overeating. When it is healthy the body can give great pleasure but when it is sick it can cause great pain. ***The wise man would always keep his body fit because a healthy mind can work only in a healthy body.***

Obviously, the last sentence of the paragraph is the concluding sentence. It connects the topic sentence and the supporting details by contrasting the strengths and the weaknesses of the human body. By means of argument, it extends the logic that the human mind can work wonders only in a healthy body.

H. ACTIVITY

It is time to finish your paragraph. Write the concluding sentence for the supporting sentences created in activity F.

_____

_____

_____

_____

I. ACTIVITY

Now it is your turn. Choose a topic you are interested in and write a paragraph. Write the topic sentence, the supporting ideas, and the concluding sentence in a logical order, elaborating with examples to further explain your topic sentence. Remember, to develop your ideas fully, a paragraph should consist of 5-10 sentences.

Topic sentence:

_____

Supporting sentences:

_____

_____

_____

_____

_____

_____

Concluding sentence:

_____

_____

VI. CONNECTORS

Logical connector is a connector which link the semantical unit of language. Logical connectors are used to join or connect two ideas that have a particular relationship. These relationships can be: sequential (time), reason and purpose, adversative (opposition, contrast and/or unexpected result), condition.

1- Even if: despite the possibility that; whether or not.

Example: Even if I had time and money, I wouldn't travel around the world.

2- Whereas: in contrast or comparison with the fact that; while at the same time**. Example:** Hugh is very hard-working whereas his brother is lazy.

3- Otherwise: something or anything else; in other circumstances

Example: He must pass the exam, otherwise, his parents will be mad at him.

4- Therefore: for that reason; as a result of something that has just been mentioned

Example: He was injured and therefore unable to work.

5- Because of: by reason of

Example: Last winter my children's school was closed for two weeks because of heavy snowfall.

6- So that: in order that

Example: I'll help her with math so that she can pass the exam.

7- Even though: despite the fact that

Example: She left him even though he was a very good husband.

8- Afterwards: after something that you have already mentioned

Example: I have to help my mother in the garden afterwards I can go to the cinema.

9- Unless: except on the condition that

Example: Unless it stops raining we will not go for a walk.

10- Although: despite the fact that; even though

Example: I'll try to help them in the garden although I have got little time.

Exercise:

Choose one of the three connectors in the brackets in each exercise.

1. _____you saved a lot, you wouldn't be able to afford that house. (Therefore, So that, Even if)

2. _____your chances are small; you should try to do it. (Even if, Afterwards, Otherwise)

3. He eats only healthy food_____his sister gorges herself with junk food. (whereas, because of, therefore)

4. You should learn more,_____you might fail your exams. (although, otherwise, because of)

5. Martha wanted to work in England,_____, she studied English hard. (otherwise, even though, because of)

6. _____he was very tired, he worked very hard. (Although, So that, Afterwards)

7. Slice this meat and_____you can boil it for thirty minutes. (afterwards, although, because of)

8. I cooked dinner_____my friends wouldn't have to eat out. (unless, so that, otherwise)

9. _____I learned so much, I didn't manage to pass my exam. (Even though, So that, Because of)

10. _____we're at the bus station by seven o'clock, we'll miss our bus. (Whereas, Therefore, Unless)

11. _____the weather was windy; we went for a walk. (Even though, Otherwise, Therefore)

12. I like horror films_____my friend prefers comedies. (therefore, unless, whereas)

VII. PUNCTUATION MARKS

Punctuation marks are used in writing to separate sentences and their elements and to clarify meaning.

1. Comma (,) When a subordinate (less important) clause comes before the principal clause. e.g., If you do not go, help me.

1.1- To separate phrases in apposition (describing the same Person or thing mentioned earlier) from the rest of sentence. e.g., Mr. Brown, the doctor, said that he travelled to Canada.

1.2- To separate items in the same list. e.g., She travelled to America, Canada, and Australia.

2. Full stop (.) A full stop is used at the end of the sentence and the next sentence begins with a capital letter e.g., Ali felt tired. He went to bed.

2.1- An abbreviation ends in a full stop and with acronyms. e.g., Etcetera→ etc. Mr. B.B.C.

3. Colon (:) The use of a colon indicates that what follows is an explanation of what precedes it. e.g., They have some news about the story: John's father has arrived.

3.1- It is also used to introduce a list of the items. e.g., To travel, you need the following items: a passport, a visa, an application and the correct fee.

4. Semi colon (;) A semi colon is used to join two independent but related clauses or sentences. e.g., She is a good writer; she has published several books.

4.1- It can also separate clauses of conjunctive adverbs such as however, therefore, moreover... e.g. We shouldn't go to the fair; however, I do hear that they have good funnel cakes.

5. Quotation mark (‘’) Quotation marks are used for material that is quoted or emphasized. e.g., Ali said, ‘I cannot finish my quiz’

5.1- Quotation marks are used to set off the title of short works of writing. e.g., the television show, ‘Cheers’ (Truss: 2003).

6. Apostrophe (') An apostrophe is used to refer to possessive singular or plural. e.g., The boy's books. (singular) e.g. The boys' books. (plural)

6.1-An apostrophe is used always to be included when telling the time. e.g., It is eight o'clock. *short for: (eight of the clock)

6.2-An apostrophe is used to show letters are missing in words (omission). e.g., You're→ You are e.g. I'm→ I am (Truss:2003).

7. Exclamation mark (!) 1- An exclamation mark is used to signal the expression of strong emotions such as: a-Excitement: e.g. I can't wait! b-Panic: Ex/ Help me!

7.1- An exclamation mark is used to add an emphasis to the sentence. e.g., There's a fly in my Soup. There's a fly in my Soup! (Snooks:2002).

8. Ellipsis (...) 1-An ellipsis is used to show that the speaker has been cut off abruptly(interrupted). e.g., ‘Whatever you do, don't...’ 2-An ellipsis is used to indicate a trailing off in speech or thought. e.g., We could do this ... or maybe that…

9. Slash (/) 1-Slash is used with fractions. e.g., 1/2 = one-half e. g. 2/3 = two-third 2-Use a slash to separate the day, month, and a year in dates. e.g., He was born on 18/3/1987(Jane:2008)**.**

10. Question mark (?) 1-Ues question mark at the end of any direct questions. e.g., Who is your teacher? 2-Use a question mark at the end of a tag question (a statement followed by a short question). e.g., You speak English, don't you? (Jane:2008)**.**

11. Hyphen (-) 1-A hyphen may separate, in some cases, the prefix from the second part of words. e.g., co-opt, T-shirt. 2-A hyphen may join some compound words. e.g., twenty-one. (ibid)

12. Parentheses (( )) 1-parentheses or brackets are often used to include extra or additional information into a sentence. e.g., The library (which was built in the seventeenth century) needs to be repaired. 2-Parentheses give additional, but non-essential information in a sentence. e.g., France, America, and Spanish (but not Chinese) may be studied here.

13.Square Brackets 1-Square brackets are used to clarification, to help the reader understands the sentence. e.g., She drove 60 [mile/hour] on the highway to town.

14. Dash: Dash is used to indicate a break, often informally, or to add Parenthetical information. 8 e.g. They received a prize —and a certificate as well. 2- An En–Dash is used to indicate a range. e.g.,1939–1945 (Net:1)

Check some vids on the topic: https://www.youtube.com/watch?v=pEaeP9Px464 https://www.youtube.com/watch?v=RPL8iij1X2A.

VIII. WRITING AN APPLICATION LETTER

The following application letter template lists the information you need to include in the letter you submit with your resume when applying for a job. Use the application template as a guideline to create customized letters to send to employers with your resume.

Contact Information

The first section of your letter should include information on how the employer can contact you. If you have contact information for the employer, include that. Otherwise, just list your information.

Your Personal Information

First Name and Family Name

Street Address

City, State, Zip Code

Phone Number

Email Address

Date

Employer Contact Information (*if you have it)*

Name

Title

Company

Address

City, State, Zip Code

Salutation

Dear Mr./Ms. Last Name or Dear Hiring Manager:

Application Letter Content

Your application letter will let the employer know what position you are applying for, why the employer should select you for an interview, and how you will follow-up.

First Paragraph:

The first paragraph of your job application letter should include information on why you are writing. Mention the job you are applying for and where you found the position. If you have a contact at the company, include it.

Middle Paragraphs:

The next section of your cover letter should describe what you have to offer the company. Make strong connections between your abilities and the requirements listed in the job posting. Mention specifically how your skills and experience match the job. Expand on the information in your resume, don't just repeat it. Try to support each statement you make with a piece of evidence. Use several shorter paragraphs or bullets rather than one large block of text.

Final Paragraph:

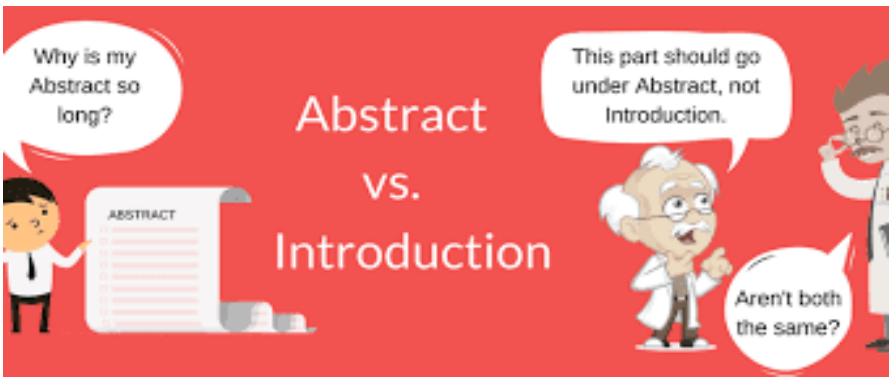
Conclude your application letter by thanking the employer for considering you for the position. Include information on how you will follow-up. State that you will do so and indicate when (one week's time is typical). You may want to reduce the time between sending out your resume and follow up if you fax or email it.

Complimentary Close:

Sincerely,

Signature

IX. ABSTRACT WRITING



What is an Abstract?

The term refers to a condensed form of a text. Technically it is made of a set of short and organized sentences (150 to 350 words) that comprehensively describe, synthesize, and represent the main ideas of a more extensive work.

It is one of the most important sections of an article, whose mission is twofold: on the one hand, to inform about the content of the text and on the other attracting the reader's attention. Usually precedes the introduction of a research document, but it must be able to be understood in isolation and independently of the article body.

How to write an Abstract?



Read the full article, highlight the phrases and key statements of each section. Then, move them to a new document and try rewrite them in your own words to create unique and cohesive paragraphs. Of all the results, select ONLY those findings that you think could attract a potential reader interested in your field of work.

The text that includes the main ideas is not properly an abstract, but it can serve as a starting draft. Do not worry if it is too long, it’s better to reduce a text than expand it (it is easier to delete ideas or phrases already written than invent or add new ones).

Structure of an Abstract

Introduction - Why was the study done?

Material and methods - What was done and how?

Results - What are the results?

Discussion and / or conclusions - What do these findings mean and what impact do they have?

Check the vid for some tips: https://youtu.be/WRYchBAdllk

ACTIVITIES

Product: In your project groups, according to the previous information, write the abstract using technical vocabulary and send the final document in English.

Development: Present and socialize your abstract content using graphic aids in front of the whole class.

Punctuation Marks in English: In writing, the correct use of punctuation marks is an important technique used by writers to convey meaning in a clear and simple way. In this research, the most widely used punctuation marks in writing have been discussed with examples. The aims of the research are to investigate the errors made by students their performance of punctuation marks, and to identify the most difficult types of them on the part of the students/subjects under investigation.

Evidencia de desempeño

Exercise 1: Find the components (Background, Aims, Methods, Results, Conclusion, Keywords) of the abstract below:

Abstract

The use of more than one code of language among the Malaysian English language instructors and ESL learners in the context of formal classroom settings is widely acknowledged (Then & Ting, 2009). Many factors contribute to the occurrence of code-switching or in other words, there must have been certain communication purposes associated which cause code switching to occur. This study aims to uncover the attitudes of ESL learners towards the functions of code-switching employed by English language instructors at tertiary level. It addresses two research questions: (1) What do ESL learners think about code switching in the English classroom? (2) When does code switching best function in the English classroom for the ESL learners? Forty-five diploma students were randomly selected as the respondents for this study. A survey questionnaire which focused on the students" attitudes, usage and opinion towards code switching in the classroom was utilized in the study. It was found that most of the ESL learners have positive attitudes towards code switching. The ESL learners were also reported to believe that code switching facilitates them in understanding the target language. The findings suggest that the use of code switching is necessary when the situation requires the use of first language in the classroom to enable the learners to become more confident in mastering English.

Keywords

Code-Switching; Learner's Perception; Upper-Intermediate Level

Exercise 2:

1. Look at the Components of an Abstract again and order the sentences to form an abstract.

2. Decide which keywords you would use for this abstract.

3. Decide the type of the abstract.

1. Abstract

* The participants were 30 volunteer students, 15 males and 15 females who have recently graduated from the Biology Department of Red Tree University.

* The participants were asked what influence biology education has on their attitudes regarding world peace and humanity.

* The results indicated that biology education has some positive impacts on attitudes of the students regarding humanity and world peace.

* The responses of the participants indicated that, at the end of four-year biology education, they have more self- awareness and have greater capacity to love human beings and all the living creatures.

* The aim of this study was to examine whether biology education has any impacts on attitudes in terms of humanity and world peace.

* In addition, they reported they had the feeling that they could contribute to world peace.

* Biology has always been a beneficial discipline for human beings.

2. Keywords: .....

3. Type of the abstract: .....

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EVIDENCIAS POR DESARROLLAR CON EL COMPONENTE TÉCNICO

Diseñar y socializar una presentación de la caracterización-contextualización de la empresa proyecto, incluir el abstract o resumen del proyecto. (Evidencia de desempeño y producto)

4. ACTIVIDADES DE EVALUACIÓN

Evidencias de Aprendizaje	Criterios de Evaluación	Técnicas e Instrumentos de Evaluación
Evidencias de Conocimiento: Des arrollo de actividades y talleres propuestos en la guía de aprendizaje. Diseñar y socializar una presentación de la caracterización-contextualización de la empresa proyecto, incluir el abstract o resumen del proyecto. (Evidencia de desempeño y producto)	-Pronunciación -Fluidez -Uso adecuado y pertinente del vocabulario. --Uso adecuado y pertinente de estructuras gramaticales explicadasen sesión	Talleres Video Listas de chequeo

5. GLOSARIO DE TÉRMINOS

Abstract: A short piece of writing containing the main ideas in a document.

Apply for: Make a request to be part of a company.

Connector: a thing that links two or more things together.

Goal: Something that you hope to achieve.

Guidelines: A set of rules or instructions that are given.

In regard of: As concerns, with the aim to.

Keyword: a significant word from a title or document used especially as an index to content.

Outline: Give a description of the main facts or points involved in something.

Paragraph: a subdivision of a written composition that consists of one or more sentences, deals with one point, or gives the words of one speaker, and begins ona new usually indented line.

Screenshots: An image of the display on a screen, used when showing how a program works.

To focus: To give attention, effort, etc. to one particular subject.

6. REFERENTES BIBLIOGRÁFICOS

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7. CONTROL DEL DOCUMENTO

	Nombre	Cargo	Dependencia	Fecha
Autor (es)				

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

	Nombre	Cargo	Dependencia	Fecha	Razón del Cambio
Autor (es)					