**PROCESO GESTIÓN DEL TALENTO HUMANO**

**FORMATO INFORME MENSUAL EJECUCIÓN CONTRACTUAL**

Aguachica, Mayo de 2023

Señor
**ROBINSON LOBO HERNÁNDEZ**
SUPERVISOR CONTRATO No.CO1.PCCNTR.5003220 del 2023
Cargo del Supervisor Coordinador Académico
Centro Agroempresarial Regional Cesar
Aguachica, Cesar

**Asunto:** Informe mensual de ejecución contractual
Mes de Mayo del año 2023

**Referencia:** Contrato No. CO1.PCCNTR.5003220 del año 2023

Luis Fernando Sandoval Rincón, identificado con la cédula de ciudadanía No. 1102382388 de Piedecuesta, en mi calidad de Contratista del SENA, en el Centro Agroempresarial - Regional Cesar, en cumplimiento del Contrato de Prestación de Servicios de la referencia, a continuación presento el Informe de actividades realizadas en el mes objeto de cobro.

**Valor y forma de Pago**: Se fija como valor total para el contrato la suma de VEINTISIETE MILLONES CIENTO NOVENTA Y TRES MIL DOSCIENTOS CUARENTA PESOS M/CTE ($27.193.240). Esta suma será pagada por el SENA al contratista de la siguiente manera: a) Un primer pago correspondiente a seis (6) días del mes de mayo de 2023 por valor de OCHOCIENTOS SIETE MIL SETECIENTOS VEINTE PESOS M/CTE ($807.720), b) SIETE pagos iguales por los meses de Junio a Noviembre de 2023, por valor de CUATRO MILLONES TREINTA Y OCHO MIL SEISCIENTOS PESOS M/CTE ($4.038.600) cada uno, c) Un último pago correspondiente al mes de diciembre de 2023 por valor de DOS MILLONES CIENTO CINCUENTA Y TRES MIL NOVECIENTOS VEINTE PESOS MCTE
($2.153.920)

**Plazo:** Será hasta el 16 de diciembre de 2023.

| **OBJETO:** |
|---|
| Prestar los servicios personales de carácter temporal, como instructor en el área de BILINGUISMO para impartir formación profesional integral presencial y/o virtual en los programas de Formación Regular titulada y/o complementaria del centro Agroempresarial en el departamento del Cesar. |

**Obligaciones Especificas:**

| No | Obligaciones | Acciones realizadas | Evidencias |
|---|---|---|---|
| 1 | Orientar la formación de aprendices en el área, en las competencias, los resultados de aprendizaje y | Reconocimiento de los demos - OVAs (Objetos Virtuales de Aprendizaje) de los programas de | **Enlace:** https://sena.territorio.la/init.php **Usuario:** instdoeswork@misena.edu.co |

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| | las actividades de los proyectos de formación programados, dentro de los tiempos que, para cada acción, se determine por parte del centro de formación. | formación complementaria virtual (*English Does Works*) del LMS Territorium, teniendo en cuenta las indicaciones del Líder de Bilingüismo. | **Contraseña:** instdoeswork |
| 2 | Planear y ejecutar el desarrollo curricular del programa(s) que se le asignen durante la ejecución de su contrato (Proyecto de formación, Planeación pedagógica y los recursos didácticos que incluyen guía de aprendizaje, material de apoyo a la formación e instrumentos de evaluación). | Bajo la planeación del Líder de Bilingüismo se realizó actividades de desarrollo curricular, del programa: Código - 2262747 Tecnología en Gestión Administrativa, teniendo en cuenta los diferentes criterios contemplados dentro de la malla curricular de la competencia del área transvesal de inglés. | En el siguiente enlace se podrá acceder a la malla curricular: https://docs.google.com/spreadsheets/d/1VZs_7oGJA4ZJSEmIe1_MKXduqAg5ieQHqv70idD3WFg/edit?usp=sharing |
| 3 | Identificar los aprendizajes previos, estilos y ritmos de aprendizaje del aprendiz que ingresa al proceso formativo, de acuerdo con los lineamientos institucionales. | N/A para este periodo. | N/A para este periodo. |
| 4 | Participar en el proceso de inducción de los aprendices. | N/A para este periodo. | N/A para este periodo. |
| 5 | Realizar seguimiento a los aprendices en etapa productiva en su sitio de trabajo y seguimiento a la bitácora virtual del aprendiz cuando le sean asignados. | N/A para este periodo. | N/A para este periodo. |
| 6 | Llevar control de las inasistencias de los aprendices a la formación, registrar en el aplicativo institucional las inasistencias y reportar a la coordinación académica las novedades para aplicación del reglamento del aprendiz. | N/A para este periodo. | N/A para este periodo. |

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| 7 | Asociar los aprendices a la ruta de aprendizaje en el aplicativo institucional una vez el aspirante esté en estado matriculado y verificar con el reporte que todos aparezcan en formación. | N/A para este periodo. | N/A para este periodo. |
| 8 | Emitir los juicios de evaluación con base en la valoración de las evidencias de aprendizaje y registrarlas en los aplicativos institucionales (administrativo y académico), máximo tres (3) días después de alcanzado el resultado de aprendizaje. | N/A para este periodo. | N/A para este periodo. |
| 9 | Usar y gestionar las diferentes plataformas tecnológicas institucionales de apoyo académico y administrativo relacionado con su rol, actualizando y registrando de manera veraz y oportuna cada una de las acciones que integran el proceso formativo. | Se hace uso del LMS territorium, SAVA, Sofia Plus, SIGEP y SECOP II. | Se evidencia en las plataformas. |
| 10 | Participar en la formulación de proyectos de investigación aplicada, innovación pedagógica y desarrollo tecnológico, de interés institucional SENNOVA. | N/A para este periodo. | N/A para este periodo. |
| 11 | Participar en los equipos, grupos, comités, proyectos y demás instancias institucionales que lo requieran. | N/A para este periodo. | N/A para este periodo. |
| 12 | Desplazarse a otras ciudades o municipios diferentes al domicilio contractual para el cumplimiento del contrato, en caso de que se requiera. | N/A para este periodo. | N/A para este periodo. |

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| 13 | Presentar el reporte de eventos en SOFIA PLUS (Programación con visto bueno del coordinador académico o misional) en los días establecidos por el centro, al supervisor correspondiente y los demás soportes requeridos para la legalización del pago. | Entrega de los informes de Gestión Contractual (GC), Gestión Financiera (GF) e Informe: Tiempo de Actividades de Apoyo a la Formación (*Sofía Plus*). | Informes en SECOP II |
| 14 | Llevar y mantener actualizado el portafolio de evidencias del instructor según lo indica la guía para desarrollar procesos formativos. | N/A para este periodo. | N/A para este periodo. |
| 15 | Responder por la custodia y buen uso de equipos, bienes e inventario asignado a su cargo o puestos bajo su cuidado, que el centro o lugar donde se desarrolle la formación le facilite para el desarrollo de su objeto contractual y hacer entrega formal de acuerdo con los lineamientos institucionales. | N/A para este periodo. | N/A para este periodo. |
| 16 | Apoyar los procesos de Aseguramiento de la calidad cuando la entidad lo requiera. | N/A para este periodo. | N/A para este periodo. |
| 17 | Apoyar la planeación y el alistamiento de los materiales de formación, propios de su área y apoyar los procesos de evaluación y/o parte técnica de la supervisión de la adquisición de bienes y/o servicios cuando la entidad lo requiera de acuerdo con la ley 1474 de 2011 y requerimiento de la institución. | N/A para este periodo. | N/A para este periodo. |
| 18 | Adoptar en la formación las diferentes estrategias | N/A para este periodo. | N/A para este periodo. |

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| | pedagógicas que la entidad dispone como son: Worldskills, Senasoft, Bootcamp, cocina gourmet, entre otras. | | |
| 19 | Participar en procesos de promoción y divulgación de la oferta educativa, servicios y actividades de divulgación tecnológica programada por el Centro. | N/A para este periodo. | N/A para este periodo. |
| 20 | Participar en las labores de montaje y puesta en marcha de equipos y maquinaria utilizados en la formación profesional integral, cuando ésta sea requerida. | N/A para este periodo. | N/A para este periodo. |
| 21 | Rendir oportunamente los informes requeridos sobre las acciones encomendadas y los productos resultantes de procesos de formación profesional. | N/A para este periodo. | N/A para este periodo. |
| 22 | Solicitar oportunamente los elementos necesarios para desarrollar eficazmente su labor técnico-pedagógica. | N/A para este periodo. | N/A para este periodo. |
| 23 | Incorporar las tendencias tecnológicas, pedagógicas y de gestión a las estructuras curriculares por competencias laborales de las diferentes acciones de formación profesional. | N/A para este periodo. | N/A para este periodo. |
| 24 | Asegurar la organización, mantenimiento y adecuada utilización de los recursos que hay en su ambiente laboral. | N/A para este periodo. | N/A para este periodo. |
| 25 | Presentar agendas e informes de legalización correspondientes a las órdenes de desplazamiento, cuando a esto se diere lugar, en un plazo máximo de 5 días, | N/A para este periodo. | N/A para este periodo. |

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| | posteriores a la finalización de la comisión. | | |
| 26 | Atender oportunamente los requerimientos que haga el supervisor del contrato y presentar informes mensuales de la ejecución del contrato. | Atender los requerimientos del coordinar y presentar informe. | Se evidencia en SECOP II. |
| 27 | Aplicar al proceso y aportar la certificación de la Norma de Competencia Laboral para la función de instructor, con plazo máximo a 30 de junio de 2023, o durante la ejecución del contrato si el inicio de ejecución se da posterior a esta fecha. | N/A para este periodo. | N/A para este periodo. |

A continuación relaciono los desplazamientos que realicé previo a la presentación de este informe. Una vez finalizado cada desplazamiento presenté al ordenador del gasto el informe en el Formato Informe Legalización Desplazamiento Contratista GTH-F-087, en el que se describieron las actividades desarrolladas y los resultados de cada desplazamiento. Cada informe cuenta con el visto bueno del Supervisor.

Se lista a continuación el soporte de la legalización de los desplazamientos realizados, los cuales forman parte integral del presente informe de ejecución contractual.

| ITEM | No DE LA ORDEN DE VIAJE | LUGAR DE DESPLAZAMIENTO | FECHAS DE DESPLAZAMIENTOS | |
|---|---|---|---|---|
| | | | INICIO | FINALIZACIÓN |
| 1. | | | | |
| 2. | | | | |

***Nota 1:*** *Por cada desplazamiento que haya realizado el contratista, adjuntará el respectivo informe que la soporte. En caso de haber realizado el desplazamiento en fecha posterior a la presentación del informe de ejecución contractual, deberá reportarlo en el siguiente informe de ejecución contractual.*

Para el trámite de la cuenta me permito adjuntar: Documentos electrónicos enunciados como evidencias del cumplimiento de las obligaciones contractuales y los desplazamientos realizados y el No. **64077064** de la planilla correspondiente **Mayo** expedido por Arus, enlace operativo del 2023. (Decreto Ley 2106 de 2019 – " *Decreto Ley Antitrámites"*)

**Declaración bajo la gravedad de juramento.**

Me permito declarar **bajo la gravedad de juramento** que durante el periodo objeto de cobro SI____NO_**X**_ he suscrito otro u otros contratos con entidade(s) del Estado el (los) cual(es) se encuentra(n) en ejecución; la anterior declaración de acuerdo con lo establecido en el numeral 5º

de la Directiva Presidencial No. 001 de 2022, a fin de identificar potenciales conflictos de interés y hacer la gestión del riesgos para la toma de decisiones dentro del principio de la debida diligencia frente a la ejecución de los contratos de prestación de servicios profesionales o de apoyo a la gestión.

**Nota:** En el evento de señalar **SI,** el análisis efectuado por el supervisor y ordenador de pago deberá quedar documentado y publicado en el SECOP II en los documentos relacionados en el archivo Gestión Contractual GC_ del periodo objeto de cobro.

Evidencias en diez (10) folios

Cordialmente,

Luis Fernando Sandoval Rincón

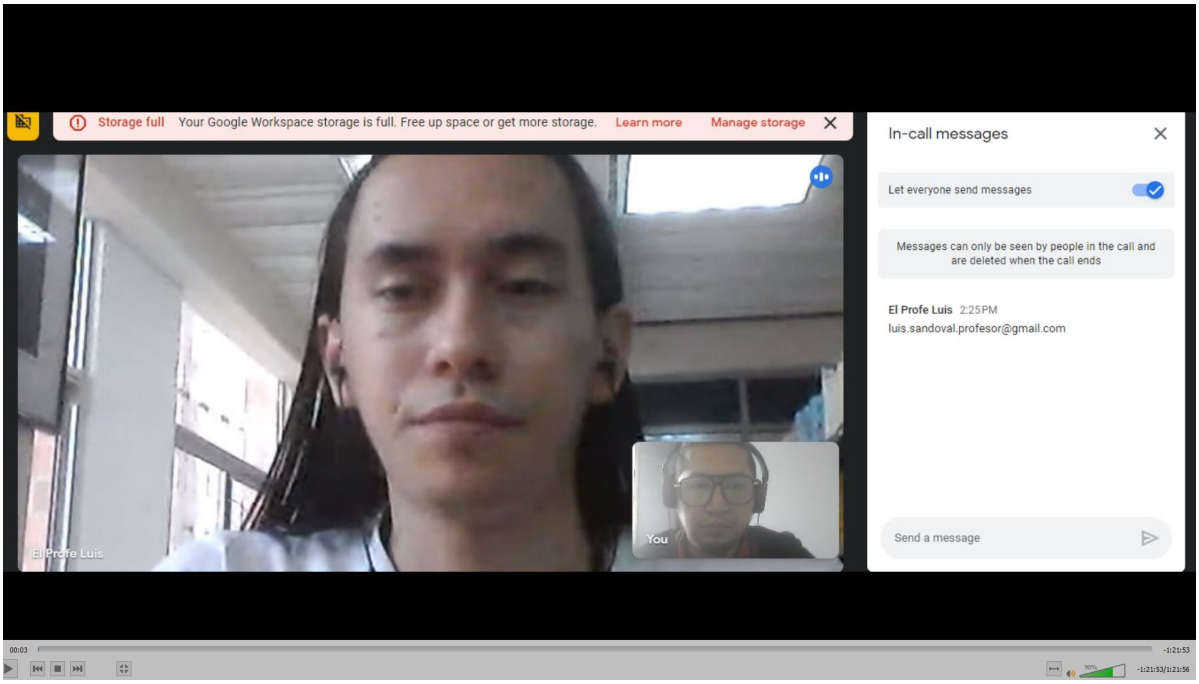
**Luis Fernando Sandoval Rincón**
**Contratista**
**C.C. No. 1102382388**

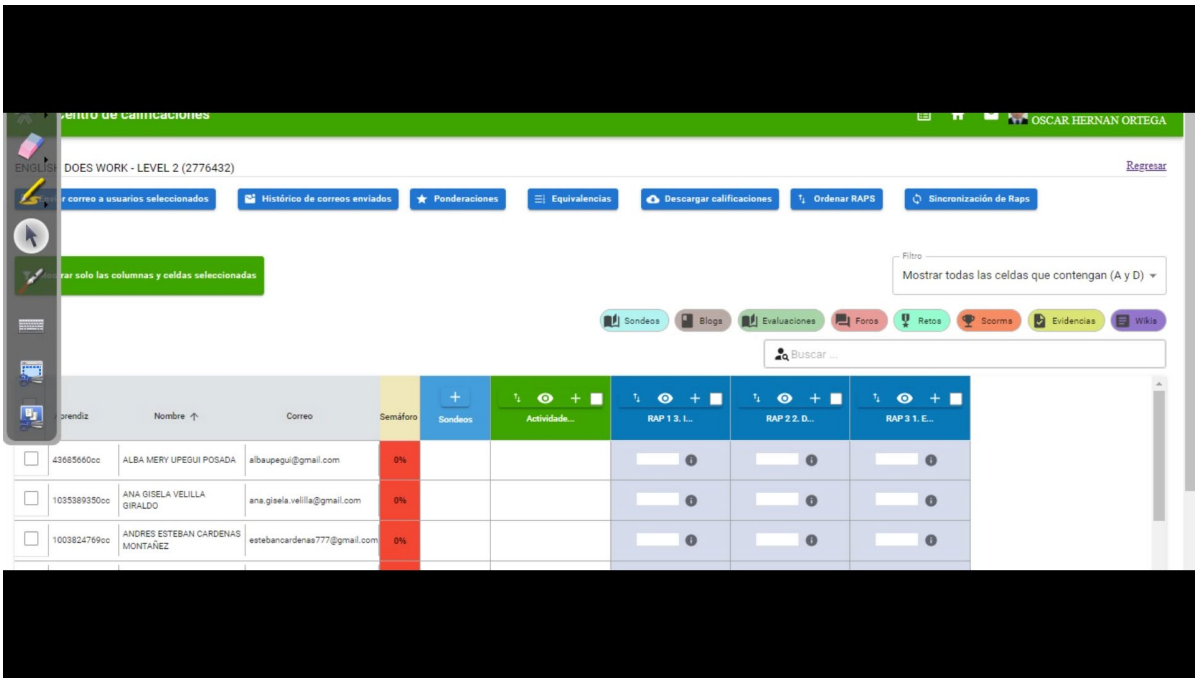
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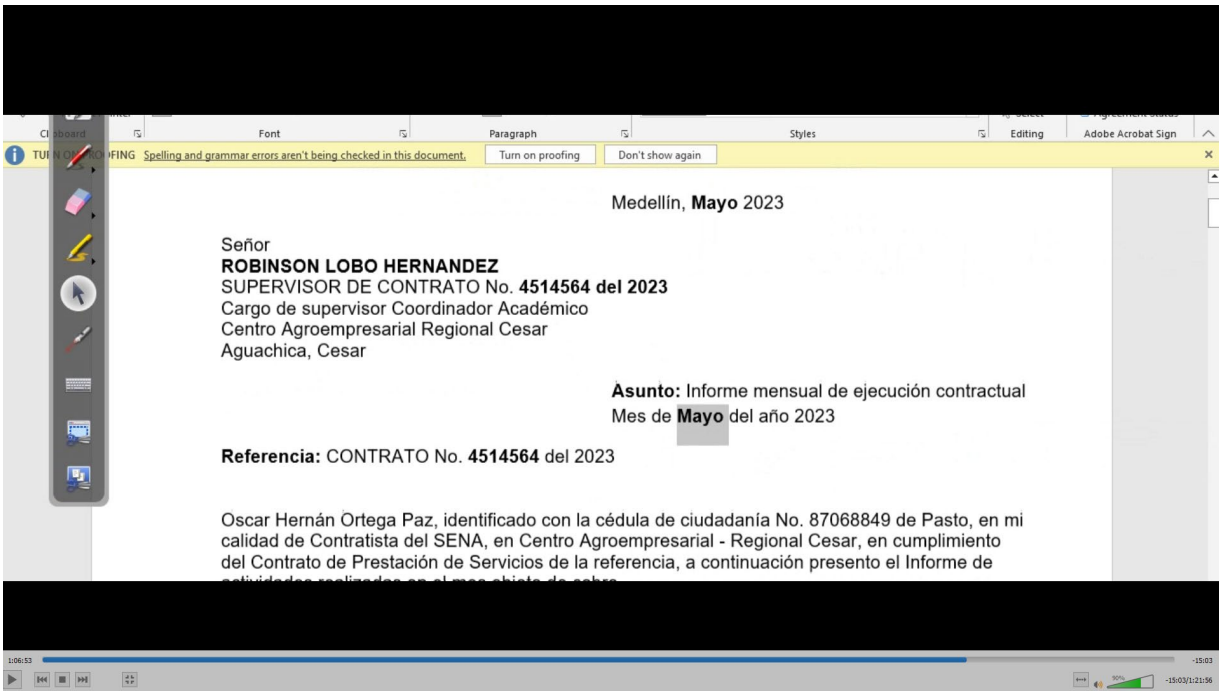
**ROBINSON LOBO HERNADEZ**
Supervisor(a) Contrato **CO1.PCCNTR.5003220** de 2023
Cargo Coordinador Académico
Centro Agroempresarial Regional Cesar
Aguachica, Cesar

**EVIDENCIAS**

INDUCCIÓN PLATAFORMAS DEL SENA – INSTRUCTOR
Link evidencia audiovisual:
https://drive.google.com/drive/folders/1Gy1WBFELVQvyI7PVayCzo90l6Z9ffQhj?usp=sharing





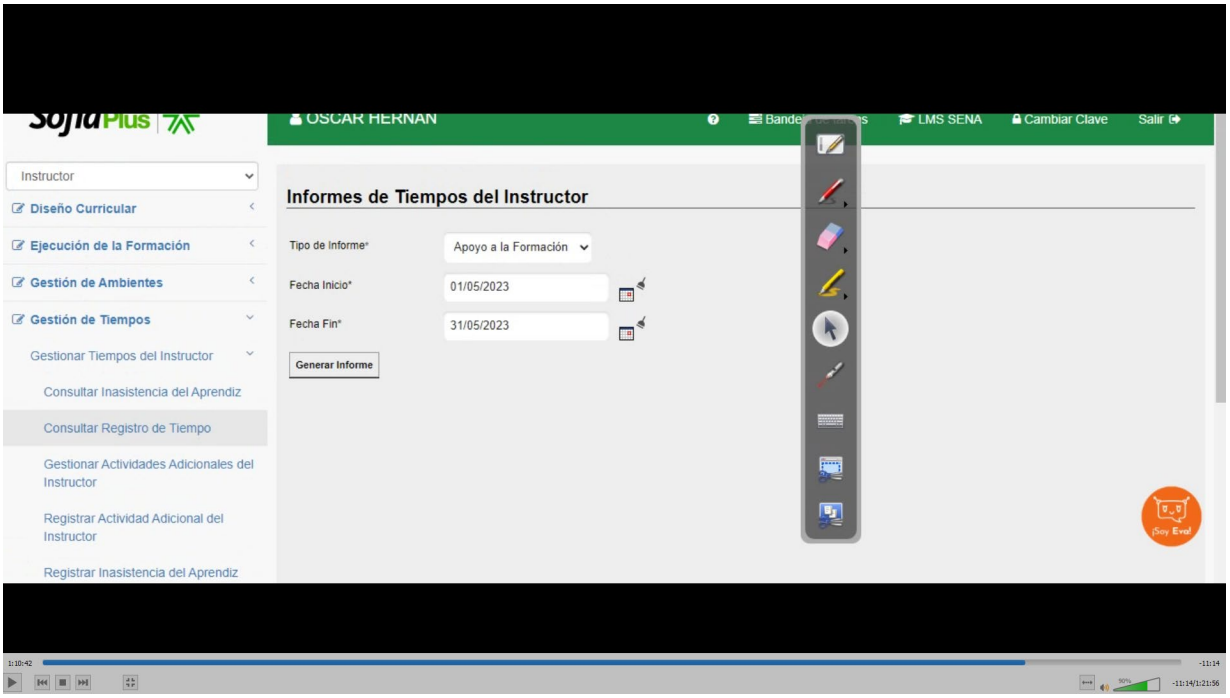
Medellín, **Mayo** 2023

Señor
**ROBINSON LOBO HERNANDEZ**
SUPERVISOR DE CONTRATO No. **4514564 del 2023**
Cargo de supervisor Coordinador Académico
Centro Agroempresarial Regional Cesar
Aguachica, Cesar

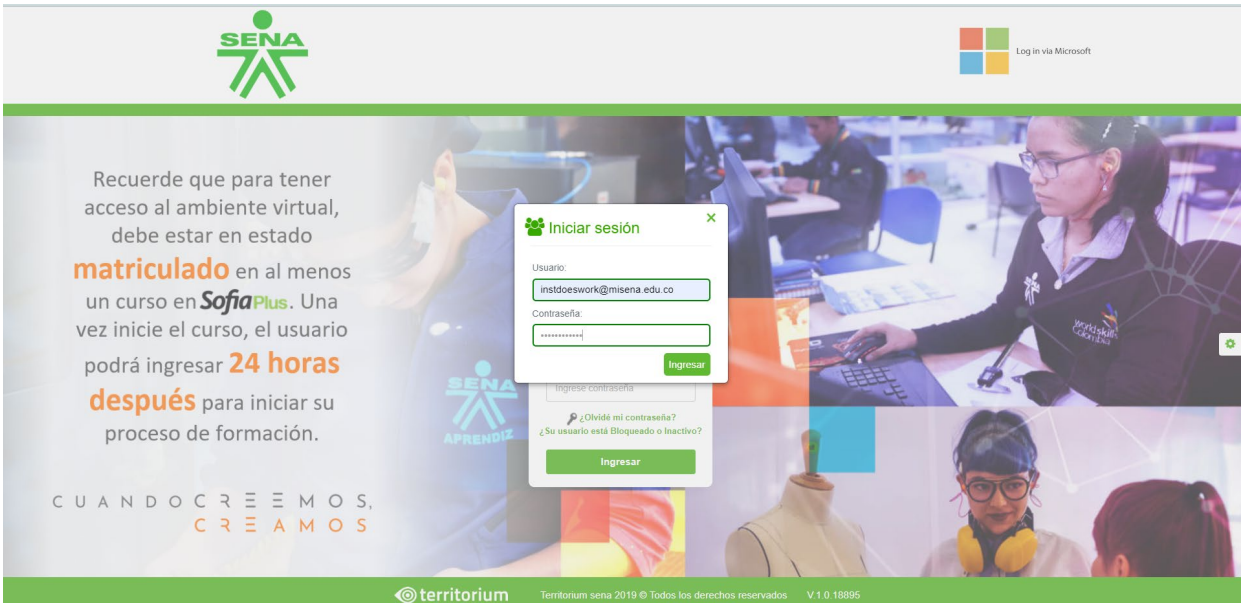
**Asunto:** Informe mensual de ejecución contractual
Mes de **Mayo** del año 2023

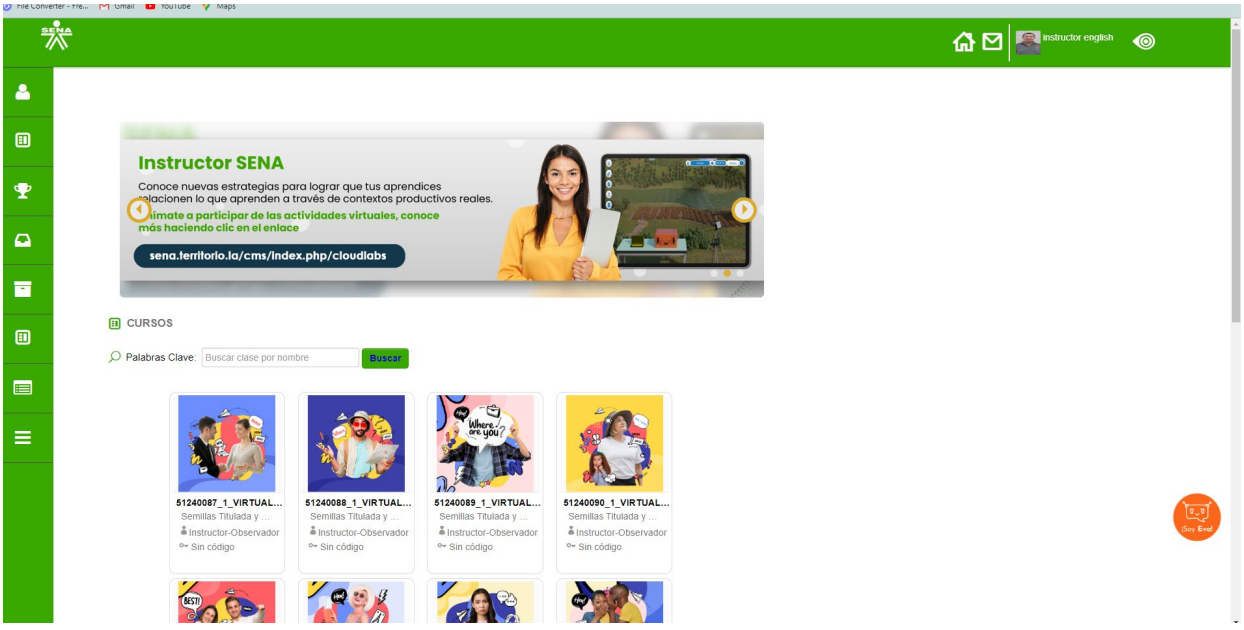
**Referencia:** CONTRATO No. **4514564** del 2023

Oscar Hernán Ortega Paz, identificado con la cédula de ciudadanía No. 87068849 de Pasto, en mi calidad de Contratista del SENA, en Centro Agroempresarial - Regional Cesar, en cumplimiento del Contrato de Prestación de Servicios de la referencia, a continuación presento el Informe de



DEMOS - OVAs (OBJETOS VIRTUALES DE APRENDIZAJE) / PROGRAMAS DE FORMACIÓN COMPLEMENTARIA VIRTUAL (ENGLISH DOES WORKS)



# TIEMPO ACT. APOYO A LA FORMACION

**INSTRUCTOR:** LUIS FERNANDO SANDOVAL RINCON

**CENTRO DE FORMACIÓN:** CENTRO AGROEMPRESARIAL

**FECHA INICIAL:** 26/05/2023 00:00:00

**FECHA FINAL:** 31/05/2023 23:59:59

## ACTIVIDADES ACADÉMICAS

**TOTAL HORAS ACTIVIDADES ACADÉMICAS:** 0,00

## EVENTOS DE DIVULGACIÓN TECNOLÓGICA - EDT´s

| FICHA | FECHA INICIO | FECHA FINAL | EVENTO | HORAS |
|---|---|---|---|---|

**TOTAL TIEMPO EDT´s:** 0,00

## ACTIVIDADES ADICIONALES

| FECHA INICIAL | FECHA FINAL | ACTIVIDAD | HORAS |
|---|---|---|---|
| 26/05/2023 | 31/05/2023 | DESARROLLO CURRICULAR | 27,00 |

**TOTAL ACTIVIDADES ADICIONALES:** 27,00

**INSTRUCTOR:** LUIS FERNANDO SANDOVAL RINCON

**CENTRO DE FORMACIÓN:** CENTRO AGROEMPRESARIAL

| COMPETENCIA | | RESULTADOS DE APRENDIZAJE | DURACIÓN ACTIVIDAD DE APRENDIZAJE (HORAS) TOTAL HORAS POR RAP | | HORAS TRABAJO DIRECTO | HORAS TRABAJO INDEPENDIENTE | ACTIVIDAD DE APRENDIZAJE (TD + TI)/48 | GUÍAS DE APRENDIZAJE X RESULTADO DE APRENDIZAJE | |
|---|---|---|---|---|---|---|---|---|---|
| 3226 - COMPRENDER TEXTOS EN INGLÉS EN FORMA ESCRITA Y AUDITIVA | 1 | 51455 - COMPRENDER FRASES Y VOCABULARIO HABITUAL SOBRE TEMAS DE INTERÉS PERSONAL Y TEMAS TÉCNICOS | 26 | 14% | 16 | 10 | 0,5 | GUÍAS 1 & 2 | 2 |
| | 2 | 51461 - ENCONTRAR VOCABULARIO Y EXPRESIONES DE INGLÉS TÉCNICO EN ANUNCIOS, FOLLETOS, PÁGINAS WEB, ETC | 26 | 14% | 16 | 10 | 0,5 | GUÍAS 3 & 4 | 2 |
| | 3 | 51458 - ENCONTRAR INFORMACIÓN ESPECÍFICA Y PREDECIBLE EN ESCRITOS SENCILLOS Y COTIDIANOS | 26 | 14% | 16 | 10 | 0,5 | GUÍAS 5 & 6 | 2 |
| | 4 | 51459 - COMPRENDER LA IDEA PRINCIPAL EN AVISOS Y MENSAJES BREVES, CLAROS Y SENCILLOS EN INGLÉS TÉCNICO | 26 | 14% | 16 | 10 | 0,5 | GUÍAS 7 & 8 | 2 |
| | 5 | 51460 - LEER TEXTOS MUY BREVES Y SENCILLOS EN INGLÉS GENERAL Y TÉCNICO | 26 | 14% | 16 | 10 | 0,5 | GUÍAS 9 & 10 | 2 |
| | 6 | 51456 - COMUNICARSE EN TAREAS SENCILLAS Y HABITUALES QUE REQUIEREN UN INTERCAMBIO SIMPLE Y DIRECTO DE INFORMACIÓN COTIDIANA Y TÉCNICA | 26 | 14% | 16 | 10 | 0,5 | GUÍAS 11 & 12 | 2 |
| | 7 | 51457 - REALIZAR INTERCAMBIOS SOCIALES Y PRÁCTICOS MUY BREVES, CON UN VOCABULARIO SUFICIENTE PARA HACER UNA EXPOSICIÓN O MANTENER UNA CONVERSACIÓN SENCILLA SOBRE TEMAS TÉCNICOS | 24 | 13% | 16 | 8 | 0,5 | GUÍAS 13 & 14 | 2 |
| | | | 180 | | 112 | 68 | 4 | | 14 |

| COMPETENCIA | | RESULTADOS DE APRENDIZAJE | DURACIÓN ACTIVIDAD DE APRENDIZAJE (HORAS) TOTAL HORAS POR RAP | | HORAS TRABAJO DIRECTO | HORAS TRABAJO INDEPENDIENTE | ACTIVIDAD DE APRENDIZAJE (TD + TI)/48 | GUÍAS DE APRENDIZAJE X RESULTADO DE APRENDIZAJE | |
|---|---|---|---|---|---|---|---|---|---|
| 3227 - PRODUCIR TEXTOS EN INGLÉS EN FORMA ESCRITA Y ORAL | 8 | 51439 - ENCONTRAR Y UTILIZAR SIN ESFUERZO VOCABULARIO Y EXPRESIONES DE INGLÉS TÉCNICO EN ARTÍCULOS DE REVISTAS, LIBROS ESPECIALIZADOS, PÁGINAS WEB, ETC | 29,03 | 16% | 16 | 6,50 | 0,5 | GUÍAS 15 & 16 | 2 |
| | 9 | 51440 - IDENTIFICAR FORMAS GRAMATICALES BÁSICAS EN TEXTOS Y DOCUMENTOS ELEMENTALES ESCRITOS EN INGLÉS | 29,03 | 16% | 16 | 6,50 | 0,5 | GUÍAS 17 & 18 | 2 |
| | 10 | 51436 - COMPRENDER UNA AMPLIA VARIEDAD DE FRASES Y VOCABULARIO EN INGLÉS SOBRE TEMAS DE INTERÉS PERSONAL Y TEMAS TÉCNICOS | 20,32 | 11% | 16 | 6,50 | 0,5 | GUÍAS 19 & 20 | 2 |
| | 11 | 51434 - REPRODUCIR EN INGLÉS FRASES O ENUNCIADOS SIMPLES QUE PERMITAN EXPRESAR DE FORMA LENTA IDEAS O CONCEPTOS | 20,32 | 11% | 16 | 6,50 | 0,5 | GUÍAS 21 & 22 | 2 |
| | 12 | 51435 - COMPRENDER LAS IDEAS PRINCIPALES DE TEXTOS COMPLEJOS EN INGLÉS QUE TRATAN DE TEMAS TANTO CONCRETOS COMO ABSTRACTOS, INCLUSO SI SON DE CARÁCTER TÉCNICO, SIEMPRE QUE ESTÉN DENTRO DE SU CAMPO DE ESPECIALIZACIÓN | 20,32 | 11% | 16 | 6,50 | 0,5 | GUÍAS 23 & 24 | 2 |
| | 13 | 51433 - BUSCAR DE MANERA SISTEMÁTICA INFORMACIÓN ESPECÍFICA Y DETALLADA EN ESCRITOS EN INGLÉS, MAS ESTRUCTURADOS Y CON MAYOR CONTENIDO TÉCNICO | 20,32 | 11% | 16 | 6,50 | 0,5 | GUÍAS 25 & 26 | 2 |
| | 14 | 51437 - LEER TEXTOS COMPLEJOS Y CON UN VOCABULARIO MÁS ESPECÍFICO, EN INGLÉS GENERAL Y TÉCNICO | 20,32 | 11% | 16 | 6,50 | 0,5 | GUÍAS 27 & 28 | 2 |
| | 15 | 51438 - 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 | 20,32 | 11% | 16 | 6,50 | 0,5 | GUÍAS 29 & 30 | 2 |
| | | | 180 | | 128 | 52 | 4 | | 16 |

| COMPETENCIA | | RESULTADOS DE APRENDIZAJE | DURACIÓN ACTIVIDAD DE APRENDIZAJE (HORAS) TOTAL HORAS POR RAP | | HORAS TRABAJO DIRECTO | HORAS TRABAJO INDEPENDIENTE | ACTIVIDAD DE APRENDIZAJE (TD + TI)/48 | GUÍAS DE APRENDIZAJE X RESULTADO DE APRENDIZAJE | |
|---|---|---|---|---|---|---|---|---|---|
| **TÉCNICOS - 180 HORAS** INTERACTUAR EN LENGUA INGLESA DE FORMA ORAL Y ESCRITA DENTRO DE CONTEXTOS | 1 | 01 COMPRENDER INFORMACIÓN BÁSICA ORAL Y ESCRITA EN INGLÉS ACERCA DE SÍ MISMO, DE LAS PERSONAS Y DE SU CONTEXTO INMEDIATO EN REALIDADES PRESENTES E HISTORIAS DE VIDA. | 29,03 | 16% | 16 | 10 | 0,5 | GUÍAS 1 & 2 | 2 |
| | 2 | 02 DESCRIBIR A NIVEL BÁSICO, DE FORMA ORAL Y ESCRITA EN INGLÉS PERSONAS, SITUACIONES Y LUGARES DE ACUERDO CON SUS COSTUMBRES Y EXPERIENCIAS DE VIDA. | 29,03 | 16% | 16 | 10 | 0,5 | GUÍAS 3 & 4 | 2 |
| | 3 | 03 PARTICIPAR EN INTERCAMBIOS CONVERSACIONALES BÁSICOS EN FORMA ORAL Y ESCRITA EN INGLÉS EN DIFERENTES SITUACIONES SOCIALES TANTO EN LA COTIDIANIDAD COMO EN EXPERIENCIAS PASADAS. | 20,32 | 11% | 16 | 10 | 0,5 | GUÍAS 5 & 6 | 2 |

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| SOCIALES Y LABORALES SEGÚN LOS CRITERIOS ESTABLECIDOS POR EL MARCO COMÚN EUROPEO DE REFERENCIA PARA LAS LENGUAS. | 4 | 04 LLEVAR A CABO ACCIONES DE MEJORA RELACIONADAS CON EL INTERCAMBIO DE INFORMACIÓN BÁSICA EN INGLÉS, SOBRE SÍ MISMO, OTRAS PERSONAS, SU CONTEXTO INMEDIATO ASÍ COMO DE EXPERIENCIAS | 20,32 | 11% | 16 | 10 | 0,5 | GUÍAS 7 & 8 | 2 |
| | 5 | 05 COMUNICARSE DE MANERA SENCILLA EN INGLÉS EN FORMA ORAL Y ESCRITA CON UN VISITANTE O COLEGA EN UN CONTEXTO LABORAL COTIDIANO. | 20,32 | 11% | 24 | 15 | 0,8 | GUÍAS 9, 10 & 11 | 3 |
| | 6 | 06 PONER EN PRÁCTICA VOCABULARIO BÁSICO Y EXPRESIONES COMUNES DE SU ÁREA OCUPACIONAL EN CONTEXTOS ESPECÍFICOS DE SU TRABAJO POR MEDIO DEL USO DE FRASES SENCILLAS EN FORMA ORAL Y ESCRITA. | 20,32 | 11% | 24 | 13 | 0,8 | GUÍAS 12, 13 & 14 | 3 |
| | | | 180 | | 112 | 68 | 4 | | 14 |

| | | | DURACIÓN ACTIVIDAD DE APRENDIZAJE (HORAS) | | | | ACTIVIDAD DE APRENDIZAJE (TD + TI)/48 | GUÍAS DE APRENDIZAJE X RESULTADO DE APRENDIZAJE | |
|---|---|---|---|---|---|---|---|---|---|
| **COMPETENCIA** | **RESULTADOS DE APRENDIZAJE** | | **TOTAL HORAS POR RAP** | | **HORAS TRABAJO DIRECTO** | **HORAS TRABAJO INDEPENDIENTE** | | | |
| **TECNÓLOGOS - 384 HORAS** INTERACTUAR EN LENGUA INGLESA DE FORMA ORAL Y ESCRITA DENTRO DE CONTEXTOS SOCIALES Y LABORALES SEGÚN LOS CRITERIOS ESTABLECIDOS POR EL MARCO COMÚN EUROPEO DE REFERENCIA PARA LAS LENGUAS. | 1 | COMPRENDER INFORMACIÓN SOBRE SITUACIONES COTIDIANAS Y LABORALES ACTUALES Y FUTURAS A TRAVÉS DE INTERACCIONES SOCIALES DE FORMA ORAL Y ESCRITA. | 29,03 | 16% | 40 | 24 | 1,3 | GUÍAS 1, 2, 3, 4 & 5 | 2 |
| | 2 | INTERCAMBIAR OPINIONES SOBRE SITUACIONES COTIDIANAS Y LABORALES ACTUALES, PASADAS Y FUTURAS EN CONTEXTOS SOCIALES ORALES Y ESCRITOS. | 29,03 | 16% | 40 | 24 | 1,3 | GUÍAS 6, 7, 8, 9 & 10 | 2 |
| | 3 | EXPLICAR LAS FUNCIONES DE SU OCUPACIÓN LABORAL USANDO EXPRESIONES DE ACUERDO AL NIVEL REQUERIDO POR EL PROGRAMA DE FORMACIÓN. | 20,32 | 11% | 40 | 24 | 1,3 | GUÍAS 11, 12, 13, 14 & 15 | 2 |
| | 4 | IMPLEMENTAR ACCIONES DE MEJORA RELACIONADAS CON EL USO DE EXPRESIONES, ESTRUCTURAS Y DESEMPEÑO SEGÚN LOS RESULTADOS DE APRENDIZAJE FORMULADOS PARA EL PROGRAMA. | 20,32 | 11% | 40 | 24 | 1,3 | GUÍAS 16, 17, 17, 19 & 20 | 2 |
| | 5 | DISCUTIR SOBRE POSIBLES SOLUCIONES A PROBLEMAS DENTRO DE UN RANGO VARIADO DE CONTEXTOS SOCIALES Y LABORALES. | 20,32 | 11% | 40 | 24 | 1,3 | GUÍAS 21, 22, 23, 24 & 25 | 3 |
| | 6 | PRESENTAR UN PROCESO PARA LA REALIZACIÓN DE UNA ACTIVIDAD EN SU QUEHACER LABORAL DE ACUERDO CON LOS PROCEDIMIENTOS ESTABLECIDOS DESDE SU PROGRAMA DE FORMACIÓN. | 20,32 | 11% | 40 | 24 | 1,3 | GUÍAS 26, 27, 28, 29 & 30 | 3 |
| | | | 384 | | 240 | 144 | 8 | | 14 |

# PROPUESTA DE MALLA CURRÍCULAR / CURSOS PRESENCIALES DE INGLÉS / CENTRO AGROEMPRESARIAL - AGUACHICA, CESAR

| COMPETENCIA: | GUÍA | HORAS TRABAJO DIRECTO | HORAS TRABAJO AUTÓNOMO | | OBJETIVOS / ACTIVIDAD DE APRENDIZAJE | COMPETENCIAS LINGÜÍSTICAS | | | | INDICADORES DE DESEMPEÑO | CRITERIOS DE EVALUACIÓN GENERALES (*DISEÑO CURRICULAR: SENA SOFÍA PLUS*) | CRITERIOS DE EVALUACION ESPECÍFICOS | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | GRAMÁTICA | VOCABULARIO / TEMAS | PRONUNCIACIÓN / ESCUCHA | LECTOESCRITURA | | | COMPRENSIÓN ORAL & ESCRITA *Ability to understand written and oral information such as statements, questions, and answers and respond appropriately* | FLUIDEZ *Ability to speak quickly, naturally, and without many pauses.* | GRAMÁTICA *Ability to understand and use correct grammar and sentence structures.* | VOCABULARIO / PRODUCCIÓN ESCRITA *Ability to understand and use vocabulary, words, and phrases.* | PRONUNCIACIÓN / PRODUCCIÓN ORAL *Ability to understand and use correct stress, rhythm, and intonation patterns.* |
| *COMPRENDER TEXTOS EN INGLÉS EN FORMA ESCRITA Y AUDITIVA* | | | | | | | | | | | | | | | | |
| **RESULTADO DE APRENDIZAJE:** COMPRENDER FRASES Y VOCABULARIO HABITUAL SOBRE TEMAS DE INTERÉS PERSONAL Y TEMAS TÉCNICOS | **GUÍA 1** 13 *HORAS* | 8 | 5 | 1 | Exchanging and spelling names, e-mails and phone numbers. | 1. Subject pronouns<br>2. Possessive adjectives<br>3. The verb *to be*: (affirmative and negative statements, contractions, yes/no and wh- questions, and short answers). | - Alphabet<br>- Greetings and farewells<br>- Names and titles of address<br>- Numbers and e-mails<br>- Countries, nationalities and languages.<br>- Titles | - Linked sounds<br>- Listening for the spelling of names, e-mails and phone numbers, and countries<br>- Listening for personal information | - Writing a list of names, e-mails and phone numbers<br>- Writing questions requesting personal information<br>- Reading | - Introduce oneself and check information about other people. | - Plantea y responde preguntas sobre sí mismo. | - Develop skills in listening for correct spelling.<br>- Develop skills in listening for correct phone numbers.<br>- Notice syllable stress. | - Learn to sound natural by linking words.<br>- Learn to sound natural when prononcing countries, nationalities and languages. | - Practice possessive adjectives.<br>- Practice subject pronouns with the verb *be* in conversations.<br>- Practice statements, contractions, yes/no and wh-questions, and answer questions with be. | - Practice the alphabet.<br>- Learn titles for men and women.<br>- Learn and practice formal and informal greetings for different time of the day.<br>- Learn and practice the numbers from zero to ten.<br>- Learn and practice formal and informal ways to say good-bye | - Spell people´s names and words.<br>- Ask and answer questions with *"What's ... name?"* |
| | | | | 2 | Checking personal information about other people using yes/no and wh- questions, and short answers with *be*. | | | | | - Learn to sound natural by linking words.<br>- Learn about formal and informal greetings and farewells used around the world for different times of the day. | | | | | | |
| | | | | 3 | Introducing themselves and others using the verb *to be* and possessive adjectives. | | | | | - Develop skills in listening for correct spelling of names and phone numbers, and details such e-mails and personal information. | | | | | | |
| | | | | | | | | | | - Practice statements, yes/no and wh- questions, short answers, contractions, possessive adjectives and subject pronouns with the verb to be. | | | | | | |
| | **GUÍA 2** 13 *HORAS* | 8 | 5 | 4 | Describing, asking for and giving locations about classroom and work objects using the articles, plurals, and prepositions of place. | 1. Articles *a, an,* and *the*<br>2. Plurals<br>3. Prepositions of place<br>4. Time expressions<br>5. Simple present: (affirmative and negative statements, contractions, yes/no and wh- questions, and short answers). | - Classroom and work objects<br>- Locations in a room<br>- Days of the week<br>- Jobs and workplaces<br>- Verbs for routines<br>- Prepositions of place<br>- Time expressions. | - Plural *-s* endings<br>- Listening to descriptions of jobs and daily schedules<br>- Listening for times of the day<br>- Listening to identify people's routines<br>- Third-person singular *-s* endings<br>- Listening for the locations of objects | - Writing the locations of objects<br>- Writing a classmate's routine<br>- Reading/listening about people's routines | Learn names of common personal, classroom and work objects using the articles *a, an,* and *the*. | - Escribe o presenta descripciones de sí mismo, su profesión y su entorno. | - Develop skills in listening for specific information and details.<br>- Develop skills in reading for specific information.<br>- Develop skills in predicting, skimming, and sequencing events. | - Learn to sound natural by linking words.<br>- Learn to sound natural when prononcing countries, nationalities and languages.<br>- Learn to sound natural when saying plural nouns. | - Practice simple present wh-questions and statements.<br>- Practice time expressions such as: prepositions of time and adverbs of time.<br>- Practice the indefinite articles: *a* and *an*, and the definite artivle: *the*.<br>- Ask and answer yes/no and where questions with be. | - Learn vocabulary for different jobs and workplaces and ways to categorize jobs.<br>- Write a biography using the simple present.<br>- Learn the days of the week.<br>- Learn the names of common classroom and work objects.<br>- Learn prepositions of place. | - Notice and use correct syllable stress.<br>- Notice and practice the prounciation of third-person singular *-s* endings.<br>- Notice the different pronunciations of plural *-s* endings. |
| | | | | | | | | | | Learn prepositions of place to ask and answer about locations of objects. | | | | | | |
| | | | | | | | | | | Learn vocabulary for different jobs and workplaces. | | | | | | |
| | | | | 5 | Asking and answering questions about different types of jobs using the simple present. | | | | | Learn and practice statements, yes/no and wh- questions, short answers and contractions using the simple present. | | | | | | |
| | | | | | | | | | | Practice time expressions such as prepositions of time and adverbs of time to talk about routines and daily schedules. | | | | | | |
| | | | | 6 | Talking about daily and weekly routines and daily schedules using time expressions and simple present. | | | | | Develop skills in listening and reading for specific information. | | | | | | |
| **RESULTADO DE APRENDIZAJE:** ENCONTRAR VOCABULARIO Y EXPRESIONES DE INGLÉS TÉCNICO EN ANUNCIOS, FOLLETOS, PÁGINAS WEB, ETC | **GUÍA 3** 13 Horas | 8 | 5 | 7 | Asking about and describing clothing and colors. | 1. Demonstratives: *this, that, these,* and *those*<br>2. Questions: *how much* and *which*<br>3. Comparisons with adjectives<br>4. Placement of adjectives before nouns | - Colors<br>- Materials<br>- Clothing<br>- Personal items<br>- Shopping and prices. | - Speaking and listening for descriptions of clothing and colors<br>- Listening to people shopping<br>- Listening for items, prices, and opinions | - Writing a comparison of prices in different countries<br>- Writing questions about what people are wearing | Learn and practice vocabulary for clothing items, colors, and materials. | - Escribe o presenta descripciones de sí mismo, su profesión y su entorno. | - Develop skills in listening for details.<br>- Read and discuss an article about internet shopping.<br>- Develop skills in scanning and differentiating fact and opinion. | - Learn to sound natural using sentence stress. | - Practice demonstratives: *this, that, these,* and *those* and *one/ones*.<br>- Practice asking and answering questions with demonstratives and plurals.<br>- Practice preferences and comparisons with adjectives. | - Learn vocabulary for colors.<br>- Learn expressions to refer prices: *cheap, reasonable, OK/ not bad, expensive*.<br>- Learn vocabulary for clothes, uniforms, and materials.<br>- Write a paragraph comparing prices. | - Notice sentece stress. |
| | | | | | | | | | | Develop skills in listening for main ideas and details about clothing, colors, and materials. | | | | | | |
| | | | | 8 | Talking about prices, buying and selling things. | | | | | Practice demonstratives: *this, that, these,* and *those* & *one* and *ones*, and questions: *how much* and *which*. | | | | | | |
| | | | | | | | | | | Practice preferences and comparisons with adjectives. | | | | | | |
| | | | | 9 | Discussing preferences and making comparisons. | | | | | Write a paragraph comparing clothing items and prices. | | | | | | |
| | | | | | | | | | | Develop reading skills in scanning and differentiating fact and opinion. | | | | | | |
| | **GUÍA 4** 13 Horas | 8 | 5 | 10 | Talking about entertaiment and personal likes and dislikes using yes/no and wh- questions with *do* and *does*) | 1. Simple Present: (yes/no and wh-questions with *do* & *does*)<br>2. Question: *what kind*<br>3. Object pronouns<br>4. Modal verb *would*<br>5. verb + to + verb. | - Music<br>- Movies<br>- TV programs<br>- Entertainers<br>- Invitations and excuses<br>- Months, dates, and times | - Intonation in questions<br>- Listening for likes and dislikes<br>- Listening to people making invitations | - Writing a text message<br>- Reading about birthday and holiday customs in different places | Learn vocabulary for types of entertaiment such as music, movies, and TV programs. | - Escribe o presenta descripciones de sí mismo, su profesión y su entorno. | - Develop skills in listening for details.<br>- Read and discuss an article about a singer.<br>- Develop skills in scanning a time line. | - Learn to sound natural when asking questions. | - Practice yes/no and wh-questions using simple present tense with *do*.<br>- Practice making plans using the conditional: *would* and the structure: *verb + to + verb* in context. | - Learn vocabulary for types/genres of entertainment: *TV programs, movies,* and *music*.<br>- Write and respond to text messages. | - Notice and use intonation in questions.<br>- Talk and discuss about entertaiment, likes and dislikes. |
| | | | | 11 | Discussing how do people celebrate holidays, special occasions, and festivals. | | | | | Learn and practice yes/no and wh- questions with *do* and *does* to talk about entertaiment, likes, and dislikes. | | | | | | |
| | | | | | | | | | | Use intonation in questions to sound natural when asking. | | | | | | |
| | | | | | | | | | | Develop skills in listening and reading for details. | | | | | | |
| | | | | 12 | Making invitations and excuses using *would* and *verb + to + verb*. | | | | | Learn and practice *would* and *verb + to + verb*. | | | | | | |
| | | | | | | | | | | Write and respond to text messages. | | | | | | |
| **RESULTADO DE APRENDIZAJE:** ENCONTRAR INFORMACIÓN ESPECÍFICA Y PREDECIBLE EN ESCRITOS SENCILLOS Y COTIDIANOS | **GUÍA 5** 13 Horas | 8 | 5 | 13 | Talking about their own and other families using the present continuous. | 1. Present Continuous (statements, yes/no and wh- questions, and short answers)<br>2. Quantifiers: *all, nearly all, most, many, a lot of, some, not many, a few,* and *few*<br>3. Pronoun: *no one.* | - Family members<br>- Quantifiers | - Intonations in statements<br>- Listening for family relationships | - Writing a text about family | Learn vocabulary for discussing the family and family issues. | - Plantea y responde preguntas sobre sí mismo. | - Develop skills in listening for specific information.<br>- Compare and discuss statistics about families in different countries.<br>- Read an article about a family. | - Learn to sound natural when making statements. | - Practice the present continuous by asking and answering questions.<br>- Practice quantifiers with present facts. | - Learn vocabulary for discussing family members or relatives.<br>- Write an e-mail describing one's family. | - Notice and use intonation in statements.<br>- Discuss families using the present continuous.<br>- Develop skills of asking follow-up questions. |
| | | | | 14 | Practicing the present continuous by asking and answering. | | | | | Learn and practice the present continuous to ask and answer questions. | | | | | | |
| | | | | | | | | | | Write a text describing one's family. | | | | | | |
| | | | | 15 | Discussing facts about families using quantifiers. | | | | | Develop skills in listening for specific information. | | | | | | |
| | | | | | | | | | | Learn and practice quantifiers to talk about present facts. | | | | | | |
| | | | | | | | | | | Develop skills in reading topic sentnces. | | | | | | |
| | **GUÍA 6** 13 Horas | 8 | 5 | 16 | Discussing sports, exercise, and leisure activitites using questions with how and short answers. | 1. Adverbs of frequency: *always, almost always, usually, ofttten, sometimes, hardly ever, almost never,* and *never*<br>2. Questions: *how often, how long, how well,* and *how good*<br>3. Short answers<br>4. *Can* for ability | - Sports, fitness activities, and exercise<br>- Routines<br>- Abilities and talents | - Pronunciation of *can* and *can't*<br>- Listening to people talking about free-time activities<br>- Listening to descriptions of sports participation<br>- Listening to people talk about their abilities | - Writing questions about sports and free-time activities<br>- Writing about favorite activities | Learn vocabulary for discussing different sports, fitness, and leisure activities. | - Pronuncia adecuadamente el vocabulario y modismos básicos del idioma. | - Develop skills in listening for key words and specific information.<br>- Develop skills in listening for details and inferencing.<br>- Read and complete a health and fitness quizz.<br>- Develop skills in skimming and making inferences. | - Learn to sound natural when using direct address. | - Learn collocations with *do, go,* and *play*.<br>- Practice adverbs of frequency by asking and answering questions.<br>- Practice questions with *how* and short answers. | - Learn vocabulary for sports and fitness activities.<br>- Write about favorite activities using the simple present and adverbs of frequency. | - Discuss types of sports and exercice.<br>- Talk about fitness using *how often* and adverbs of frequency.<br>- Discuss sports and athletes using adverbs of frequency.<br>- Notice intonation with direct address. |
| | | | | 17 | Talking about sports and exercise using adverbs of frequency. | | | | | Talk about sports and fitness activities using *how often* and adverbs of frequency. | | | | | | |
| | | | | | | | | | | Practice adverbs of frequency to ask and answer question about routines. | | | | | | |
| | | | | | | | | | | Develop skills in listening for main ideas and specific information. | | | | | | |
| | | | | 18 | Asking about and describing routines and exercise. | | | | | Write about favorite activities using the simple present and adverbs of frequency. | | | | | | |
| | | | | | | | | | | Develop reading skills in skimming and making inferences. | | | | | | |
| **RESULTADO DE APRENDIZAJE:** COMPRENDER LA IDEA PRINCIPAL EN AVISOS Y MENSAJES BREVES, CLAROS Y SENCILLOS EN INGLÉS TÉCNICO | **GUÍA 7** 13 Horas | 8 | 5 | 19 | Discussing daily, leisure, and vacation activities in the recent and distant past. | 1. Simple past (statements, yes/no and wh- questions, and short answers)<br>2. Regular and irregular verbs<br>3. Past of *verb to be* | - Free-time and weekend activities<br>- Chores<br>- Vacations<br>- Verbs<br>- Biographical information<br>- Years<br>- School dates | - Reduction of *did you*<br>- Simple past *-ed* endings<br>- Listening to descriptions and opinions of past events and vacations | - Writing about last weekend<br>- Reading/writing postcard about vacation experiences | Learn vocabulary (*verbs*) for discussing daily, leisure, and weekend activities. | - Estructura adecuadamente una opinión sobre un tema conocido de su especialidad. | - Develop skills in listening for main ideas and details.<br>- Read and discuss vacations postcards.<br>- Develop skills in reading for main ideas and supporting details. | - Notice the reduction of *did you*.<br>- Learn to sound natural when asking *did you* questions.<br>- Notice the pronunciation of *-ed*.<br>- Learn to sound natural whrn using regular simple past verbs. | - Practice simple past questions, positive and negative statements, short answers, and regular and irregular verbs.<br>- Learn collocations with *do, go, have, make,* and *take*.<br>- Practice the past of *be* in questions and short answers. | - Learn vocabulary for discussing leisure activities.<br>- Learn vocabulary for chores and activities.<br>- Write a postcard using the past tense about a vacation or last weekend activities. | - Disscuss activities using the simple past.<br>- Develop the skill of asking follow-up questions.<br>- Discuss vacations using the past tense.<br>- Develop the skill of retelling a story.<br>- Discuss things you did and didn't do last weekend. |
| | | | | 20 | Talking about weekend activities using the simple past with both regular and irregular verbs and the past tense of *be*. | | | | | Practice simple past statements, questions, short answers, and regular and irregular verbs. | | | | | | |
| | | | | | | | | | | Notice the reduction of *did you* and the pronunciation of *-ed* to sound natural when using simple past questions and verbs. | | | | | | |
| | | | | | | | | | | Develop skills in listening and reading for main ideas, specific information, and details. | | | | | | |
| | | | | 21 | Asking for and giving information about date and place of birth, and describing school experiences and memories. | | | | | Learn and practice the past of *be* in questions and short answers. | | | | | | |
| | | | | | | | | | | Discuss vacations using the past tense and develop the skill of retelling a story. | | | | | | |
| | **GUÍA 8** 13 Horas | 8 | 5 | 22 | Describing houses, apartments, and furniture using simple present and statements with there is/there are. | 1. Prepositions of place<br>2. *There is & There are, one,* and *any*<br>3. Giving direction with imperative verbs<br>4. Quantifiers<br>5. Questions: *how many and how much*<br>6. Count and noncount nouns | - Houses, apartments, rooms, and furniture<br>- Stores<br>- Tourist attractions<br>- Places in a city and neighborhoods | - Reduction of *there is & there are*<br>- Listening to descriptions of homes<br>- Listening to directions<br>- Listening for locations and descriptions of places. | - Writing about yur dream home<br>- Writing about directions | Learn vocabulary for talking about places in houses, apartments, furniture and other household items. | - Elabora resúmenes cortos sobre textos sencillos, y con contenido técnico. | - Develop skills in listening for details.<br>- Develop skills in scanning and reading for detail. | - Notice the reduction of *there is/there are*.<br>- Learn to sound natural when using *there is/ there are*. | - Ask and answer questions with *there is/there are*.<br>- Practice using *one, any,* and *some*.<br>- Practice prepositions of place.<br>- Ask and answer questions with count and noncount nouns.<br>- Practice quantifiers. | - Learn vocabulary for discussing places in the neighborhood.<br>- Learn vocabulary for talking about problems with neighbors.<br>- Write a *"roommate wanted"* ad for a bulletin board ads. | - Ask and answer questions about neighborhoods using *there is/there are* and *one/any/some.* |
| | | | | 23 | Asking about and describing locations of places and neighnorhoods using prepositions of place. | | | | | Practice statements with *there is/there are* and *some, no* and *any*. | | | | | | |
| | | | | | | | | | | Develop skills in listening/reading for details and inferencing. | | | | | | |
| | | | | | | | | | | Notice the reduction of there is / there are to sound natural when using them. | | | | | | |
| | | | | 24 | Asking for and giving directions to different places using imperatives. | | | | | Practice asking for and giving locations and directions using prepositions of place and imperatives. | | | | | | |
| | | | | | | | | | | Ask and answer questions with count and noncount nouns using quantifiers. | | | | | | |
| **RESULTADO DE APRENDIZAJE:** LEER TEXTOS MUY BREVES Y SENCILLOS EN INGLÉS GENERAL Y TÉCNICO | **GUÍA 9** 13 Horas | 8 | 5 | 25 | Describing people´s physical appearance. | 1. Questions for describing people: *Whatk ... look like, how old, how tall, how long* and *what color*<br>2. Modifiers with participles and prepositions | - Appearance and dress<br>- Clothing and clothing styles<br>- People<br>- Weather. | - Contrastive stress<br>- Listening to descriptions to identify people and styles | Writing a text describing people, reading about clothing syles. | Learn vocabulary for clothing items and describing people´s physical appearance. | - Pronuncia adecuadamente el vocabulario y modismos básicos del idioma. | - Develop skills in listening for details.<br>- Develop skills in scanning and reading for details. | - Notice changes in stress.<br>- Learn to sound natural when using contrastive stress. | - Ask and answer questions about appereance: *general, age, height, hair, etc.*<br>- Practice using modifiers with participles and prepositions. | - Learn vocabulary for describing people.<br>- Write and e-mail or paragraph describing people.<br>- Learn vocabulary for talking about clothing styles. | - Talk about clothing styles. |
| | | | | 26 | Talking about work and leisure clothes and what people wear according to weather conditions. | | | | | Practice describing people by asking and answering questions about appearance. | | | | | | |
| | | | | | | | | | | Develop skills in listening for details and main ideas about clothing and physical appearance. | | | | | | |
| | | | | 27 | Identifying people using modifiers with participles and prepositions to describe what they are wearing or doing. | | | | | Lear vocabulary for the weather and seasons. | | | | | | |
| | | | | | | | | | | Write a text describing people's physical appereance and clothing style. | | | | | | |
| | | | | | | | | | | Develop reading skills in scanning and resding for details. | | | | | | |
| | **GUÍA 10** 13 Horas | 8 | 5 | 28 | Talking about and describing past experiences. | 1. Present perfect (statements, yes/no and wh- questions, and short answers)<br>2. Regular and irregular past aprticiples<br>3. *Already* and *yet*<br>4. Presente perfect vs. Simple past<br>5. *For* and *since.* | - Past experiences<br>- Unusual activities<br>- Verbs (past participles) | - Linked sounds<br>- Listening to descriptions of events<br>- Listening to a job interview<br>- Listening to descriptions of experiences | Writing a letter to a friend, reading about unusual activities or dangerous sports. | Learn vocabulary to talk about fun activities to do. | - Pronuncia adecuadamente el vocabulario y modismos básicos del idioma. | - Develop skills in listening for main ideas.<br>- Develop skills in skimming and reading for specific information. | - Learn to sound natural by linking final /t/ and /d/ sounds in verbs with the vowels that follow. | - Practice the present perfect with *already* and *yet*.<br>- Ask and answer questions using the present perfet with regular and irregular past participles.<br>- Practice using expressions with *for* and *since.* | - Learn vocabulary for talking about fun activities to do.<br>- Learn collocations for activities with climb, drink, drive, lose, miss, and ride.<br>- Write a letter to an old friend using the present perfect and simple past. | - Talk about past experiences using the present perfect and collocations. |
| | | | | 29 | Talking about recent activities using the present perfect, *already* and *yet*. | | | | | Practice the present perfect with already and yet to ask and answer questions with regular and irregular past participles. | | | | | | |
| | | | | | | | | | | Learn to sound natural by linking final /t/ and /d/ sounds in verbs with the vowels that follow. | | | | | | |
| | | | | 30 | Discussing experiences from the recent and distant past using the present perfect and simple past, *for,* and *since.* | | | | | Develop skills in listening for main ideas. | | | | | | |
| | | | | | | | | | | Write a letter to a friend using the present perfect and simple past. | | | | | | |
| | | | | | | | | | | Develop reading skills in skimming and reading for specific information. | | | | | | |
| **RESULTADO DE APRENDIZAJE:** COMUNICARSE EN TAREAS SENCILLAS Y HABITUALES QUE | **GUÍA 11** 13 Horas | 8 | 5 | 31 | Asking about, giving suggestions and describing hometowns, cities, and countries. | 1. Adverbs before adjectives<br>2. Conjunctions: *and, but, though,* and *however*<br>3. Modal verbs: *can* and *should* | - Cities<br>- Hometowns<br>- Countries | - *Can't* and *shouldn't*<br>- Listening to descriptions of hometowns, cities, and countries<br>- Listening to descriptions of vacations destinations<br>- Listening for incorrect information | - Writing a text about an interesting place for tourists to visit<br>- Reading about famous cities | Learn vocabulary for describing places. | - Estructura adecuadamente una opinión sobre un tema conocido de su especialidad. | - Develop skills in listening for details.<br>- Develop skills in predicting and reading for specific information. | - Learn to sound natural when using *can't* and *shouldn't*. | - Practice using adverbs before adjectives.<br>- Ask and answer questions using *can* and *should.* | - Learn vocabulary for describing places.<br>- Write a paragraph about a place using adverbs before adjectives, and conjunctions. | - Talk about popular vacations spots.<br>- Talk about vacations using *can, can't, should* and *shouldn't.* |
| | | | | 32 | Talking about their hometowns using adverbs, adjectives, and conjunctions. | | | | | Learn and practice using adverbs before adjectives and conjuctions. | | | | | | |
| | | | | | | | | | | Develop skills in listening for details. | | | | | | |
| | | | | 33 | Discussing popular vacation places using *can* and *should.* | | | | | Write a text about a place using adverbs before adjectives and conjunctions. | | | | | | |
| | | | | | | | | | | Talk about popular vacation places using *can, can't, should,* and *shouldn't.* | | | | | | |
| | | | | | | | | | | Develop skills in predicting and reading for specific information. | | | | | | |
| | | | | 34 | Learn vocabulary for common health problems | 1. Infinitive complements<br>2. Modal verb *should* for suggestions | - Parts of the body<br>- Health problems | - Reduction of *to*<br>- Listening to health problems and | - Writing a letter about a medical advice for health problems | Learn vocabulary for discussing parts of the body, common health problems, and medications. | - Plantea y responde preguntas sobre sí mismo. | - Develop skills in listening for specific information. | - Notice the reduction of *to*.<br>- Learn to sound natural when | - Practice using infinitive complements. | - Learn vocabulary for commom health problems. | - Talk about health problems.<br>- Discuss difficult situations |

PROPUESTA DE MALLA CURRÍCULAR / CURSOS PRESENCIALES DE INGLÉS / CENTRO AGROEMPRESARIAL - AGUACHICA, CESAR

| COMPETENCIA: | | | | | COMPETENCIAS LINGÜISTÍCAS | | | | | CRITERIOS DE EVALUACIÓN GENERALES (*DISEÑO CURRÍCULAR: SENA SOFÍA PLUS*) | CRITERIOS DE EVALUACION ESPECÍFICOS | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *COMPRENDER TEXTOS EN INGLÉS EN FORMA ESCRITA Y AUDITIVA* | GUÍA | HORAS TRABAJO DIRECTO | HORAS TRABAJO AUTÓNOMO | OBJETIVOS / ACTIVIDAD DE APRENDIZAJE | GRAMÁTICA | VOCABULARIO / TEMAS | PRONUNCIACIÓN / ESCUCHA | LECTOESCRITURA | INDICADORES DE DESEMPEÑO | | COMPRENSIÓN ORAL & ESCRITA *Ability to understand written and oral information such as statements, questions, and answers and respond appropriately.* | FLUIDEZ *Ability to speak quickly, naturally, and without many pauses.* | GRAMÁTICA *Ability to understand and use correct grammar and sentence structures.* | VOCABULARIO / PRODUCCIÓN ESCRITA *Ability to understand and use vocabulary, words, and phrases.* | PRONUNCIACIÓN / PRODUCCIÓN ORAL *Ability to understand and use correct stress, rhythm, and intonation patterns.* |
| REQUIEREN UN INTERCAMBIO SIMPLE Y DIRECTO DE INFORMACIÓN COTIDIANA Y TÉCNICA | **GUÍA 12** 13 Horas | 8 | 5 | 34 Learn vocabulary for common health problems.<br>35 Talking about health problems and give advice using infinitive complements.<br>36 Asking for advice and giving suggestions about health care product using the modal verbs *can, could,* and *may*. | 3. Modal verbs *can, could,* and *may* for requests<br>4. *Have* + noun & *Feel* + adjective<br>5. Negative and positive adjectives<br>6. Imperatives | - Medication and remedies<br>- Products in a pharmacy | advice<br>- Listening to medications | - Reading about natural products as medicine | Practice using have + noun and feel + adjective to express feelings and health problems.<br>Learn and practice infinitive complements to ask for and give advice about health problems and difficult situations.<br>Develop skills in listening for specific information.<br>Learn and practice modal verbs to write a letter with a request and write a response using suggestions.<br>Develop reading skills in predicting, skimming, and understanding the sequence of information. | | - Develop skills in predicting, skimming, and undertanding the sequence of information. | using *to* in conversation. | - Ask and give advice using infinitive complements.<br>- Practice conversations using modal verbs for requests and suggestions. | - Learn vocabulary for containers.<br>- Write a paragraph to an advice using modal verbs for requests and write a response using suggestions. | using infinitive complements.<br>- Role-play a conversation between two peiple in a drugstore. |
| **RESULTADO DE APRENDIZAJE:** REALIZAR INTERCAMBIOS SOCIALES Y PRÁCTICOS MUY BREVES, CON UN VOCABULARIO SUFICIENTE PARA HACER UNA EXPOSICIÓN O MANTENER UNA CONVERSACIÓN SENCILLA SOBRE TEMAS TÉCNICOS | **GUÍA 13** 12 Horas | 8 | 4 | 37 Expressing food likes and dislikes and giving opinions about healthy and unhealthy foods.<br>38 Agreeing and disagreeing about food you have and need, and eating habits.<br>39 Ordering food at a restaurant using the modal verbs *would* and *will*. | 1. *Some* and *any*<br>2. count and noncount nouns<br>3. Adverbs of frequency: *always, usually, often, sometimes, hardly ever,* and *never*<br>4. *So, too, neither,* and *either*<br>5. Modal verbs *would* and *will* for requests. | - Food<br>- Restaurants<br>- Food pyramid<br>- Basic foods<br>- Desserts<br>- Meals | - Stress in responses<br>- Listening for people's food preferences<br>- Listening to restaurant orders | - Write questions about mealtime habits<br>- Writing a restaurant review<br>- Reading about: i) tipping customs and ii) foods people eat for good luck in the new year | Learn vocabulary for discussing healthy and unhealthy foods (fat, oil, sugar, meat, protein, dairy, fruit vegetables, and grains), and international dishes.<br>Learn and practice agreeing and disagreeing using *so, too, neither,* and *either.*<br>Learn and practice modal verbs *would* and *will* for requests.<br>Develop skills in listening for specific information and details.<br>Write a text reviewing a restaurant and its food.<br>Develop reading skills in scanning and guessing meaning from context. | - Pronuncia adecuadamente el vocabulario y modismos básicos del idioma. | - Read about the origins of popular foods.<br>- Develop skills in listening for details.<br>- Develop skills in scanning and guessing meaning from context. | - Notice stress in responses.<br>- Learn to sound natural when responding with *so, too, neither,* and *either.* | - Practice agreeing and disagreeing using *so, too, neither,* and *either.*<br>- Practice conversations using modal verbs *would* and *will* for requests. | - Learn vocabulary for discussing international dishes. | - Talk about favorite foods.<br>- Write a restaurant review. |
| | **GUÍA 14** 12 Horas | 8 | 4 | 40 Talking and describing world geohraphy and countries.<br>41 Talking about geography using the comparative and superlative forms of adjectives.<br>42 Discussing distances, measurements, and places using questions with *how*. | 1. Comparative and superlative forms of adjectives<br>2. Questions: *how far, how, big, how high, how deep, how long, how hot,* and *how cold.* | - World geography<br>- Facts<br>- Countries | - Questions of choice<br>- Listening to a TV game show<br>- Listening to people discussing about cities | - Writing a text about a country<br>- Reading about the environment | Learn vocabulary for discussing geography and countries.<br>Give visitors recommendations using comparisons with adjectives.<br>Develop skills in listening for details.<br>Ask and answer questions with *how.*<br>Write a text using recommendations, numbers, and comparisons with adjectives.<br>Decelop reading skills in recognizing sources and understanding details. | - Pronuncia adecuadamente el vocabulario y modismos básicos del idioma. | - Develop skills in listening for details.<br>- Read a world geography test.<br>- Develop skills in recognizing sources and understanding details. | - Learn to sound natural when asking questions of choice. | - Ask and answer questions using comparisons with adjectives.<br>- Ask and answer questions with *how.* | - Learn vocabulary for discussing geography.<br>- Write a text for a website using recommendations, numbers, and comparisons with adjectives. | - Give visitors recommendations using comparisons with adjectives.<br>- Talk about geographic facts. |
| **TOTAL HORAS DIRECTO / AUTÓNOMO** | | 112 | 68 | | | | | | | | | | | | |
| **TOTAL HORAS COMPETENCIA** | | 180 | | | | | | | | | | | | | |

# PROPUESTA DE MALLA CURRÍCULAR / CURSOS PRESENCIALES DE INGLÉS / CENTRO AGROEMPRESARIAL - AGUACHICA, CESAR

| COMPETENCIA: *PRODUCIR TEXTOS EN INGLÉS EN FORMA ESCRITA Y ORAL* | GUÍA | HORAS TRABAJO DIRECTO | HORAS TRABAJO AUTÓNOMO | | OBJETIVOS | COMPETENCIAS LINGUÍSTICAS: GRAMÁTICA | COMPETENCIAS LINGUÍSTICAS: VOCABULARIO / TEMAS | COMPETENCIAS LINGUÍSTICAS: PRONUNCIACIÓN / ESCUCHA | COMPETENCIAS LINGUÍSTICAS: LECTOESCRITURA | INDICADORES DE DESEMPEÑO | CRITERIOS DE EVALUACIÓN GENERALES (*DISEÑO CURRÍCULAR: SENA SOFÍA PLUS*) | CRITERIOS DE EVALUACION ESPECÍFICOS: COMPRENSIÓN ORAL & ESCRITA *Ability to understand written and oral information such as statements, questions, and answers and respond ... appropriately.* | CRITERIOS DE EVALUACION ESPECÍFICOS: FLUIDEZ *Ability to speak quickly, naturally, and without many pauses.* | CRITERIOS DE EVALUACION ESPECÍFICOS: GRAMÁTICA *Ability to understand and use correct grammar and sentence structures.* | CRITERIOS DE EVALUACION ESPECÍFICOS: VOCABULARIO / PRODUCCIÓN ESCRITA *Ability to understand and use vocabulary, words, and phrases.* | CRITERIOS DE EVALUACION ESPECÍFICOS: PRONUNCIACIÓN / PRODUCCIÓN ORAL *Ability to understand and use correct stress, rhythm, and intonation patterns.* |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **RESULTADO DE APRENDIZAJE:** ENCONTRAR Y UTILIZAR SIN ESFUERZO VOCABULARIO Y EXPRESIONES DE INGLÉS TÉCNICO EN ARTÍCULOS DE REVISTAS, LIBROS ESPECIALIZADOS, PÁGINAS WEB, ETC | **GUÍA 15** 11,25 Horas | 8 | 3,25 | 43 | Discussing future activites and plans using the present continuous, *be going to*, and time expresions. | 1. Future with present continuous and *be going to*<br>2. Invitations with *Do you want to ... ?* and *Would you like to ... ?*<br>3. Messages with *tell* and *ask*<br>4. Describing changes with the present tense, the past tense, the present perfect, and teh comparative: *verb + infinitive*. | - Invitations and excuses<br>- Leisure-time activites<br>- Telephone messages<br>- Life changes<br>- Plans and hopes for the future | - Reduction of *could you* and *would you*<br>- Listening to telephone messages<br>- Listening to telephone messages by identifying errors | - Writing invitations and excuses<br>- Reading about goals and priorities | Learn and practice future with the present continuous and *be going to*. | - Puede completar frases basado en información leída previamente en un texto.<br>- Puede responder cuestionarios de selección múltiple, escritos en inglés. | - Develop skills in listening for details.<br>- Develop skills in scanning, summarizing, and recognizing point of view. | - Notice the reduced forms of *could you* and *would you*. | - Practice using future with the present continuou and *be going to*.<br>- Practice writing and giving messages with *tell* and *ask*. | - Learn vocabulary and expressions about common excuses for not accepting an invitation.<br>- Learn vocabulary for discussing leisure activities.<br>- Write a note asking someone to pass messages with *tell* and *ask*. | - Role-play a conversation between two people making plans. |
| | | | | | | | | | | Develop skills in listening for main ideas and details. | | | | | | |
| | | | | 44 | Making, accepting, and declining invitations; and giving reasons and excuses. | | | | | Make, accept, and decline invitations, and give reasons and excuses with *have to, need to,* and *want to.* | | | | | | |
| | | | | | | | | | | Reduce *want to* and *have to* to sound natural when making, accepting, and declining invitations. | | | | | | |
| | | | | 44 | Making phone calls leaving and taking messages using, *tell, ask*, subject and object pronouns. | | | | | Notice the reduce forms of *could you* and *would you*. | | | | | | |
| | | | | | | | | | | Develop reading skills in scanning, summarizing, and recognizing point of view. | | | | | | |
| | **GUÍA 16** 11,25 Horas | 8 | 3,25 | 45 | Exchanging personal information. | 1. Present tense.<br>2. Past tense.<br>3. Present perfect.<br>4. Comparative: *verb + infinitive.* | - Personal goals<br>- Changes in life<br>- Future plans | - Vowel sounds /ou/ and /ʌ/<br>- Listening to description of changes | - Writing a proposal for a class part<br>- Reading about goals and priorities | Practice describing changes with the present tense, the past tense, the present perfect, and comparatives. | - Traduce del inglés documentos técnicos sencillos en tiempo presente y pasado.<br>- Saluda en inglés utilizando expresiones de cortesía de acuerdo con el momento del día. | - Develop skills in listening for details.<br>- Develop skills in recognizing audience and reading for specific information. | - Notice the difference between the vowels sounds /ou/ and /ʌ/. | - Practice describing changes with the present tense, the past tense, the present perfect, and comparatives.<br>- Practice using *verb + infinitive.*<br>- Ask and answer questions about the future using *verb +* | - Learn vocabulary for discussing changes.<br>- Write a proposal using *verb + infinitive.* | - Talk about things that change our lives.<br>- Talk about plans for a class party using *verb + infinitive.* |
| | | | | | | | | | | Talk about things that change our lives. | | | | | | |
| | | | | 45 | Describing changes in a personal's life using the comparative and the present, past and present perfect tenses. | | | | | Develop skills in listening for details. | | | | | | |
| | | | | | | | | | | Ask and answer questions about the future using verb + infinitive. | | | | | | |
| | | | | 46 | Talking about plans for the future using *verb + infinitive.* | | | | | Write a proposal using verb + infinitive | | | | | | |
| | | | | | | | | | | Develop skills in recognizing audience and reading for specific information. | | | | | | |
| **RESULTADO DE APRENDIZAJE:** IDENTIFICAR FORMAS GRAMATICALES BÁSICAS EN TEXTOS Y DOCUMENTOS ELEMENTALES ESCRITOS EN INGLÉS | **GUÍA 17** 11,25 Horas | 8 | 3,25 | 47 | Introducing yourself and talking about yourself using the past tense. | 1. Past tense<br>2. *used to* for habitual actions. | - People<br>- Chilhood<br>- Memories | - Reduced form of *used to*<br>- Listening to people talk about their past<br>- Listening to people discuss their favorite childhood memories | - Writing a paragraph about your chilhood<br>- Reading about an actress/actor's career | Learn and practice talking about the past by asking and aswering questions using *wh- questions* and *was/were* and *did*. | - Traduce del inglés documentos técnicos sencillos en tiempo presente y pasado. | - Read personal ads on the internet.<br>- Develop skills in listening for detail.<br>- Develop skills in scanning for key facts guessing meaning from context. | - Notice the similar pronunciation of *used to* and *use to*. | - Practice talking about the past.<br>- Ask and answer questions using wh- questions with *was/were* and *did*.<br>- Practice forming questions, statements, negatives, and short answers with *used to*. | - Learn vocabulary for discussing childhood.<br>- Write a paragraph about chilhood with *used to*. | - Discuss how people meet.<br>- Talk about the past using wh-questions with *was/were* and *did*.<br>- Practice giving additional information.<br>- Talk and discuss childhood habits and memories. |
| | | | | | | | | | | Develop skills in listening for details. | | | | | | |
| | | | | 48 | Getting to know people and exchanging information using past tense questions with *did* and *was/were* to ask them. | | | | | Learn vocabulary for discussing chilhood. | | | | | | |
| | | | | | | | | | | Discuss chilhood habits, chilhood memories, and see past habitual actions with *used to* in context. | | | | | | |
| | | | | 49 | Talking about their chilhoods and someone's using *used to.* | | | | | Write a paragraph about chilhood with *used to.* | | | | | | |
| | | | | | | | | | | Develop reading skills in scanning for key facts and guessing meaning from context. | | | | | | |
| | **GUÍA 18** 11,25 Horas | 8 | 3,25 | 50 | Talking about transportation and other public services using adverbs of quantity and compound nouns. | 1. Adverbs of quantity with count and noncount nouns: *too many, too much, fewer, less, more, not enough*<br>2. Indirect questions from wh-questions | - Transportation<br>- Transportation problems<br>- City Services. | - Syllable stress<br>- Listening to a description of a transportations system<br>- Listening to people ask for information | - Writing a letter<br>- Reading about new transportations inventions | Learn compound nouns to talk about transportation. | - Traduce del inglés documentos técnicos sencillos en tiempo presente y pasado. | - Read about transportation services.<br>- Develop skills in listening for detail.<br>- Read common questions about cities.<br>- Develop skills in skimming and reading for detail. | - Notice and practice syllable stress. | - Learn compound nouns.<br>- Practice using adverbs of quantity with count and noncount nouns.<br>- Use comparative with *more* and *-er.*<br>- Practice changing wh-questions into indirect questions. | - Learn vocabulary for means of transportation.<br>- Write a letter of complaint. | - Discuss trasnportation services using adverbs of quantity.<br>- Develop the skill of giving opinions and reasons.<br>- Ask and answer questions about cities.<br>- Practice asking indirect questions by talking about your city or town. |
| | | | | | | | | | | Practice using adverbs of quantity with count and noncount nouns, and comparatives with more and *-er.* | | | | | | |
| | | | | 51 | Discussing city life and evaluating city services. | | | | | Develop skills in listening for details and reading skills in skimming and reading for detail. | | | | | | |
| | | | | | | | | | | Discuss transportation services using adverbs of quantity and develop the skill of giving opinions and reasons. | | | | | | |
| | | | | 52 | Asking for and giving information using indirect questions. | | | | | Write a letter of complaint. | | | | | | |
| | | | | | | | | | | Practice changing wh- questions into direct questions to talk about your city or town. | | | | | | |
| **RESULTADO DE APRENDIZAJE:** COMPRENDER UNA AMPLIA VARIEDAD DE FRASES Y VOCABULARIO EN INGLÉS SOBRE TEMAS DE INTERÉS PERSONAL Y TEMAS TÉCNICOS | **GUÍA 19** 11,25 Horas | 8 | 3,25 | 52 | Describing positive and negative features about homes and making changes. | 1. Evaluations and comparisons with adjectives: *not ... enough, too, (not) as ... as*<br>2. Evaluations and comparisons with nouns: *not enough ..., too much/ many ..., (not) as much/many ... as*<br>3. *Wish.* | - Houses and aparments<br>- Lifestyle changes<br>- Wishes | - Unpronounced vowels<br>- Listening to people talk about hotels<br>- Listening to people ask and answer questions about apartments for rent | - Writing a text describing an aparment<br>- Reading about ways to end bad habits | Learn positive and negative adjectives and nous to describe, evaluate, and compare houses and apartments. | - Plantea y responde preguntas sobre sí mismo. | - Listen to opinions about houses and apartments.<br>- Develop skills in listening for main ideas and details.<br>- Develop skills in skimming, summarizing, and organizing text. | - Practice stress and unpronounced vowels. | - Practice ways to evaluate and compare using adjectives and nouns.<br>- Practice using the verb *wish* in context. | - Learn positive and negative adjectives to describe houses and apartments.<br>- Write a text comparing two apartments.<br>- Learn vocabulary for talking about wishes. | - Practice talking about wishes.<br>- Develop discussion skills. |
| | | | | | | | | | | Develop skills in listening for main ideas and details. | | | | | | |
| | | | | 54 | Evaluating and comparing houses and apartments, using *too* and comparatives. | | | | | Develop writing skills to practice comparing two apartments. | | | | | | |
| | | | | | | | | | | Learn vocabulary for talking about wishes. | | | | | | |
| | | | | 55 | Talking about changes in their lives, using *I wish.* | | | | | Practice stress and unpronounced vowels. | | | | | | |
| | | | | | | | | | | Develop reading skills in skimming, summarizing, and organizing text. | | | | | | |
| | **GUÍA 20** 11,25 Horas | 8 | 3,25 | 56 | Talking about food, favorite snack, recipes, and cooking methods. | 1. Simple past vs. present perfect<br>2. Sequence adverbs: *first, then, next, after that, finally* | - Food<br>- Recipes<br>- Instructions<br>- Cooking methods | - Consonant clusters<br>- Listening to descriptions of foods<br>- Listening to people talk about food | - Writing a recipe<br>- Reading about ways to end bad habits | Ask and answer questions using the simple past and the present perfect to | - Explica claramente las ventajas y desventajas de una posible decisión en lo técnico. | - Develop skills in listening for specific information and making inferences.<br>- Develop skills in listening for details.<br>- Develop skills in reading for details. | - Notice and practice saying common consonant clusters. | - Ask and answer questions using the simple past and the present perfect.<br>- Describe how to prepare food using sequence adverbs. | - Learn vocabulary for discussing ways to cook different types of foods.<br>- Write a recipe using cooking methods and sequence adverbs. | - Talk about experiences using the simple past and the presente perfect.<br>- Describe how to make snacks using sequence adverbs. |
| | | | | | | | | | | Develop skills in listening for specific information and making inferences. | | | | | | |
| | | | | 57 | Talking about personal experiences using the past tense and teh present perfect. | | | | | Learn vocabulary for discussing ways to cook different types of food. | | | | | | |
| | | | | | | | | | | Describe how to prepare food using imperatives and sequence adverbs. | | | | | | |
| | | | | 58 | Describing recipes using sequence adverbs. | | | | | Write a recipe using cooking methods and sequence adverbs. | | | | | | |
| | | | | | | | | | | Develop reading skills in reading for details. | | | | | | |
| **RESULTADO DE APRENDIZAJE:** REPRODUCIR EN INGLÉS FRASES O ENUNCIADOS SIMPLES QUE PERMITAN EXPRESAR DE FORMA LENTA IDEAS O CONCEPTOS | **GUÍA 21** 11,25 Horas | 8 | 3,25 | 59 | Discussing vacations and travel plans. | 1. Future with *be going to* and *will*<br>2. Modals for necessity and suggestion: *must, need to, (don't) have to, better, ought to, should (not)* | - Travel<br>- Vacations<br>- Plans | - Linked sounds with /w/ and /y/<br>- Listening to travel advice<br>- Listening to people discuss vacation plans | - Writing travel suggestions<br>- Reading tips from an expert backpacker | Learn vocabulary for talking about vacation activities and travel plans. | - Explica claramente las ventajas y desventajas de una posible decisión en lo técnico.<br>- Plantea, explica y contesta hipótesis técnicas. | - Develop skills in listening for main ideas and details and summarizing skills.<br>- Develop skills in reading for organizing information and summarizing. | - Notice and practice words linked together with a /w/ or /y/ sound. | - Practice using *be going to* and *will* to talk about future plans.<br>- Practice using modal verbs to express necessity and suggestion. | - Learn vocabulary for talking about vacation activities.<br>- Learn vocabulary for discussing travel.<br>- Write a letter of advice using modals and *be going to.* | - Discuss travel advice.<br>- Discuss vacation plans using *be going to* and *will*, modal for necessity and suggestion, and travel vocabulary. |
| | | | | | | | | | | Practice using *be going to* and *will* to talk about future plans. | | | | | | |
| | | | | 60 | Describing plans using the future with *be going to* and *will.* | | | | | Learn modal verbs to express necessity and suggestion to discuss travel | | | | | | |
| | | | | | | | | | | Develop skills in listening and summarizing for main ideas and details. | | | | | | |
| | | | | 61 | Giving travel advice using modals for necessity and suggestions. | | | | | Write a letter of advice using modals and *be going to.* | | | | | | |
| | | | | | | | | | | Develop reading skills in organizing information and summarizing. | | | | | | |
| | **GUÍA 22** 11,25 Horas | 8 | 3,25 | 62 | Talking about common complaints. | 1. Phrasal verbs<br>2. *Will* for responding to requests<br>3. Requests with modals and *Would you mind ...?* | - Complaints<br>- Household chores<br>- Requests<br>- Excuses<br>- Apologies | - Stress in phrasal verbs<br>- Listening to results of a survey<br>- Listening to people make requests | - Writing a set of guidelines<br>- Reading about neighbors and neighborhoods | Learn vocabulary and phrasal verbs for talking about common complaints and common household chores. | - Toma parte activa en debates informales dentro de contextos de trabajo habituales.<br>- Explica y defiende sus opiniones técnicas en un debate, utilizando expresiones en inglés. | - Develop skills in listening for main ideas and details.<br>- Develop skills in guessing meaning from context and reading for specific information. | - Notice the stress patterns in requests with phrasal verbs. | - Practice using phrasal verbs to make requests.<br>- Practice using *will* for responding requests.<br>- Practice making requests using modal verbs: *can, could, would,* and *would you mind...? + gerund.* | - Learn vocabulary for talking about common complaints.<br>- Learn vocabulary for common household chores and phrasal verbs.<br>- Write a set of guidelines using requests with modals and *would you mind...?* | - Discuss common requests using modal verbs and *would you mind...?* in context.<br>- Practice making requests and apologizing. |
| | | | | | | | | | | Discussing common requests using phrasal verbs, modals, *will* for responding to requests, and *would you mind ...?* in context. | | | | | | |
| | | | | 63 | Using phrasal verbs to make and respond to requests. | | | | | Develop skills in listening for main ideas and details. | | | | | | |
| | | | | | | | | | | Practice making requests and apologizing. | | | | | | |
| | | | | 64 | Making and responding to resquests using modals and *would you mind ...?* | | | | | Write a set of guidelines using requests with modals and *would you mind ...?* | | | | | | |
| | | | | | | | | | | Develop reading skills for specific information. | | | | | | |
| **RESULTADO DE APRENDIZAJE:** COMPRENDER LAS IDEAS PRINCIPALES DE TEXTOS COMPLEJOS EN INGLÉS QUE TRATAN DE TEMAS TANTO CONCRETOS COMO ABSTRACTOS, INCLUSO SI SON DE CARÁCTER TÉCNICO, SIEMPRE QUE ESTÉN DENTRO DE SU CAMPO DE ESPECIALIZACIÓN | **GUÍA 23** 11,25 Horas | 8 | 3,25 | 65 | Describe and discuss modern technology and inventions. | 1. Infinitives and gerunds for uses and purposes<br>2. Imperatives and infinitives for giving suggestions | - Technology<br>- Instructions | - Syllable stress<br>- Listening to radio/tv programs<br>- Listening to people give advice<br>- Listening to people discuss technology | - Writing a note giving instructions<br>- Reading about life in the future | Learn vocabulary for discussing technology and inventions. | - Proporciona explicaciones, argumentos y explicaciones lógicas sobre aspectos técnicos de su profesión en un debate.<br>- Explica claramente su punto de vista sobre un tema técnico de actualidad en su profesión. | - Learn vocabulary for some important scientific and technological inventions.<br>- Practice listening for specific information.<br>- Develop skills in identifying paragraph topics and reading for especific information. | - Notice and practice stress in words with more than two syllables.<br>- Develop skills in listening for details. | - Practice using gerunds for uses and purposes.<br>- Practice using imperatives and infinitives to give suggestions. | - Learn vocabulary for discussing computers.<br>- Write a note giving instructions using imperatives and infinitives. | - Give advice using imperatives and infinitives. |
| | | | | | | | | | | Develop skills in listening for main ideas and details. | | | | | | |
| | | | | 66 | Use infinitives and gerunds to describe uses and purposes. | | | | | Practice using infinitives and gerunds for uses and purposes and imperatives and infinitives to give suggestions. | | | | | | |
| | | | | | | | | | | Develop skills in listening for details. | | | | | | |
| | | | | 67 | Use imperatives and infinitives to give suggestions. | | | | | Notice and practice stress in words with more than two vowels. | | | | | | |
| | | | | | | | | | | Write a note giving instructions using imperatives and infinitives. | | | | | | |
| | | | | | | | | | | Develop reading skills in identifying paragraph topics and reading for specific information. | | | | | | |
| | **GUÍA 24** 11,25 Horas | 8 | 3,25 | 68 | Discussing holidays, festivals, customs, and special events. | 1. Relative clauses of time<br>2. Adverbial clauses of time: *when, after, before* | - Holidays<br>- Festivals<br>- Customs<br>- Celebrations | - Stress and rythm<br>- Listening to a description of carnaval or festival | - Writing a travel guide<br>- Reading about holidays and unusual customs | Learn vocabulary for talking about holidays, festival, celebrations, and customs. | - Puede interactuar fácil y espontáneamente con hablantes nativos. | - Develop skills in listening for specific information.<br>- Develop skills in scanning for specific information and understanding reference words. | - Notice and practice stress and rhythm in sentences. | - Practice using relative clauses of time.<br>- Learn and practice adverbial clauses of time. | - Learn vocabulary for talking about holidays and festivals.<br>- Learn vocabulary for discussing celebrations.<br>- Write a paragraph for a travel guide using relative clauses of time. | - Discuss favorite holidays.<br>- Talk about holidays using relative clauses of time.<br>- Talk about interesting customs using adverbial clauses of time. |
| | | | | | | | | | | Learn and practice using relative and adverbial clauses of time in context. | | | | | | |
| | | | | 69 | Describing celebrations and annual events using relative clauses of time. | | | | | Develop skills in listening for specific information. | | | | | | |
| | | | | | | | | | | Write a paragraph for a travel guide using relative clauses of time. | | | | | | |
| | | | | 70 | Describing customs using adverbial clauses of time. | | | | | Notice and practice stress and rythm in sentences. | | | | | | |
| | | | | | | | | | | Develop reading skills in scanning for specific information and understanding reference words. | | | | | | |
| **RESULTADO DE APRENDIZAJE:** BUSCAR DE MANERA SISTEMÁTICA INFORMACIÓN ESPECÍFICA Y DETALLADA EN ESCRITOS EN INGLÉS, MAS ESTRUCTURADOS Y CON MAYOR CONTENIDO TÉCNICO | **GUÍA 25** 11,25 Horas | 8 | 3,25 | 71 | Discussing life in different times. | 1. Time contrasts<br>2. Conditional sentences with *if* clauses | - Life in the past, present, and future<br>- Changes and contrasts<br>- Consequences | - Intonation in statements with time phrases<br>- Listining to people talk about changes<br>- Listening to people discuss technology | - Writing a description of a person<br>- Reading about the signs of being in love | Practice describing events using time contrasts between the past, present, and future. | - Dramatiza en inglés una historia breve utilizando verbos regulares e irregulares.<br>- Traduce del inglés documentos técnicos sencillos en tiempo presente y pasado. | - Develop skills in listening for main ideas and making inferences.<br>- Develop skills in recognizing and recognizing sources. | - Notice and practice intonation in statements begining with a time phrase. | - Practice describing events using time contrasts between the past, present, and future.<br>- Practice using conditional sentences with *if clauses.* | - Write a paragraph describing someone using time contrasts.<br>- Learn vocabulary for talking about possible events and consequences. | - Talk about developments of the past, present, and future.<br>- Talk about changes using time contrasts between the past, present, and future.<br>- Talk about consequences using conditional sentences with *if clauses.* |
| | | | | | | | | | | Notice and practice intonation in statements beginning with a time phrase. | | | | | | |
| | | | | 72 | Reviewing the past, present, and future tenses. | | | | | Develop skills in listening for main ideas and making inferences. | | | | | | |
| | | | | | | | | | | Practice conditional sentences with *if* clauses. | | | | | | |
| | | | | 73 | Talking about consequences using conditional sentences with *if* clauses. | | | | | Write a paragraph describing someone using time contrasts. | | | | | | |
| | | | | | | | | | | Develop skills in reading for specific information and recognizing sources. | | | | | | |
| | **GUÍA 26** 11,25 Horas | 8 | 3,25 | 74 | Discussing jobs, abilities, and personality traits. | 1. Gerunds<br>2. Short responses<br>3. Clauses with *because* | - Abilities and skills<br>- Job preferences<br>- Personality traits<br>- Careers | - Listening to people talk about their job preferences<br>- Listening to a student election debate | - Writing a cover letter for a job application<br>- Reading about how to find the perfect job | Practice making statements with gerunds and giving short responses. | - Sostiene una conversación con naturalidad, fluidez y eficacia, incluso sobre temas especializados de su profesión.<br>- Puede iniciar un discurso, tomar la palabra, y terminar una conversación técnica de su profesión. | - Develop skills in listening for main ideas and making inferences.<br>- Develop skills in distinguising main ideas from supporting ideas and making inferences. | - Notice and practice released and unreleased sounds. | - Practice making statements with gerunds and giving responses.<br>- Practice using clauses with *because.* | - Learn vocabulary for describing personality traits.<br>- Write a cover letter for a job application using gerunds and clauses with *because.* | - Talk about the job skills that are most important to employers.<br>- Talk about chores using gerunds and short responses.<br>- Discuss jobs profiles using clauses with *because* in context. |
| | | | | | | | | | | Develop skills in listening for main ideas and making inferences. | | | | | | |
| | | | | 75 | Talking about job skills using gerunds and short responses. | | | | | Learn vocabulary for describing personality traits, jobs, and abilities. | | | | | | |
| | | | | | | | | | | Learn and practice using clauses with *because* in context. | | | | | | |
| | | | | 76 | Talking about the kind of jobs they want and don't want using clauses with because. | | | | | Write a cover letter for a job application using gerunds and clauses with *because.* | | | | | | |
| | | | | | | | | | | Develop reading skills in distinguishing main ideas from supporting ideas and making inferences. | | | | | | |
| | | | | 77 | Discussing remarkable places in the world | 1. Passive with *by* (simple past) | - Landmarks | - Listening to descriptions of | - Writing a guidebook introduction | Learn and practice the passive voice with *by* using the simple past. | - Traduce del inglés | - Develop skills in listening for | - Notice the different ways the | - Practice using the passive | - Learn vocabulary for | - Talk about a country using |

PROPUESTA DE MALLA CURRÍCULAR / CURSOS PRESENCIALES DE INGLÉS / CENTRO AGROEMPRESARIAL - AGUACHICA, CESAR

| COMPETENCIA: *PRODUCIR TEXTOS EN INGLÉS EN FORMA ESCRITA Y ORAL* | GUÍA | HORAS TRABAJO DIRECTO | HORAS TRABAJO AUTÓNOMO | OBJETIVOS | COMPETENCIAS LINGÜÍSTICAS: GRAMÁTICA | VOCABULARIO / TEMAS | PRONUNCIACIÓN / ESCUCHA | LECTOESCRITURA | INDICADORES DE DESEMPEÑO | CRITERIOS DE EVALUACIÓN GENERALES (*DISEÑO CURRÍCULAR: SENA SOFÍA PLUS*) | CRITERIOS DE EVALUACION ESPECÍFICOS: COMPRENSIÓN ORAL & ESCRITA *Ability to understand written and oral information such as statements, questions, and answers and respond ... appropriately* | FLUIDEZ *Ability to speak quickly, naturally, and without many pauses.* | GRAMÁTICA *Ability to understand and use correct grammar and sentence structures.* | VOCABULARIO / PRODUCCIÓN ESCRITA *Ability to understand and use vocabulary, words, and phrases.* | PRONUNCIACIÓN / PRODUCCIÓN ORAL *Ability to understand and use correct stress, rhythm, and intonation patterns.* |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **RESULTADO DE APRENDIZAJE:** LEER TEXTOS COMPLEJOS Y CON UN VOCABULARIO MÁS ESPECÍFICO, EN INGLÉS GENERAL Y TÉCNICO | **GUÍA 27** 11,25 Horas | 8 | 3,25 | 77 Discussing remarkable places in the world.<br>78 Talking about famous landmarks, monuments, and works of art using the passive with *by* (simple past).<br>75 Talking about key features of countries around the world using the passive without *by* (simple present). | 2. Passive without *by* (simple present) | - Monumets<br>- World knowledge | monuments<br>- Listening for information about a country | - Reading about interesting museums | Develop skills in listening for main ideas and specific information.<br>Learn vocabulary for discussing products found in a country.<br>Learn and practice the passive voice without *by* using the simple present.<br>Write an introduction to a guidebook using the simple present passive and vocabulary for discussing products.<br>Develop reading skills in guessing meeaning from context and understanding text organization. | documentos técnicos sencillos en tiempo presente y pasado.<br>- Ubica al interlocutor en un punto geográfico específico empleando preposiciones en inglés. | main ideas and specific information.<br>- Develop skills in listening for specific information.<br>- Develop skills in guessing meaning from context and understanding text organization. | letter *o* is pronounced. | with *by*.<br>- Practice using the passive without *by*. | discussing products found in a country.<br>- Write an introduction to a guidebook using the simple present passive and vocabulary for discussing products. | the simple present passive and vocabulary for discussing products. |
| | **GUÍA 28** 11,25 Horas | 8 | 3,25 | 76 Discussing personal experiences.<br>77 Talking about events, accidents, and accomplisments in their lives using the past continuous and the simple past.<br>78 Talking about events using the present perfect continuous. | 1. Past continuous vs. simple past<br>2. Presente perfect continuous | - Information about someone's past<br>- Recent past events | - Contrastive stress in responses<br>- Listening to people talk about recent experiences<br>- Listening to people talk about events in their careers | - Writing a short story<br>- Reading about chilhood experiences | Learn and practice using the past continuous, the simple past, and the present perfect continuous.<br>Develop skills in listening for specific information and making inferences.<br>Learn some useful and vocabulary for telling stories.<br>Write a short story using adverbs and the past continuous.<br>Talk about recent activities using the present perfect continuous.<br>Develop reading skills in skimming and reading for specific information. | - Realiza resúmenes de la información relevante y detallada de un texto técnico en inglés.<br>- Traduce del inglés documentos técnicos sencillos en tiempo presente y pasado. | - Develop skills in listening for specific information and making inferences.<br>- Develop skills in skimming and reading for specific information. | - Notice how stress is used in responses to emphasize a contrast. | - Practice using the past continuous and the simple past.<br>- Practice using the present perfect continuous. | - Learn vocabulary for talking about accomplishments.<br>- Learn some useful adverbs for telling stories.<br>- Write a short story using adverbs and the past continuous. | - Discuss lucky and unlucky events using the past continuous in context.<br>- Talk about recent activities using the present perfect continuous tense. |
| **RESULTADO DE APRENDIZAJE:** 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 | **GUÍA 29** 11,25 Horas | 8 | 3,25 | 79 Discussing books, movies, and TV programs.<br>80 Talking about books, movies, TV programs, and entertainers using participles as adjectives and relative clauses.<br>81 Asking for and giving reactions and opinions. | 1. Participles as adjectives<br>2. Relative clauses | - Entertaiment<br>- Movies<br>- Books<br>- Reactions and opinions | - Emphatic stress<br>- Listening for opinions<br>- Listening to a movie review<br>- Listening to people talk about a book | - Writing a movie review<br>- Reading about an author's career | Learn vocabulary for talking about types of movies.<br>Practice using present participles and past participles as adjectives, and relative clauses.<br>Develop skills in listening for specific information and making inferences.<br>Write a movie review using relative clauses.<br>Talk about ideas for a TV show using relative clauses.<br>Develop reading skills in uderstanding sequence and text organization. | - Puede extraer información adecuada y precisa y tomar nota de una conversación, programa, clase, etc.; referido a su profesión.<br>- Puede inferir el significado de una palabra u oración dentro de un texto en inglés, así este | - Develop skills in making inferences.<br>- Develop skills in listening for specific information and making inferences.<br>- Develop skills in understanding sequence and text organization. | - Notice how emphatic stress is used to express an opinion. | - Practice using present participles and past participles as adjectives.<br>- Practice using relative clauses. | - Learn vocabulary for talking about types of movies.<br>- Learn and classify synonyms for common adjectives.<br>- Write a movie review using relative clauses. | - Discussion movies using participles as adjectives.<br>- Talk about ideas for a TV show using relative clauses. |
| | **GUÍA 30** 11,25 Horas | 8 | 3,25 | 82 Discussing communication, including such as topics as body language, gestures, and international signs.<br>83 Explaining gestures and meanings using modals and adverbs.<br>84 Describing emotions and asking about signs and meanings using terms of permission, obligation, and prohibition. | 1. Modals and adverbs: *might, may, could, must, maybe, perhaps, possibly, probably, definitely*<br>2. Permission, obligation, and prohibition | - Nonverbal communication<br>- Gestures and meanings<br>- Signs<br>- Drawing conclusions | - Pitch<br>- Listening to people talk about the meaning of sings<br>- Listening to people discuss street signs | - Writing a list of rules<br>- Reading about proverbs | Learn vocabulary for describing feelings, gestures, body language, and<br>Practice using modals and adverbs to talk about meaning and express<br>Notice the use of pitch to express certainty or doubt.<br>Discuss international signs to see terms of permision, obligation, and<br>Develop skills in listening for specific information and making inferences.<br>Write a list of rules using terms of permission, obligation, and prohibition.<br>Develop reading skills in distinguishing main ideas from supporting ideas. | - Puede realizar actividades de verdadero o falso, basados en una conversación que ha escuchado o en un texto que ha leído.<br>- Puede relacionar textos en inglés con imágenes o con títulos que le sean adecuados. | - Develop skills in listening for specific information and making inferences.<br>- Develop skills in distinguishing main ideas from supporting ideas. | - Notice the use of pitch to express certainty or doubt. | - Practice using modals and adverbs to talk about meaning.<br>- Practice using modals to express permission. obligation, and prohibition. | - Learn vocabulary for describing feelings and gestures.<br>- Write a list of rules using terms of permission, obligation, and prohibition. | - Talk about gestures and body language using modals and adverbs.<br>- Discuss international signs using terms of permission, obligation, and prohibition in context. |
| **TOTAL HORAS DIRECTO / AUTÓNOMO** | | 128 | 52 | | | | | | | | | | | | |
| **TOTAL HORAS COMPETENCIA** | | 180 | | | | | | | | | | | | | |