1. IDENTIFICACIÓN DE LA GUIA DE APRENDIZAJE

- Denominación del Programa de Formación: Tecnólogo en Gestión de Destinos Turísticos
- Código del Programa de Formación: 122149
- Nombre del Proyecto: Estructuración de protocolos de mejoramiento e innovación para la gestión del turismo.
- Fase del Proyecto: Planeación
- Actividad de Proyecto: Planear propuesta de mejoramiento de la gestión turística, teniendo en cuenta las políticas: económica, social, cultural y ecológica en consecución con el desarrollo turístico sostenible.
- 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
    - Encontrar información específica y predecible en escritos sencillos y cotidianos

- Duración de la Guía: 50 horas

2. PRESENTACION

En el mundo moderno la competitividad entre empresas se hace con el servicio de calidad en la atención al usuario. Es imprescindible que el personal encargado de la prestación de servicios, en los distintos ámbitos turísticos y hoteleros, se encuentre altamente calificado en el manejo del idioma inglés, con el fin de ofrecer servicios de óptima calidad capaces de situar a Colombia dentro del mercado laboral mundial.

La presente guía de aprendizaje se constituye como un acercamiento importante del aprendiz hacia el proceso de aprendizaje de la lengua inglesa, donde se pretende que desde un primer momento pueda desarrollar sus habilidades comunicativas al brindar información personal dentro de su quehacer laboral, al interactuar efectivamente con clientes extranjeros, ya sea en la orientación, asesoramiento u organización de un paquete turístico.

3. FORMULACION DE LAS ACTIVIDADES DE APRENDIZAJE

3.1. Actividades de Reflexión inicial

Primer Componente: *"Affection Verbs"*

Alistamiento y Warm up: Actividad de ambientación e introducción del tema.

Tiempo: 30 minutos

Segmento 1: Watch the following video related to Affection Verbs and how to use them. (*just press CTRL + Click on the image to get the video*)



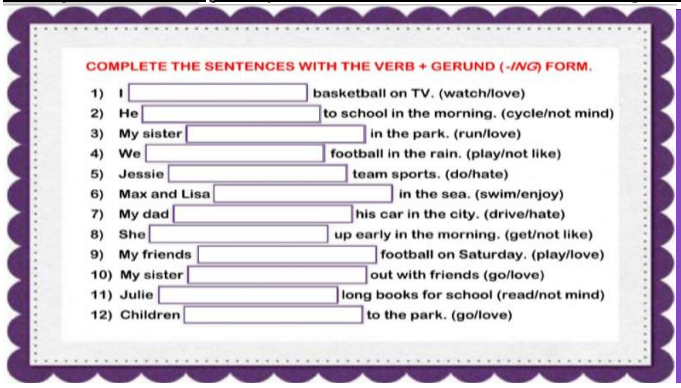
Tiempo: 2 horas

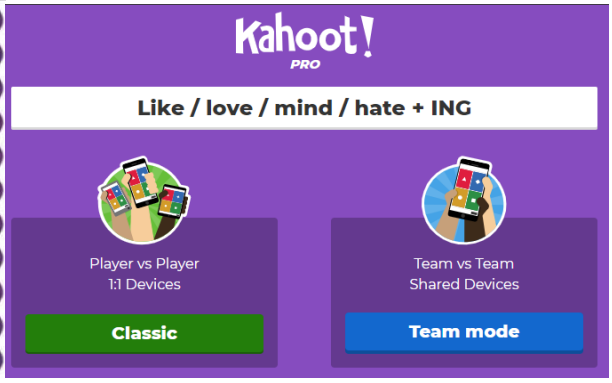
Then you receive an explanation about the topic through a PPT presentation given by the teacher and you have the chance to solve your doubts about the topic. (***GO TO PPT1***)



After all these activities they have to develop some exercises in order to practice the learnings!

Tiempo: 2 horas (*just press CTRL + Click on the image to get the activities*)





All the evidences must be sent through the Territorium platform or delivered to your teacher.

Tiempo: 30 minutos.

Segundo Componente: "*Hobbies and Leisure time Activities*"

Segmento 1: Watch the following video where you can learn the vocabulary related to HOBBIES AND LEISURE TIME ACIVITIES and practice the pronunciation of the words. (*just press CTRL + Click on the image to get the video*)



Talking about Hobbies and Free Time Activities

Tiempo: 2 horas

After that you have the chance of complementing that knowledge through a PPT and the instructor solve the doubts about the topic. (***GO TO PPT2***)



Tiempo: 1 hora y 30 minutos

After all these activities you have to develop some exercises in order to practice the learnings! (*just press CTRL + Click on the image to get the actvity*)



All the evidences must be sent through the Territorium platform or delivered to your teacher.

Tiempo: 30 minutos

Tercer Componente: " *Weather vocabulary"*

Segmento 1: You have the chance of watching a video where you learn the vocabulary related to the Weather and how tyo use it (*just press CTRL + Click on the image to get the video*)



ENGLISH VOCABULARY | WEATHER VOCABULARY | LEARN ENGLISH | VOCABULARY FOR WEATHER | RACHEL'S ENGLISH

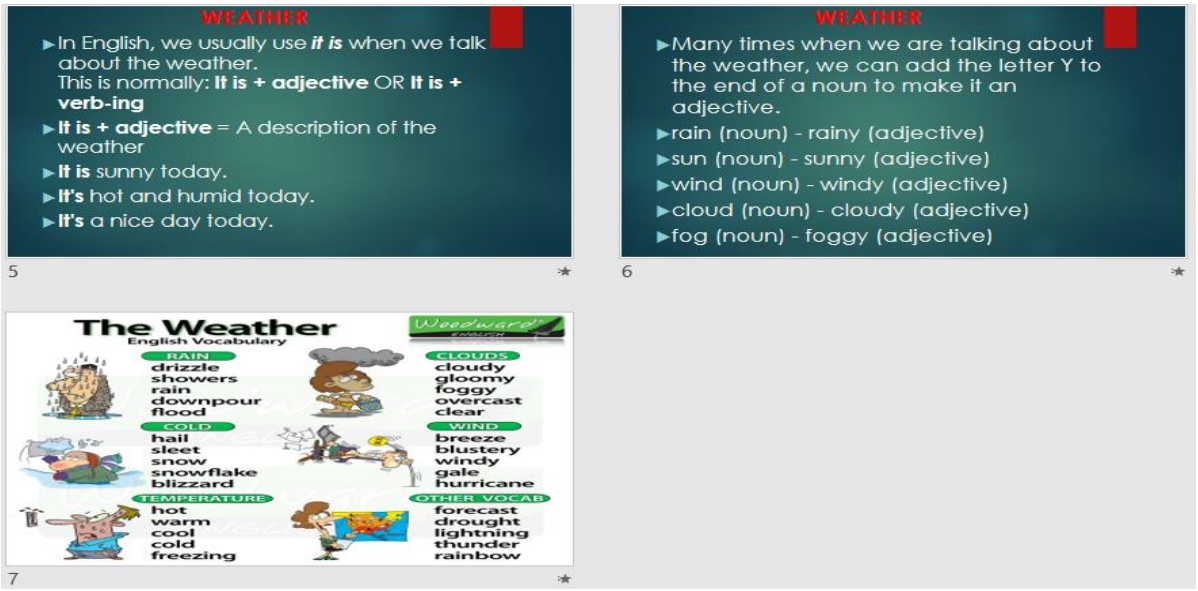
Rachel's English 172.386 visualizaciones • hace 1 año

You can learn English vocabulary in the best possible way with this video—by learning the correct pronunciation of English ...

Subtítulos

Tiempo: 2 horas

In order to complement the topic, your instructor provide you a PPT with some important vocabulary related to it that help you for solving your doubts. (***GO TO PPT3***)



Tiempo: 4 horas

Now you have the chance of practicing all that you have learnt until now



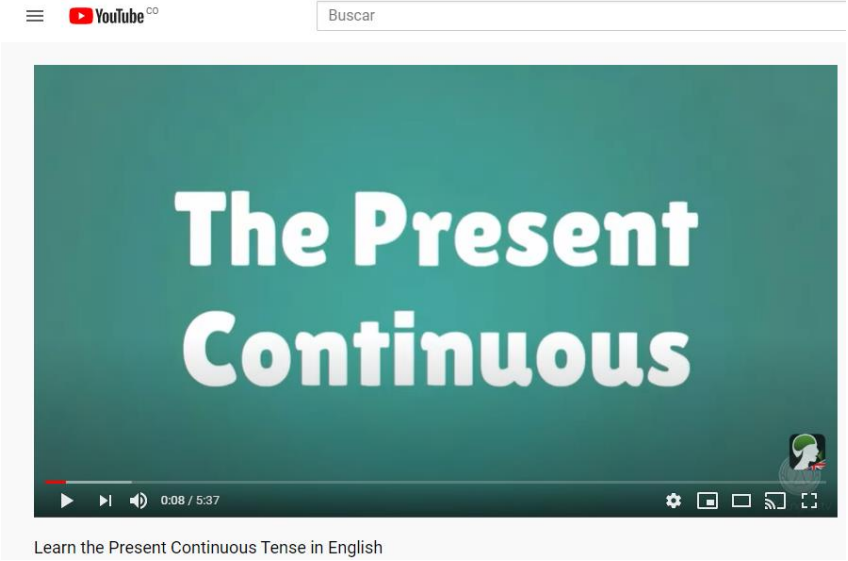
- What is leisure time?
- How do most young people spend their leisure time?
- How can people spend their leisure time at home?
- List some traditional hobbies.
- Is keeping pets an interesting hobby for you? Why?
- List some creative hobbies.
- Which hobby do you practise to develop your talent for arts?
- What are typical teenage hobbies?
- Which hobbies can be dangerous?
- Create the current weather forecast

3.2 Actividades de contextualización e identificación de conocimientos necesarios para el aprendizaje.)

Primer Componente: *" Present Continuous"*

Tiempo: 30 minutos

Segmento 2: You have the chance of having general verview about how you have to use the Present Continuous tense through an introductory video. (*just press CTRL + Click on the image to get the video*)



Tiempo: 2 horas

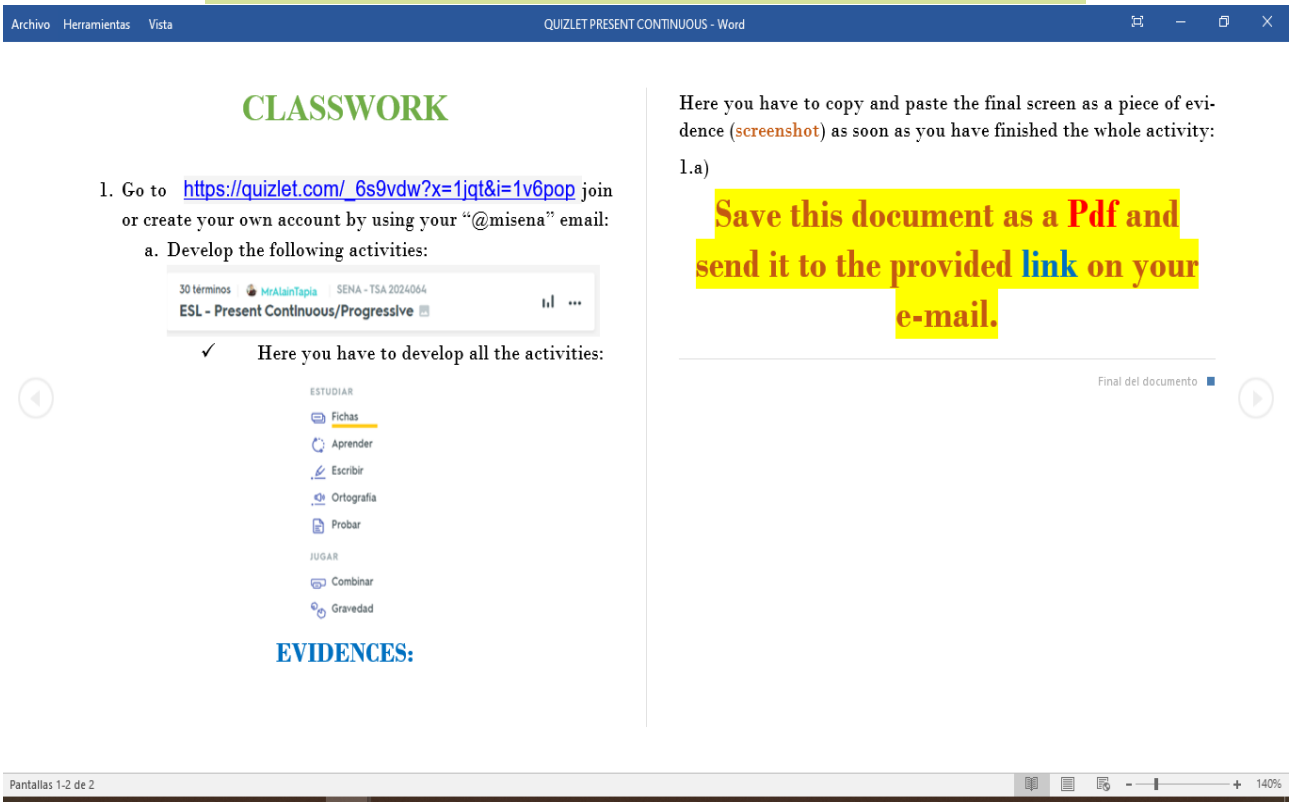
Then your instructor complement your knowledge with a PPT where you receive the most relevant information related with this grammatical tense. This allow you to have a better understanding about the topic. (***GO TO PPT4***)



Tiempo: 1 Hora y 30 minutos

Segmento 3: Here you have to practice your knowledge with an interactive activity via QUIZLET by following these instructions: (*just press CTRL + Click on the image to get the video*)





QUIZLET LINK

All the evidences must be sent through the Territorium platform or delivered to your teacher.

Segundo Componente: " Possessives and Family vocabulary"

Tiempo: 30 minutos

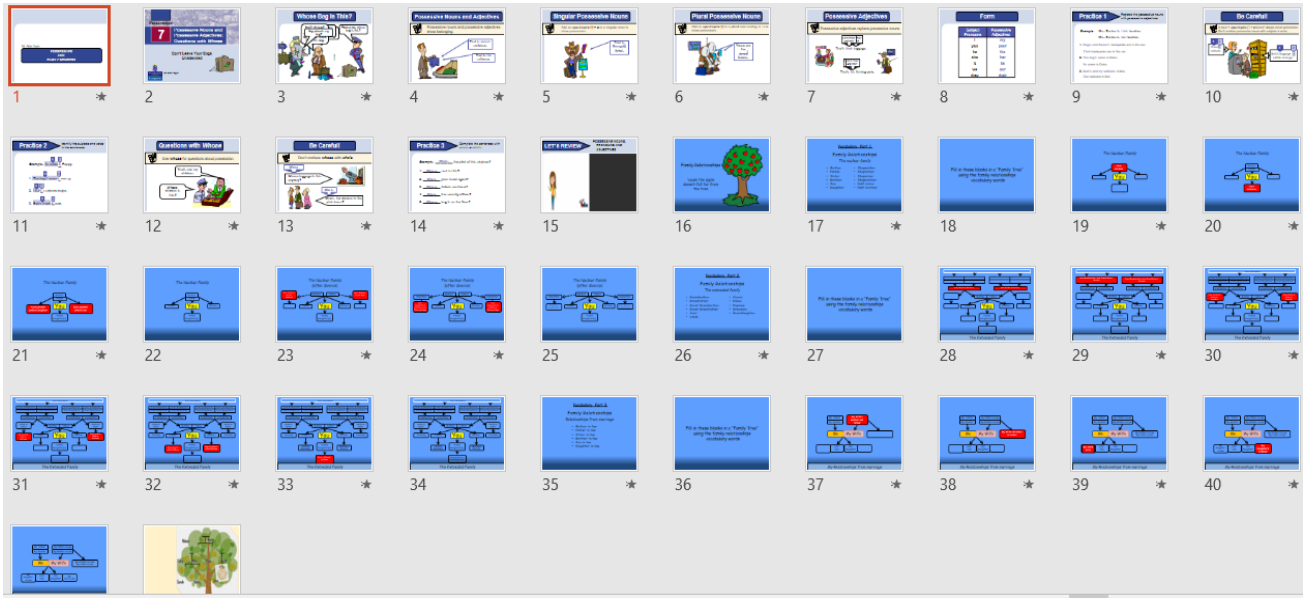
Segmento 2: Here you have to watch the video about the Family Members Vocabulary and you learn how to pronounce the vocabulary about the topic. (*just press CTRL + Click on the image to get the video*)



Family Tree Chart: Useful Family Relationship Chart with Family Words in English

Tiempo: 2 horas

Segmento 3: Then your Instructor provide a PPT with an explanation about using possessives with the family members- this allow you to understand the topic and also to solve your doubts. (***GO TO PPT5***)



Tiempo: 2 horas

Here you participate on a virtual inteactive activity by following these directions:

For this evidence, you have to participate in the forum called Family members in which you have to:

- Present your close family.
- Ask a basic question about a family member's likes to any partner.

For this forum, you have to present your family in terms of names and relationship you have with them using the following template: My family is composed by: Susana, she is my mother, Roberto, he is my brother, etc. Remember that you have to read your partners' exercises and at the end of your talk, you have to write a question on any partner's family like this: Do you have a big or small family?

In order for you to answer your partner's question, you can use the following options according to the case:

- I have a small family because I live with my mom and my dad.
- I have a big family because I live with my grandparents, my parents, my cousins, etc.

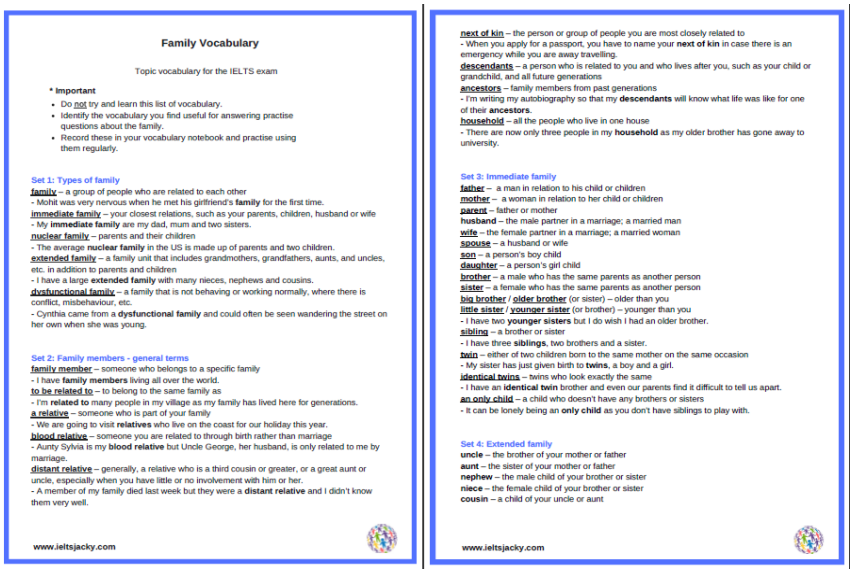
Steps to participate in the forum:

- Click the **Activity 7** button in the main menu. Then click on **Evidence: Forum "Family members"**.

- Enter to the sequence, click on *Responder*, then click on *Enviar*.
- Select one of the partner's commentaries and then express your opinion clicking on the button *Responder*.
- Type the subject and the content with your opinion, then click on *Enviar*.

EVALUATION CRITERIA
• *Expresa las preferencias de los miembros de la familia con la estructura y el vocabulario requerido, teniendo en cuenta el contexto.*
• *Presenta a su familia con la estructura gramatical requerida y el vocabulario acorde al contexto.*

In order to have a huge vocabulary background here you have this PDF link in order to gather the most vocabulary that you need for developing your activity: (*just press CTRL + Click on the image to get the vocabulary list*)



Family Vocabulary

Topic vocabulary for the IELTS exam

*** Important**

- Do not try and learn this list of vocabulary.
- Identify the vocabulary you find useful for answering practise questions about the family.
- Record these in your vocabulary notebook and practise using them regularly.

Set 1: Types of family

family – a group of people who are related to each other
- Mohit was very nervous when he met his girlfriend's **family** for the first time.

immediate family – your closest relations, such as your parents, children, husband or wife
- My **immediate family** are my dad, mum and two sisters.

nuclear family – parents and their children
- The average **nuclear family** in the US is made up of parents and two children.

extended family – a family unit that includes grandmothers, grandfathers, aunts, and uncles, etc. in addition to parents and children
- I have a large **extended family** with many nieces, nephews and cousins.

dysfunctional family – a family that is not behaving or working normally, where there is conflict, misbehaviour, etc.
- Cynthia came from a **dysfunctional family** and could often be seen wandering the street on her own when she was young.

Set 2: Family members - general terms

family member – someone who belongs to a specific family
- I have **family members** living all over the world.

to be related to – to belong to the same family as
- I'm **related to** many people in my village as my family has lived here for generations.

a relative – someone who is part of your family
- We are going to visit **relatives** who live on the coast for our holiday this year.

blood relative – someone you are related to through birth rather than marriage
- Aunty Sylvia is my **blood relative** but Uncle George, her husband, is only related to me by marriage.

distant relative – generally, a relative who is a third cousin or greater, or a great aunt or uncle, especially when you have little or no involvement with him or her.
- A member of my family died last week but they were a **distant relative** and I didn't know them very well.

www.ieltsjacky.com

next of kin – the person or group of people you are most closely related to
- When you apply for a passport, you have to name your **next of kin** in case there is an emergency while you are away travelling.

descendants – a person who is related to you and who lives after you, such as your child or grandchild, and all future generations

ancestors – family members from past generations
- I'm writing my autobiography so that my **descendants** will know what life was like for one of their **ancestors**.

household – all the people who live in one house
- There are now only three people in my **household** as my older brother has gone away to university.

Set 3: Immediate family

father – a man in relation to his child or children
mother – a woman in relation to her child or children
parent – father or mother
husband – the male partner in a marriage; a married man
wife – the female partner in a marriage; a married woman
spouse – a husband or wife
son – a person's boy child
daughter – a person's girl child
brother – a male who has the same parents as another person
sister – a female who has the same parents as another person
big brother / older brother (or sister) – older than you
little sister / younger sister (or brother) – younger than you
- I have two **younger sisters** but I do wish I had an older brother.

sibling – a brother or sister
- I have three **siblings**, two brothers and a sister.

twin – either of two children born to the same mother on the same occasion
- My sister has just given birth to **twins**, a boy and a girl.

identical twins – twins who look exactly the same
- I have an **identical twin** brother and even our parents find it difficult to tell us apart.

an only child – a child who doesn't have any brothers or sisters
- It can be lonely being an **only child** as you don't have siblings to play with.

Set 4: Extended family

uncle – the brother of your mother or father
aunt – the sister of your mother or father
nephew – the male child of your brother or sister
niece – the female child of your brother or sister
cousin – a child of your uncle or aunt

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All the evidences must be sent through the Territorium platform or delivered to your teacher.

Tercer Componente: *" Countable and Uncountable Nouns - Food and beverages vocabulary"*

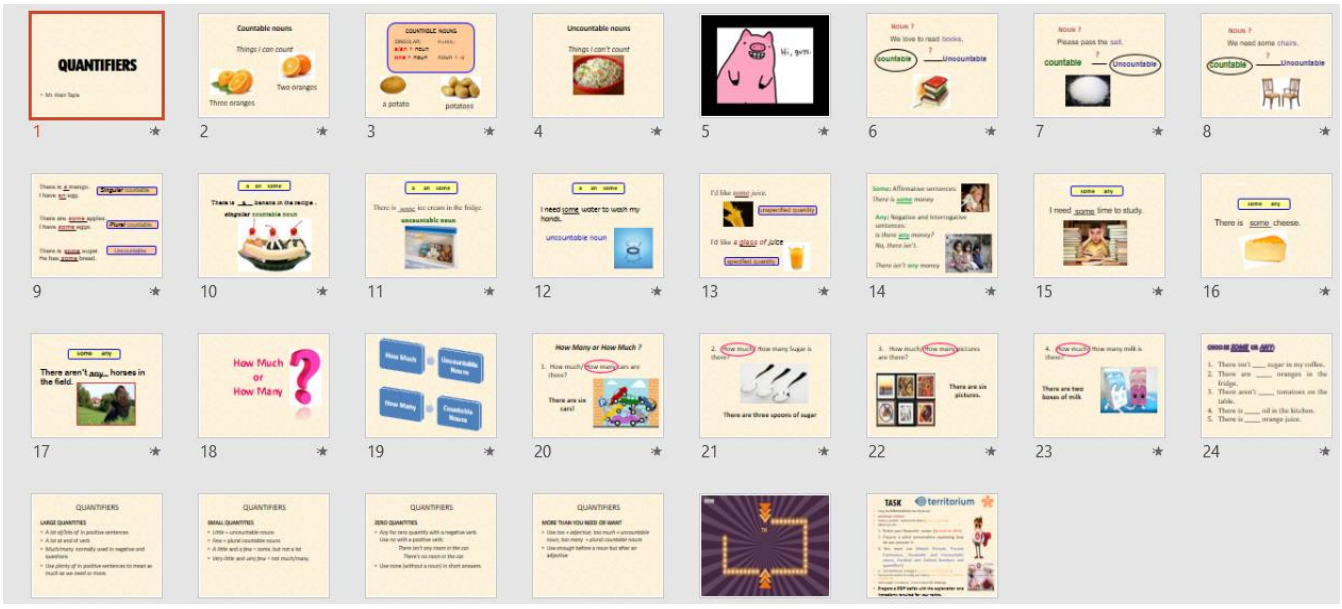
Tiempo: 30 minutos

Segmento 2: In order to introduce the topic you have to watch the following video where you can learn about the Countable and Uncountable Nouns in English, Try to repeat the pronunciation of the vocabulary. (*just press CTRL + Click on the image to get the video*)



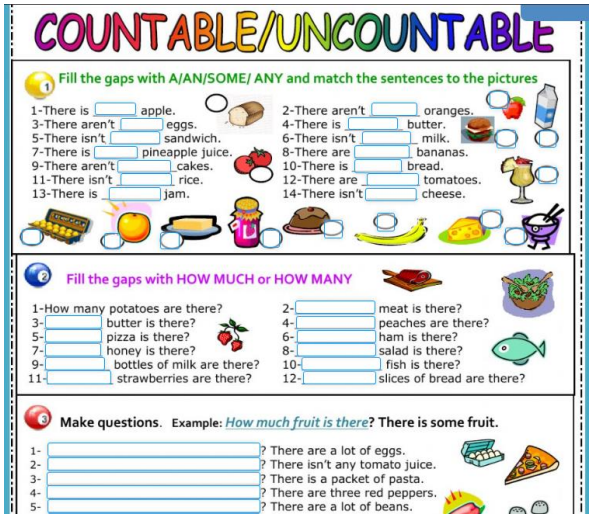
Tiempo: 2 horas

Then your instructor will provide you a PPT and will give you a more detailed interactive explanation about the topic, this will help you to solve your doubts about the topic and to have extra practice. (***GO TO PPT6***)



Tiempo: 1 hora

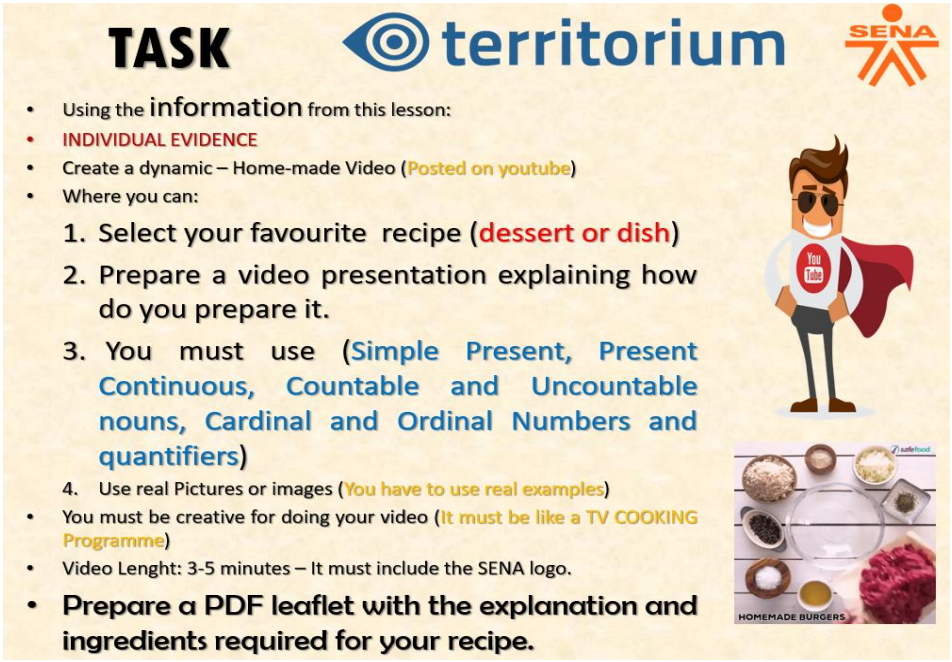
In order to practice the topic you have to visit this interactive web pages in order to develop some exercises about it: (*just press CTRL + Click on the images to get the activities*)





Tiempo: 6 horas

The task for this tipic must be done by following these instructions:



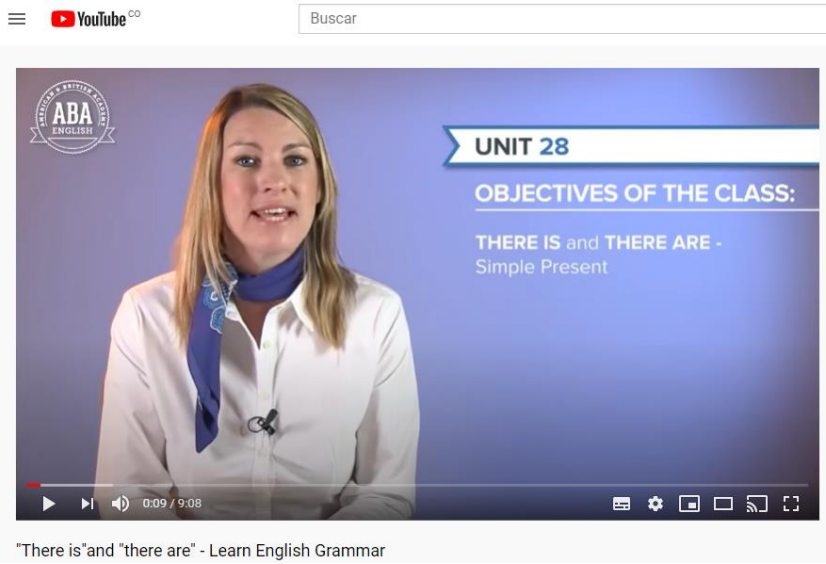
All the evidences must be sent through the Territorium platform or delivered to your teacher.

3.1 Actividades de apropiación del conocimiento (Conceptualización y Teorización).

Primer Componente: *"There is – There are -- House and classroom vocabulary"*

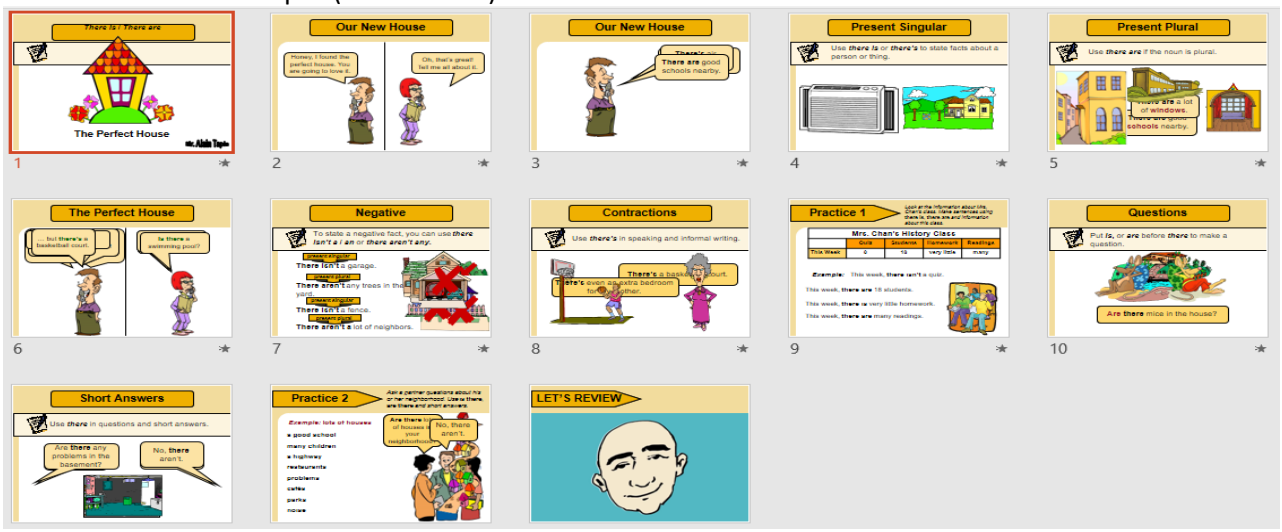
Tiempo: 30 minutos

Segmento 4: Here you have the chance of watching an introductory video with relevent information about the use of THERE IS and THERE ARE. Please reapeat the pronunciation. (*just press CTRL + Click on the image to get the video*)



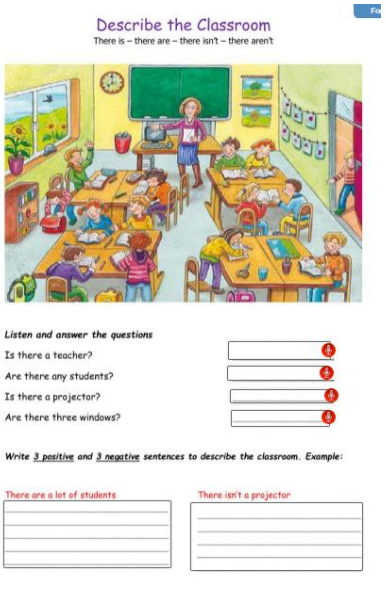
Tiempo: 2 horas

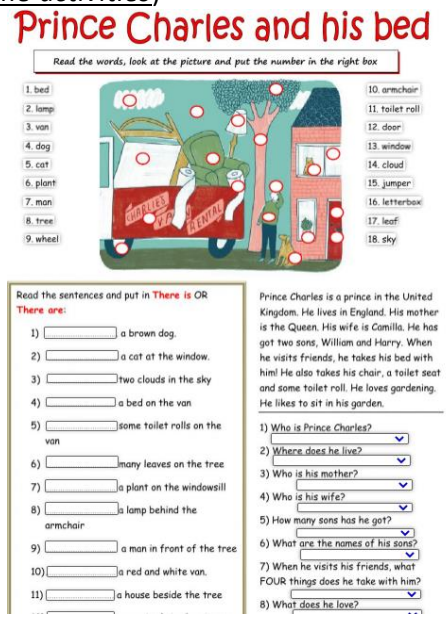
Then you instructor will show you a PPT with a further explanation about the topic, this will asure that you have understood the topic. (***GO TO PPT7***)



Tiempo: 2 Horas

Now you practice your knowledge by visiting these interactive web page and develop the suggested exercises there: (*just press CTRL + Click on the images to get the activities*)

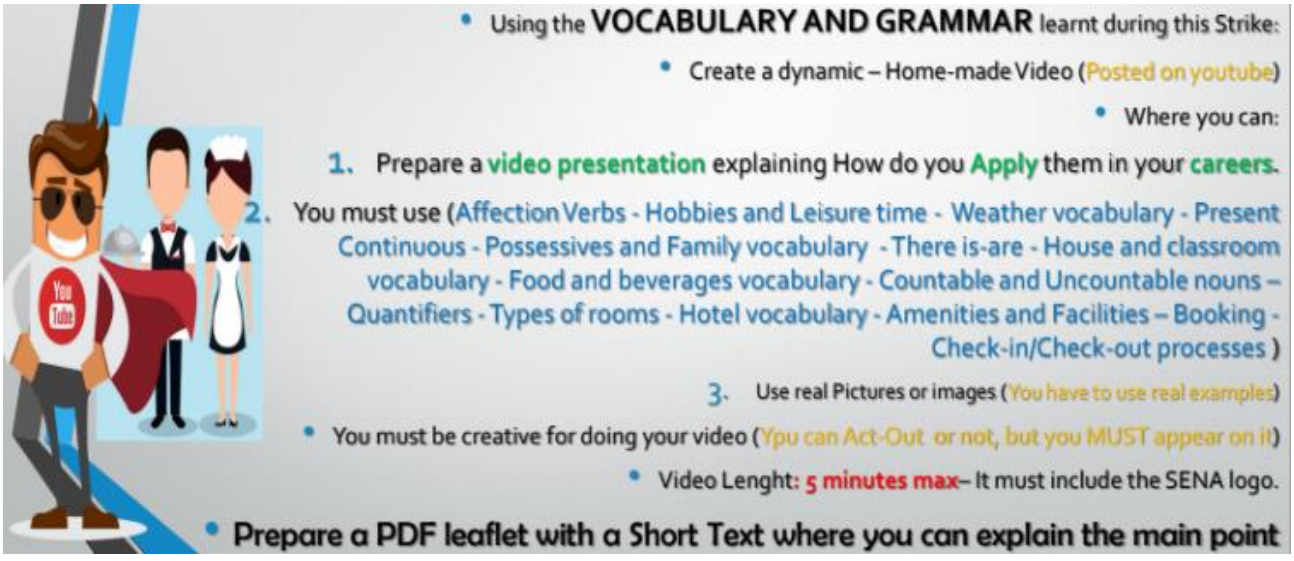




3.3 Actividades de transferencia del conocimiento.

Tiempo: 6 horas

Using all the information and the learnt topics from this strike you have to develop this activity, Please follow the instructions:



Actividad Final

Tiempo: 6 horas

By groups you have to prepare a short explanation about the municipality where you are working within your project! – It is important to mention that you must explain your findings in terms of Tourism and you have to use all the topics that we have studied. As an afthermath you present a 1 minute TV commercial video and a 10 minutes Presentation (Use any visual-aid that you consider relevant).

4. ACTIVIDADES DE EVALUACIÓN

Evidencias de Aprendizaje	Criterios de Evaluación	Técnicas e Instrumentos de Evaluación
Evidencias de conocimiento: Evaluación sobre cada uno de los temas gramaticales y de vocabulario **Evidencias de desempeño:** Video en youtube y presentación de a aplicación de todos los conceptos aprendidos en sus carreras. **Evidencias de producto:** Portafolio de talleres virtuales realizados durante el trimestre y Presentación FInal	-Interpreta un texto sencillo y puede construir un mapa conceptual basado en el mismo. -Pronuncia adecuadamente el vocabulario y modismos básicos del idioma -Sostiene conversaciones con vocabulario básico y técnico aprendido. -Estructura adecuadamente una opinión sobre un tema conocido de su especialidad. -Elabora resúmenes cortos sobre textos sencillos, y con contenido técnico.	• Cuestionario de preguntas para la evaluación sobre las temáticas trabajadas. • Lista de chequeo para evaluar el video de la aplicación de los conceptos en sus carreras • Lista de chequeo para evaluar el portafolio de talleres virtuales realizados durante el trimestre y presentación final. • Técnicas didácticas activas que comprenden: Actividades virtuales, juego de roles, exposición.

	-Escribe o presenta descripciones de sí mismo, su profesión y su entorno. -Plantea y responde preguntas sobre sí mismo.	

5. GLOSARIO DE TERMINOS

Recurrir al documento adjunto: Diccionario Ilustrado. Este documento se encuentra disponible para todos los aprendices en formato digital en el centro de recursos.

6. REFERENTES BILBIOGRAFICOS

Foley, M. & Hall, D. (2011) New Total English Elementary. Harlow Essex: Pearson Education Limited.

Freebairn, I. Bygrave, J. & Copage J. (2009) Up Beat Starter. Harlow Essex: Pearson Education Limited.

Revell, R & Trish, S. (2004) Highly Recommended English for the Hotel and Catering Industry. Oxford: Oxford University Press.

Book 2. *Bar and Restaurant Employees*. Worsdall, Vivien: Editorial: New York, Macmillan.

O' Hara F. 2002. Be My guest. English for the hotel industry. Cambridge University Press.

English grammar exercises ESL. Retrieved July 6th, 2018, from http://www.agendaweb.org

WORDREFERENCE, Collins. *Word Reference* English-Spanish Dictionary© 2014. Recuperado de: http://www.wordreference.com

7. CONTROL DEL DOCUMENTO

	Nombre	Cargo	Dependencia	Fecha
Autor (es)	Alain Tapia	Instructor Bilingüismo	Coordinación Servicios Turísticos y Hoteleros.	Julio de 2020

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

	Nombre	Cargo	Dependencia	Fecha	Razón del Cambio
Autor (es)					