PROCESO GESTIÓN DEL TALENTO HUMANO

FORMATO INFORME MENSUAL EJECUCIÓN CONTRACTUAL

Aguachica, Julio 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 Julio 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 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 las actividades de los proyectos de formación programados, dentro de	Se imparte formación a las fichas de formación complementaria virtual: 2788554, 2788556,	Se evidencia en Territorium.

	los tiempos que, para cada acción, se determine por parte del centro de formación.	2788557, 2788558 – English Does Work – Level 1	
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).	Se planea y ejecuta el desarrollo curricular. Bajo la planeación del Líder de Bilingüismo se realizó actividades de desarrollo curricular, del programa: Código - 2257798 Tecnología en Gestión de Mercados, teniendo en cuenta los diferentes criterios contemplados dentro de la malla curricular de la competencia del área transvesal de inglés.	Se evidencia en Territorium. 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.	Se realiza la encuesta de saberes previos.	Se evidencia en Territorium.
4	Participar en el proceso de inducción de los aprendices.	Se realizan las sesiones en línea en su totalidad y se publican oportunamente semana a semana en la plataforma.	Se evidencia en Territorium.
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.	Se verifica la asistencia de los estudiantes en la plataforma.	Se evidencia en Territorium.
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.	Se asocia a los aprendices en la fecha establecida.	Se evidencia en SenaSofiaPlus.
8	Emitir los juicios de evaluación con base en la valoración de las	Se evalua el progreso de los aprendices.	Se evidencia en Territorium.

	evidencias de aprendizaje y registrarlas en los aplicativos institucionales (administrativo y académico), máximo tres (3) días después de alcanzado el resultado de aprendizaje.		
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.
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 pedagógicas que la entidad dispone como son: Worldskills, Senasoft, Bootcamp, cocina gourmet, entre otras.	N/A para este periodo.	N/A para este periodo.
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	N/A para este periodo.	N/A para este periodo.

	a esto se diere lugar, en un plazo máximo de 5 días, 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.	Se cuenta con la norma de la competencia.	Se evidencia en los documentos de estudio.

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. **64122111** de la planilla correspondiente **Junio** 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 dieciocho (24) folios

Cordialmente,

Luis Fernando Sandoval Rincón

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

Recibí a satisfacción:

Firma
ROBINSON LOBO HERNADEZ
Supervisor(a) Contrato CO1.PCCNTR.5003220 de 2023
Cargo Coordinador Académico

EVIDENCIAS



Administrador LMS
Fecha de Inicio: 15 de Junio del 2023 - Fecha Fin: 17 de Julio del 2023

Asunto: Anuncio 1

Welcome to the course!

Estimados aprendices SENA.

El SENA y el Centro Agroempresarial les envía una cordial bienvenida para todos. Les deseo lo mejor en el desarrollo de esta experiencia virtual con el programa de formación Complementaria ENGLISH DOES WORK - LEVEL 1 ficha 2788554.

Mi nombre es Luis Fernando Sandoval Rincón, seré su instructor, recuerden que estoy para ayudarlos y guiarlos durante su proceso de aprendizaje, recuerden que me pueden contactar a través del foro de dudas e inquietudes, el chat interno, por el correo electrónico lfsandoval@sena.edu.co, o en el celular: 3153729853.



La duración de este programa es de **48 horas**

Día de inicio: junio 15, 2023

Cierre administrativo: julio 19, 2023

Fecha límite de entrega de actividades: Julio 17, 2023 - 23:59

Es importante que dediquen el tiempo necesario para su formación. Los invito a que conozcan la plataforma haciendo un recorrido por cada uno de los enlaces dispuestos en ella y que cuenten conmigo durante el proceso.

¡Muchos éxitos!

Administrador LMS
Fecha de Inicio: 15 de Junio del 2023 - Fecha Fin: 19 de Julio del 2023

Asunto: Anuncio 2

Opening Announcement - Mensaje de bienvenida

Estimados aprendices SENA.

El propósito de estas actividades es familiarizarnos con la plataforma y conocernos antes de dar inicio al proceso de aprendizaje, por esta razón, los invito a acceder a las actividades previas:

1. Participa en el **foro social** haciendo tu presentación personal.
2. Actualiza tu información en **SENASOFIAPLUS**
3. Realiza la prueba de **diagnóstico de saberes previos**



Estas actividades están planteadas para los días **16, 17 y 20** de junio, no son de carácter calificable, pero son de gran importancia para sus procesos de aprendizaje. Los invito a acceder los materiales de apoyo (Contenido del curso>proyecto>tutoriales) y orientarse mejor. Revisen el cronograma del curso para consultar las fechas de entrega y los RAPS (resultados de aprendizaje) que deben alcanzar para aprobar este nivel.

Luis Fernando Sandoval

Centro Agroempresarial



Administrador LMS
Fecha de Inicio: 15 de Junio del 2023 - Fecha Fin: 17 de Julio del 2023

Asunto: Anuncio 3

Documentos de extranjería / menores de 13 años



Estimados aprendices SENA.

Todos los aprendices extranjeros deben presentar los siguientes documentos para poder continuar con el curso y del mismo modo, los aprendices con edad igual o menor a 13 años deben presentar **fotocopia de la tarjeta de identidad.** Estos documentos deben ser enviados al correo lfsandoval@sena.edu.co

1. Cédula de extranjería / tarjera de identidad

2. Pasaporte y permiso Especial de Permanencia (PEP)

Atentamente,
Luis Fernando Sandoval Rincón - Tutor virtual
Centro Agroempresarial



LUIS FERNANDO SANDOVAL RINCON
Fecha de Inicio: 15 de Junio del 2023 - Fecha Fin: 17 de Julio del 2023

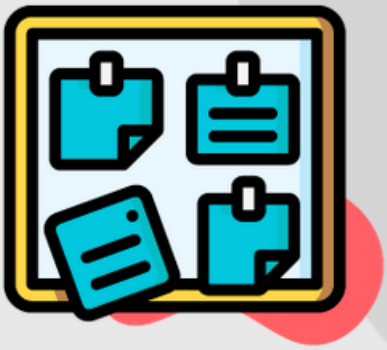
Asunto: Online sessions Schedule

Online Sessions Schedule - Sesiones en línea - horarios

Queridos aprendices:

Este es el horario de las **sesiones en línea:**

1. Martes 20 de Junio - 18:30 - Welcome
2. Martes 20 de Junio - 19:30 - Introduction to the course
3. Martes 27 de Junio - 19:00 - It's nice to meet you
4. Viernes 30 de Junio - 19:00 - Speaking practice
5. Martes 4 de Julio - 19:00 - "Let's introduce ourselves! / ¡Presentémonos!"
6. Viernes 7 de Julio - 19:00 - Speaking practice
7. Martes 11 de Julio - 19:00 - "This is what I do every day. / Esto es lo que hago todos los días.".
8. Viernes 14 de Julio - 19:00 - Speaking Practice
9. Martes 18 de julio - 18:30 - Sesión de revisión
10. Martes 18 de Julio 19:30 - Cierre - atención a dudas



Este es el link de las sesiones en línea:

https://meet.google.com/ocj-dzhh-khd

Sinceramente,

Luis Fernando Sandoval

Centro - Agroempresarial



LUIS FERNANDO SANDOVAL RINCON

Fecha de Inicio: 19 de Junio del 2023 - Fecha Fin: 17 de Julio del 2023

Asunto: Guía de Aprendizaje 1

Guía de aprendizaje 1

Queridos aprendices, quiero invitarlos a comenzar el desarrollo de este curso, teniendo en cuenta el calendario de actividades, estas son las actividades para desarrollar en la primera guía de aprendizaje, ¡espero que las disfruten y den lo mejor!

Ruta de acceso: English Does Work - Level 1 (2788554) --> PROYECTO --> Actividades de aprendizaje_Guía

Fecha de inicio: 15/06/23

Fecha de finalización: 17/07/23

Objetivos de aprendizaje:

- **240202501-01**. Identificar información básica a partir de expresiones de uso frecuente y vocabulario.
- **240202501-02**. Expresar rutinas personales y laborales teniendo en cuenta situaciones de la cotidianidad y vocabulario relacionado.
- **240202501-03**. Relacionar expresiones básicas de uso frecuente con situaciones cotidianas según contexto



Ruta:

Componente formativo:

Guía de aprendizaje

1. Componente formativo: Hello! It's nice to meet you. / ¡Hola! Encantado de conocerte.
2. Componente formativo: Let's introduce ourselves! / ¡Presentémonos!
3. Componente formativo: This is what I do every day. / Esto es lo que hago todos los días.

Evidencias de la actividad de aprendizaje AA1:

- Test EDW1. AA1-EV01. **Calificable**
- Foro. Let's meet. AA1-EV02. **Calificable**
- Presentación rutina diaria. AA1-EV03. **Calificable**
- Video presentación. AA1-EV04. **Calificable**

En caso de dudas, no duden en contactarme por el chat, el correo o las sesiones en línea.

Cordialmente,

Luis Fernando Sandoval

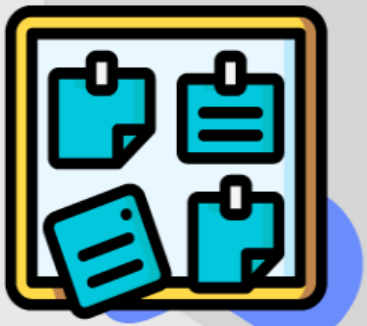


LUIS FERNANDO SANDOVAL RINCON
Fecha de Inicio: 15 de Julio del 2023 - Fecha Fin: 15 de Julio del 2023

Asunto: Progreso del curso

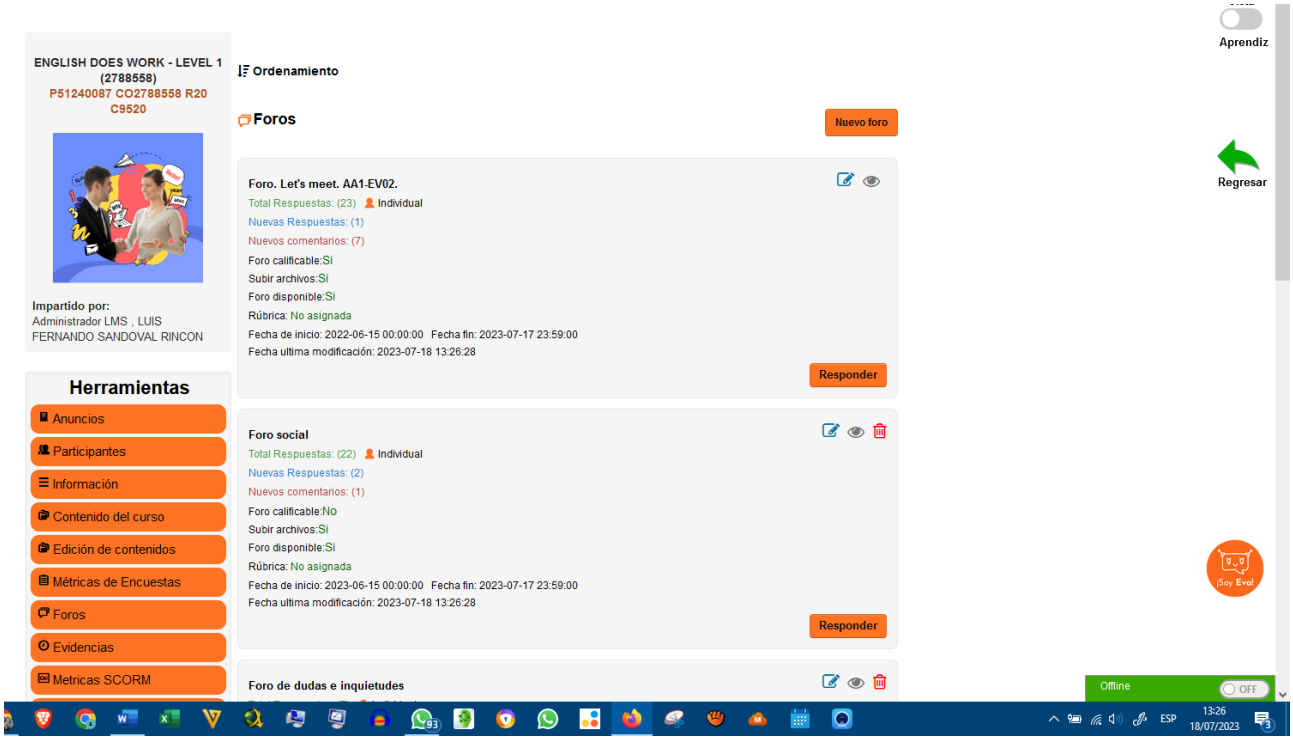
Recta final

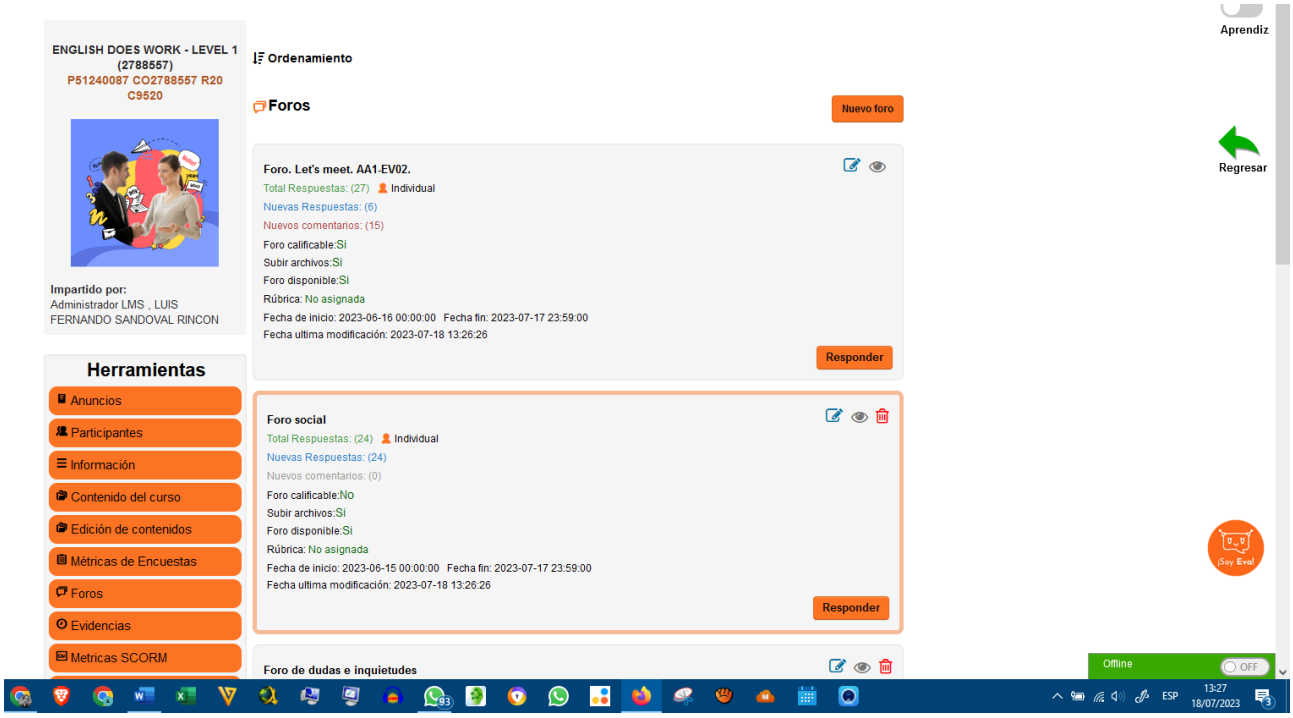
Queridos aprendices, nuestro recorrido por este nivel de English Does Work está casi llegando a su final. Ha sido una experiencia enriquecedora y genial. Recuerden que según se estableció en el cronograma, la fecha límite de recepción de evidencias es el **lunes 17 de julio de 2023 11:59 pm**. Por ello los invito a que, si aún están pendientes de entregar alguna evidencia, ¡lo hagan pronto! No dejemos pasar esta oportunidad.

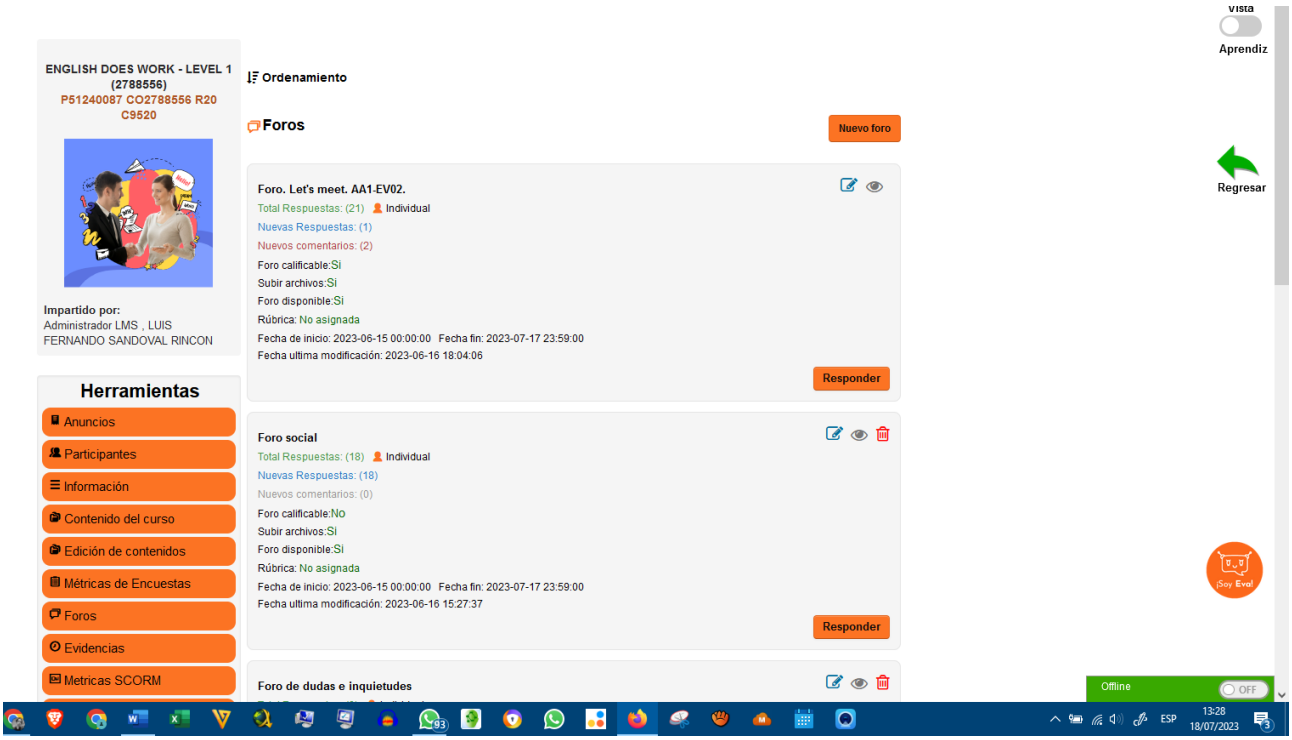


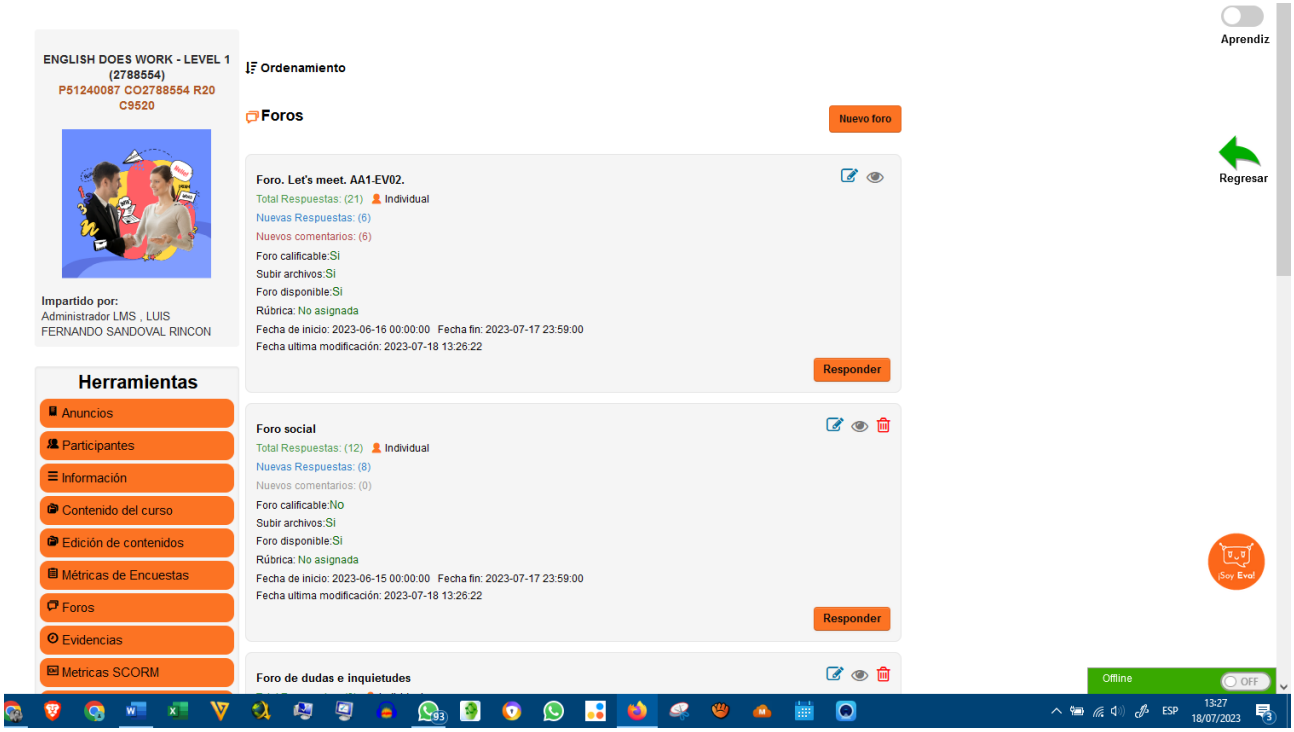
Sinceramente,
Luis Fernando Sandoval
Centro - Agroempresarial

0 Me gusta 0 Comentario(s)


ENGLISH DOES WORK - LEVEL 1 (2788558)
P51240087 CO2788558 R20 C9520
Impartido por:
Administrador LMS , LUIS FERNANDO SANDOVAL RINCON
Herramientas
Anuncios
Participantes
Información
Contenido del curso
Edición de contenidos
Métricas de Encuestas
Foros
Evidencias
Metricas SCORM
Ordenamiento
Foros
Nuevo foro
Foro. Let's meet. AA1-EV02.
Total Respuestas: (23) Individual
Nuevas Respuestas: (1)
Nuevos comentarios: (7)
Foro calificable:Si
Subir archivos:Si
Foro disponible:Si
Rúbrica: No asignada
Fecha de inicio: 2022-06-15 00:00:00 Fecha fin: 2023-07-17 23:59:00
Fecha ultima modificación: 2023-07-18 13:26:28
Responder
Foro social
Total Respuestas: (22) Individual
Nuevas Respuestas: (2)
Nuevos comentarios: (1)
Foro calificable:No
Subir archivos:Si
Foro disponible:Si
Rúbrica: No asignada
Fecha de inicio: 2023-06-15 00:00:00 Fecha fin: 2023-07-17 23:59:00
Fecha ultima modificación: 2023-07-18 13:26:28
Responder
Foro de dudas e inquietudes
Aprendiz
Regresar
Offline
OFF
ESP
13:26
18/07/2023


ENGLISH DOES WORK - LEVEL 1 (2788557)
P51240087 CO2788557 R20 C9520
Impartido por:
Administrador LMS , LUIS FERNANDO SANDOVAL RINCON
Herramientas
Anuncios
Participantes
Información
Contenido del curso
Edición de contenidos
Métricas de Encuestas
Foros
Evidencias
Metricas SCORM
Ordenamiento
Foros
Nuevo foro
Foro. Let's meet. AA1-EV02.
Total Respuestas: (27) Individual
Nuevas Respuestas: (6)
Nuevos comentarios: (15)
Foro calificable:Si
Subir archivos:Si
Foro disponible:Si
Rúbrica: No asignada
Fecha de inicio: 2023-06-16 00:00:00 Fecha fin: 2023-07-17 23:59:00
Fecha ultima modificación: 2023-07-18 13:26:26
Responder
Foro social
Total Respuestas: (24) Individual
Nuevas Respuestas: (24)
Nuevos comentarios: (0)
Foro calificable:No
Subir archivos:Si
Foro disponible:Si
Rúbrica: No asignada
Fecha de inicio: 2023-06-15 00:00:00 Fecha fin: 2023-07-17 23:59:00
Fecha ultima modificación: 2023-07-18 13:26:26
Responder
Foro de dudas e inquietudes
Aprendiz
Regresar
Offline
OFF
ESP
13:27
18/07/2023


ENGLISH DOES WORK - LEVEL 1 (2788556)
P51240087 CO2788556 R20 C9520
Impartido por:
Administrador LMS , LUIS FERNANDO SANDOVAL RINCON
Herramientas
Anuncios
Participantes
Información
Contenido del curso
Edición de contenidos
Métricas de Encuestas
Foros
Evidencias
Metricas SCORM
Ordenamiento
Foros
Nuevo foro
Foro. Let's meet. AA1-EV02.
Total Respuestas: (21) Individual
Nuevas Respuestas: (1)
Nuevos comentarios: (2)
Foro calificable:Si
Subir archivos:Si
Foro disponible:Si
Rúbrica: No asignada
Fecha de inicio: 2023-06-15 00:00:00 Fecha fin: 2023-07-17 23:59:00
Fecha ultima modificación: 2023-06-16 18:04:06
Responder
Foro social
Total Respuestas: (18) Individual
Nuevas Respuestas: (18)
Nuevos comentarios: (0)
Foro calificable:No
Subir archivos:Si
Foro disponible:Si
Rúbrica: No asignada
Fecha de inicio: 2023-06-15 00:00:00 Fecha fin: 2023-07-17 23:59:00
Fecha ultima modificación: 2023-06-16 15:27:37
Responder
Foro de dudas e inquietudes
Vista
Aprendiz
Regresar
Offline
OFF
ESP
13:28
18/07/2023


ENGLISH DOES WORK - LEVEL 1 (2788554)
P51240087 CO2788554 R20 C9520
Impartido por:
Administrador LMS , LUIS FERNANDO SANDOVAL RINCON
Herramientas
Anuncios
Participantes
Información
Contenido del curso
Edición de contenidos
Métricas de Encuestas
Foros
Evidencias
Metricas SCORM
Ordenamiento
Foros
Nuevo foro
Foro. Let's meet. AA1-EV02.
Total Respuestas: (21) Individual
Nuevas Respuestas: (6)
Nuevos comentarios: (6)
Foro calificable:Si
Subir archivos:Si
Foro disponible:Si
Rúbrica: No asignada
Fecha de inicio: 2023-06-16 00:00:00 Fecha fin: 2023-07-17 23:59:00
Fecha ultima modificación: 2023-07-18 13:26:22
Responder
Foro social
Total Respuestas: (12) Individual
Nuevas Respuestas: (8)
Nuevos comentarios: (0)
Foro calificable:No
Subir archivos:Si
Foro disponible:Si
Rúbrica: No asignada
Fecha de inicio: 2023-06-15 00:00:00 Fecha fin: 2023-07-17 23:59:00
Fecha ultima modificación: 2023-07-18 13:26:22
Responder
Foro de dudas e inquietudes
Aprendiz
Regresar
Offline
OFF
ESP
13:27
18/07/2023

Foro de dudas e inquietudes

Total Respuestas: (5) Individual

Nuevas Respuestas: (5)

Nuevos comentarios: (0)

Foro calificable:No

Subir archivos:Si

Foro disponible:Si

Rúbrica: No asignada

Fecha de inicio: 2023-06-15 00:00:00 Fecha fin: 2023-07-17 23:59:00

Fecha ultima modificación: 2023-06-16 15:27:49

Responder

ERIKA JULIETH OLAYA LOAIZA
2023-06-20 20:45:02
Id respuesta: 459435591

instructor que pena es que como ahora no suelo tener buena señal y no pude descargar la aplicación para ingresar en la sesión en linea, quisiera saber si hay algún problema de que no halla asistido. Y pido escusas el no asistir pero es por la señal y porque no cuento con la aplicación para ingresar

1 Ya no me gusta 1 Comentario(s)



LUIS FERNANDO SANDOVAL RINCON
2023-06-21 23:44:40

Hola, Erika, no hay problema con la asistencia a la sesión en línea. Te invito a participar de las siguientes sesiones del curso, recuerda que subiré la grabación de las sesiones en línea y mañana encontrarás la grabación de la inducción al curso en los contenidos del curso y lo sabrás mediante un anuncion.

Activar Texto Enriquecido

Ingrese comentario

Comentar

ERIKA JULIETH OLAYA LOAIZA
2023-06-20 19:59:41
Id respuesta: 459400491

hola buenas noches soy Erika Olaya , que pena es que realice la evaluación y no me alcanzo el tiempo, además como no tenia buena señal se seleccionaba otras respuestas, quería saber si podría repetirla es que es poco tiempo. Gracias y que pena molestar

1 Ya no me gusta 1 Comentario(s)



LUIS FERNANDO SANDOVAL RINCON
2023-06-21 23:45:58

Hola, Erika, no te preocupes, estoy para ayudarte. Te habilitaré nuevamente la prueba para que realices el intento el día de mañana.

Foro social

Total Respuestas: (8) Individual

Nuevas Respuestas: (8)

Nuevos comentarios: (0)

Foro calificable:No

Subir archivos:Si

Foro disponible:Si

Rúbrica: No asignada

Fecha de inicio: 2023-06-15 00:00:00 Fecha fin: 2023-07-17 23:59:00

Fecha ultima modificación: 2023-06-16 15:27:37

Responder

SEBASTIAN CAMILO CARBONELL CABALLERO
2023-06-19 21:04:16
Id respuesta: 458825966

Buenas noches mi nombre es sebastian acabo realizar u tecnologo en entrenamiento deportivo en el SENA tengo formacion en conocimientos musicales pero no titulado no obstante otorgo formacion profesional en licenciatura en educacion fisica ,recreacion y deportes actualmente no estoy laborando estaba realizando etapa productiva en un colegio bilingue decidi realizar esta curso de ingles para poder obtener opciones laborales ya que el mundo lo exige hoy en dia para el mundo laboral y academico mis espectativas es volver a ejercer mi profesion y poder ser entrenador personal.

1 Ya no me gusta 1 Comentario(s)

LUIS FERNANDO SANDOVAL RINCON
2023-06-20 16:45:41
Hola, Sebastián, Bienvenido! Excelente, es genial contar con tu participación en este curso. El inglés será tu gran aliado en el mundo laboral! See you soon!

Activar Texto Enriquecido

Ingrese comentario

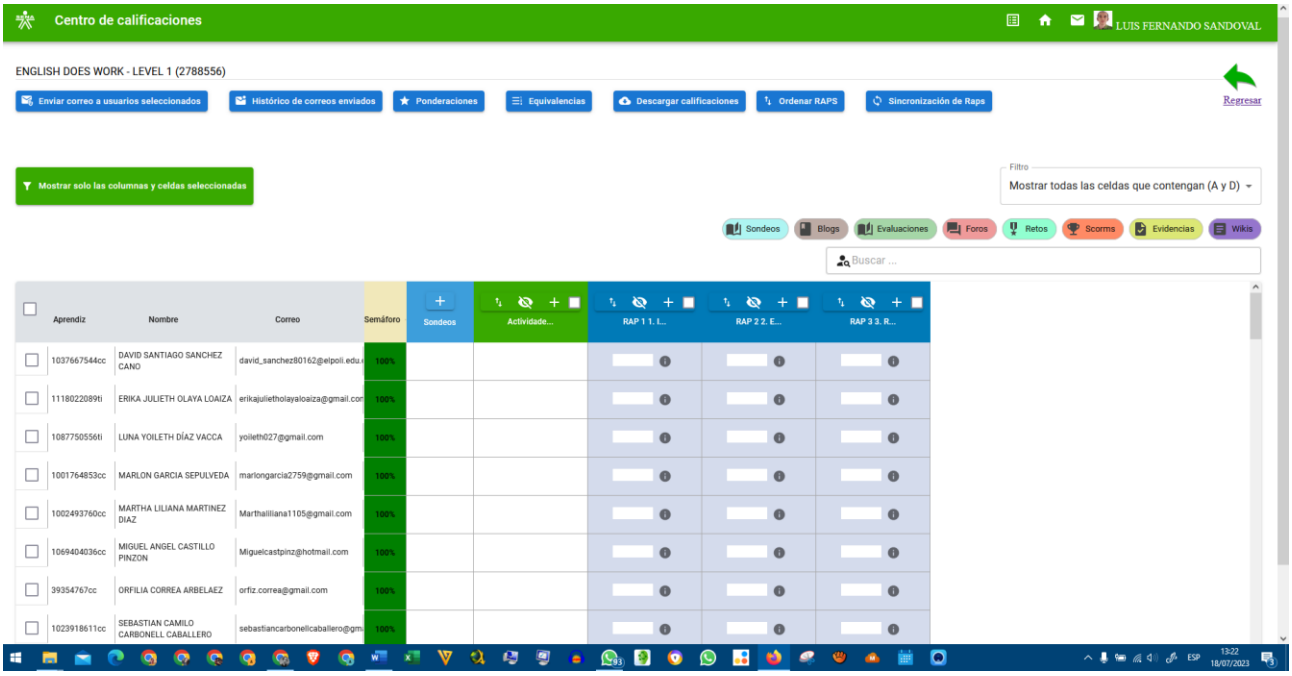
Comentar

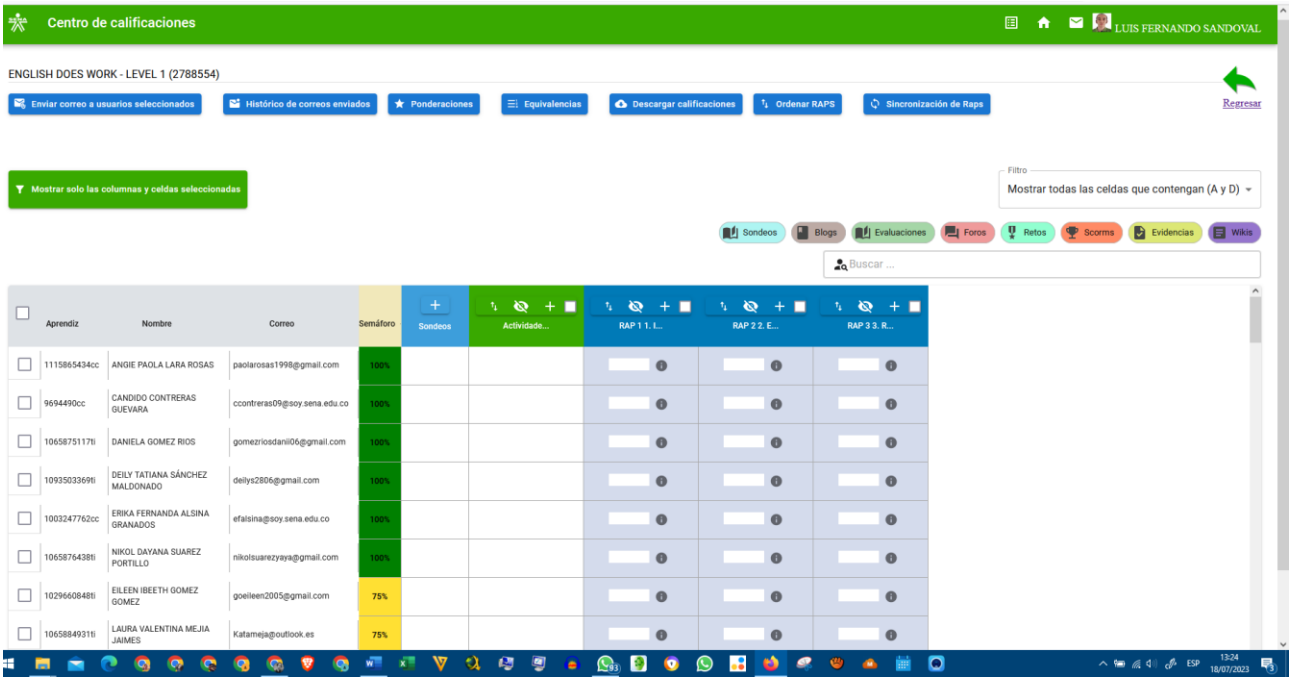
SONIA JULIETH SALDAÑA SANCHEZ
2023-06-19 10:32:03
Id respuesta: 458606976

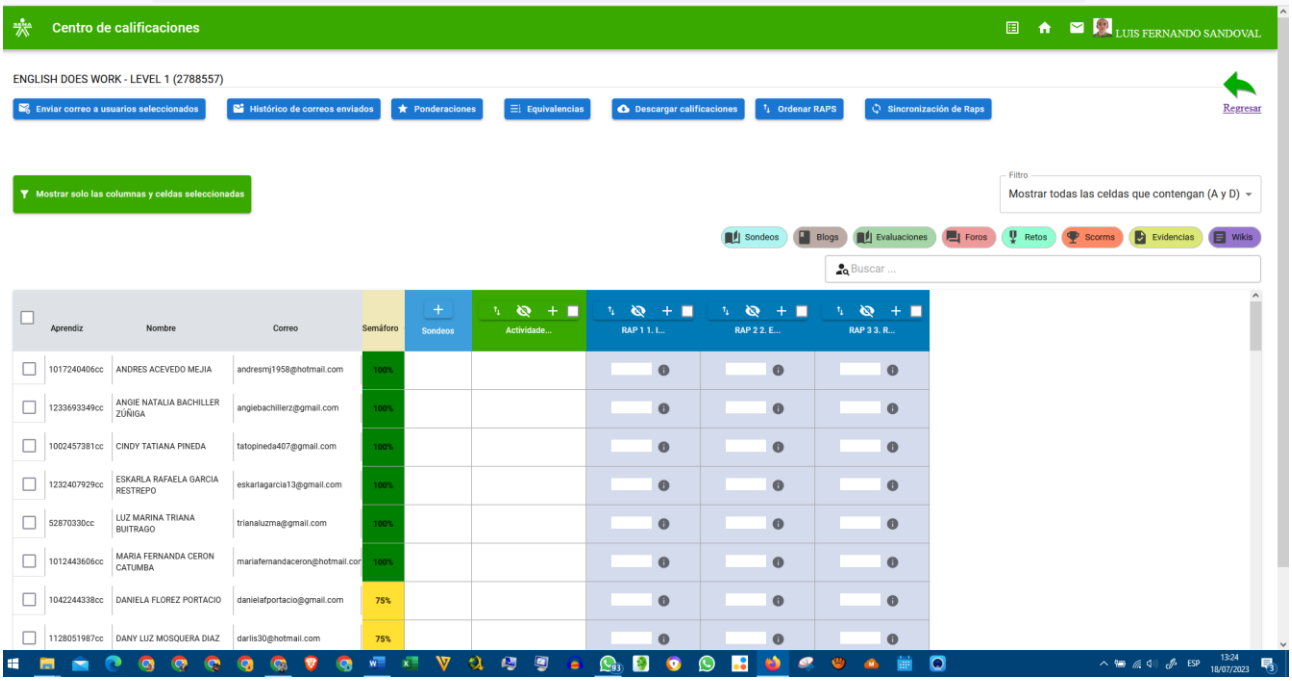
Good Morning, my name is Sonia, i am from Colombia, my English is not good, but i would like to learn it better

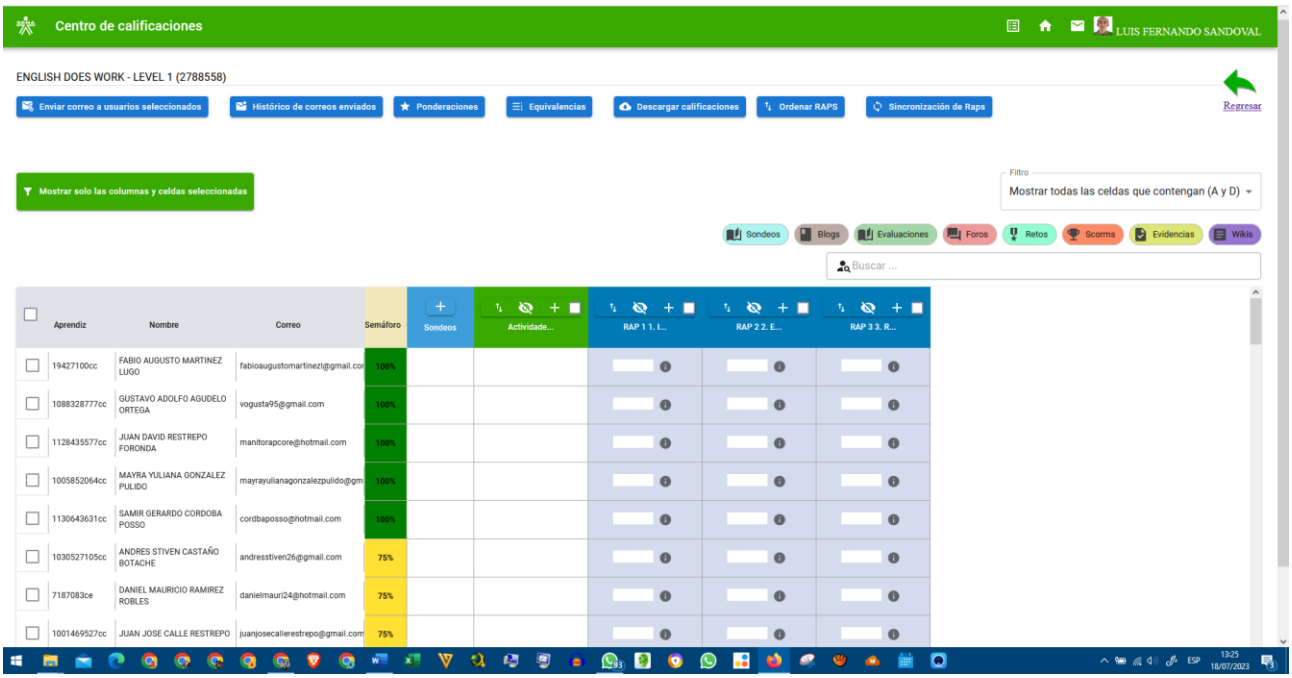
1 Ya no me gusta 1 Comentario(s)

LUIS FERNANDO SANDOVAL RINCON
2023-06-20 16:44:12
Hello there, Sonia! Welcome to English Does Work! Gracias por compartir con nosotros. Aquí entre todos, mejoraremos sin duda alguna. See you soon!


Centro de calificaciones
LUIS FERNANDO SANDOVAL
ENGLISH DOES WORK - LEVEL 1 (2788556)
Enviar correo a usuarios seleccionados
Histórico de correos enviados
Ponderaciones
Equivalencias
Descargar calificaciones
Ordenar RAPS
Sincronización de Raps
Regresar
Mostrar solo las columnas y celdas seleccionadas
Filtro
Mostrar todas las celdas que contengan (A y D)
Sondeos
Blogs
Evaluaciones
Foros
Retos
Scorms
Evidencias
Wikis
Buscar ...
Aprendiz
Nombre
Correo
Semáforo
Sondeos
Actividade...
RAP 1 1. I...
RAP 2 2. E...
RAP 3 3. R...
1037667544cc DAVID SANTIAGO SANCHEZ CANO david_sanchez80162@elpoli.edu.
1118022089ti ERIKA JULIETH OLAYA LOAIZA erikajulietholayaloaiza@gmail.com
1087750556ti LUNA YOILETH DÍAZ VACCA yoileth027@gmail.com
1001764853cc MARLON GARCIA SEPULVEDA marlongarcia2759@gmail.com
1002493760cc MARTHA LILIANA MARTINEZ DIAZ Marthaliliana1105@gmail.com
1069404036cc MIGUEL ANGEL CASTILLO PINZON Miguelcastpinz@hotmail.com
39354767cc ORFILIA CORREA ARBELAEZ orfiz.correa@gmail.com
1023918611cc SEBASTIAN CAMILO CARBONELL CABALLERO sebastiancarbonellcaballero@gm
100%
ESP
13:22
18/07/2023


Centro de calificaciones
LUIS FERNANDO SANDOVAL
ENGLISH DOES WORK - LEVEL 1 (2788554)
Enviar correo a usuarios seleccionados
Histórico de correos enviados
Ponderaciones
Equivalencias
Descargar calificaciones
Ordenar RAPS
Sincronización de Raps
Regresar
Mostrar solo las columnas y celdas seleccionadas
Filtro
Mostrar todas las celdas que contengan (A y D)
Sondeos
Blogs
Evaluaciones
Foros
Retos
Scorms
Evidencias
Wikis
Buscar ...
Aprendiz
Nombre
Correo
Semáforo
Sondeos
Actividade...
RAP 1 1. I...
RAP 2 2. E...
RAP 3 3. R...
1115865434cc ANGIE PAOLA LARA ROSAS paolarosas1998@gmail.com
9694490cc CANDIDO CONTRERAS GUEVARA ccontreras09@soy.sena.edu.co
1065875117ti DANIELA GOMEZ RIOS gomezriosdaniil06@gmail.com
1093503369ti DEILY TATIANA SÁNCHEZ MALDONADO deilys2806@gmail.com
1003247762cc ERIKA FERNANDA ALSINA GRANADOS efalsina@soy.sena.edu.co
1065876438ti NIKOL DAYANA SUAREZ PORTILLO nikolsuarezyaya@gmail.com
1029660848ti EILEEN IBEETH GOMEZ GOMEZ goeileen2005@gmail.com
1065884931ti LAURA VALENTINA MEJIA JAIMES Katameja@outlook.es
100%
75%
ESP
13:24
18/07/2023


Centro de calificaciones
LUIS FERNANDO SANDOVAL
ENGLISH DOES WORK - LEVEL 1 (2788557)
Enviar correo a usuarios seleccionados
Histórico de correos enviados
Ponderaciones
Equivalencias
Descargar calificaciones
Ordenar RAPS
Sincronización de Raps
Regresar
Mostrar solo las columnas y celdas seleccionadas
Filtro
Mostrar todas las celdas que contengan (A y D)
Sondeos
Blogs
Evaluaciones
Foros
Retos
Scorms
Evidencias
Wikis
Buscar ...
Aprendiz
Nombre
Correo
Semáforo
Sondeos
Actividade...
RAP 1 1. I...
RAP 2 2. E...
RAP 3 3. R...
1017240406cc ANDRES ACEVEDO MEJIA andresmj1958@hotmail.com 100%
1233693349cc ANGIE NATALIA BACHILLER ZÚÑIGA angiebachillerz@gmail.com 100%
1002457381cc CINDY TATIANA PINEDA tatopineda407@gmail.com 100%
1232407929cc ESKARLA RAFAELA GARCIA RESTREPO eskarlagarcia13@gmail.com 100%
52870330cc LUZ MARINA TRIANA BUITRAGO trianaluzma@gmail.com 100%
1012443606cc MARIA FERNANDA CERON CATUMBA mariafernandaceron@hotmail.com 100%
1042244338cc DANIELA FLOREZ PORTACIO danielafportacio@gmail.com 75%
1128051987cc DANY LUZ MOSQUERA DIAZ darlis30@hotmail.com 75%
ESP
13:24
18/07/2023

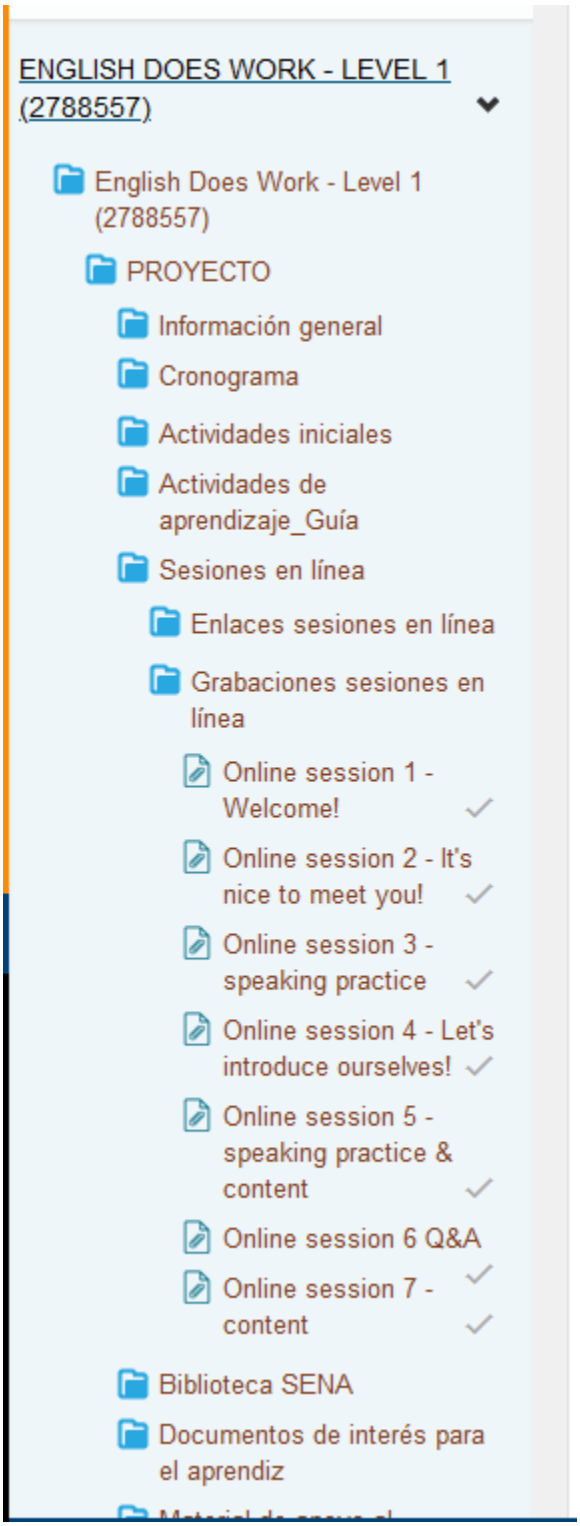

Centro de calificaciones
LUIS FERNANDO SANDOVAL
ENGLISH DOES WORK - LEVEL 1 (2788558)
Enviar correo a usuarios seleccionados
Histórico de correos enviados
Ponderaciones
Equivalencias
Descargar calificaciones
Ordenar RAPS
Sincronización de Raps
Regresar
Mostrar solo las columnas y celdas seleccionadas
Filtro
Mostrar todas las celdas que contengan (A y D)
Sondeos
Blogs
Evaluaciones
Foros
Retos
Scorms
Evidencias
Wikis
Buscar ...
Aprendiz
Nombre
Correo
Semáforo
Sondeos
Actividade...
RAP 1 1. I...
RAP 2 2. E...
RAP 3 3. R...
19427100cc FABIO AUGUSTO MARTINEZ LUGO fabioaugustomartinezl@gmail.com 100%
1088328777cc GUSTAVO ADOLFO AGUDELO ORTEGA vogusta95@gmail.com 100%
1128435577cc JUAN DAVID RESTREPO FORONDA manitorapcore@hotmail.com 100%
1005852064cc MAYRA YULIANA GONZALEZ PULIDO mayrayulianagonzalezpulido@gm 100%
1130643631cc SAMIR GERARDO CORDOBA POSSO cordbaposso@hotmail.com 100%
1030527105cc ANDRES STIVEN CASTAÑO BOTACHE andresstiven26@gmail.com 75%
7187083ce DANIEL MAURICIO RAMIREZ ROBLES danielmaurl24@hotmail.com 75%
1001469527cc JUAN JOSE CALLE RESTREPO juanjosecallerestrepo@gmail.com 75%
ESP
13:25
18/07/2023

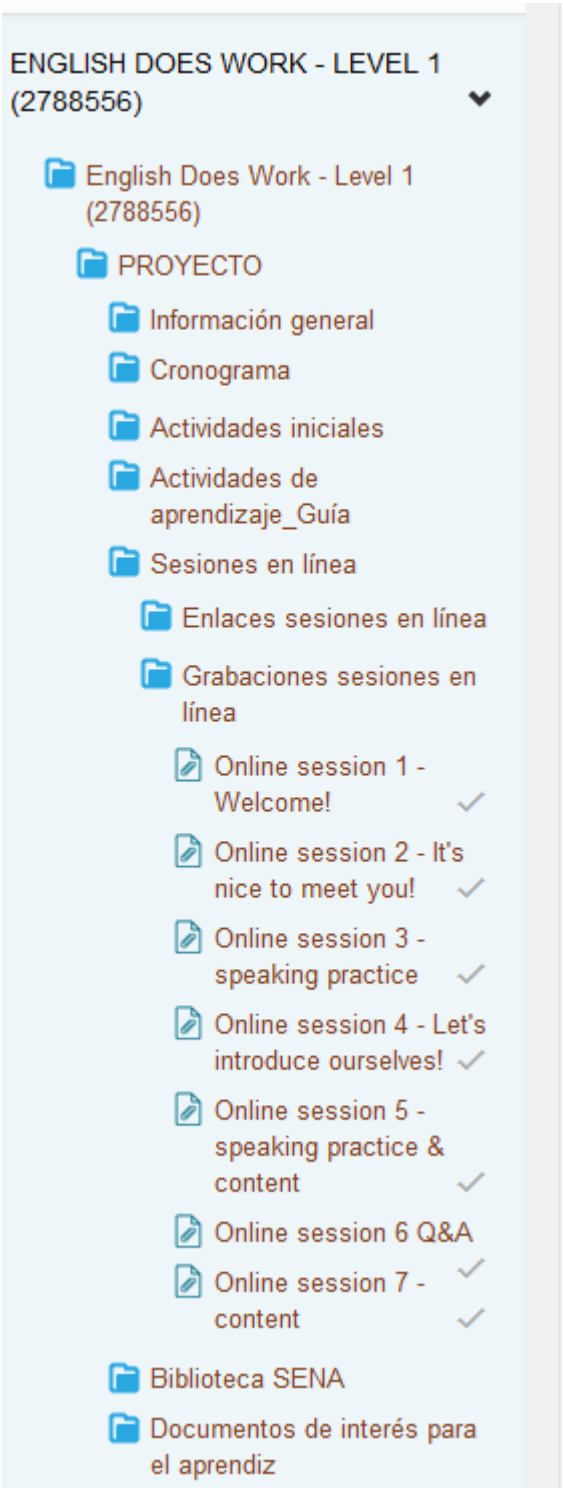
ENGLISH DOES WORK - LEVEL 1 (2788554)

- English Does Work - Level 1 (2788554)
  - PROYECTO
    - Información general
    - Cronograma
    - Actividades iniciales
    - Actividades de aprendizaje_Guía
    - Sesiones en línea
      - Enlaces sesiones en línea
      - Grabaciones sesiones en línea
        - Online session 1 - Welcome
        - Online session 2 - It's nice to meet you!
        - Online session 3 - speaking practice
        - Online session 4 - Let's introduce ourselves!
        - Online session 5 - speaking practice & content
        - Online session 6 Q&A
        - Online session 7 ? content
    - Biblioteca SENA
    - Documentos de interés para el aprendiz
    - Material de apoyo al

ENGLISH DOES WORK - LEVEL 1 (2788558)

- English Does Work - Level 1 (2788558)
  - PROYECTO
    - Información general
    - Cronograma
    - Actividades iniciales
    - Actividades de aprendizaje_Guía
    - Sesiones en línea
      - Enlaces sesiones en línea
      - Grabaciones sesiones en línea
        - Online session 1 - Welcome!
        - Online session 2 - It's nice to meet you!
        - Online session 3 - speaking practice
        - Online session 4 - Let's introduce ourselves!
        - Online session 5 - speaking practice & content
        - Online session 6 Q&A
        - Online session 7 - content
    - Biblioteca SENA
    - Documentos de interés para el aprendiz


ENGLISH DOES WORK - LEVEL 1 (2788557)
English Does Work - Level 1 (2788557)
PROYECTO
Información general
Cronograma
Actividades iniciales
Actividades de aprendizaje_Guía
Sesiones en línea
Enlaces sesiones en línea
Grabaciones sesiones en línea
Online session 1 - Welcome!
Online session 2 - It's nice to meet you!
Online session 3 - speaking practice
Online session 4 - Let's introduce ourselves!
Online session 5 - speaking practice & content
Online session 6 Q&A
Online session 7 - content
Biblioteca SENA
Documentos de interés para el aprendiz


ENGLISH DOES WORK - LEVEL 1 (2788556)
English Does Work - Level 1 (2788556)
PROYECTO
Información general
Cronograma
Actividades iniciales
Actividades de aprendizaje_Guía
Sesiones en línea
Enlaces sesiones en línea
Grabaciones sesiones en línea
Online session 1 - Welcome!
Online session 2 - It's nice to meet you!
Online session 3 - speaking practice
Online session 4 - Let's introduce ourselves!
Online session 5 - speaking practice & content
Online session 6 Q&A
Online session 7 - content
Biblioteca SENA
Documentos de interés para el aprendiz

TIEMPO ACT. APOYO A LA FORMACION

INSTRUCTOR: LUIS FERNANDO SANDOVAL RINCON

CENTRO DE FORMACIÓN: CENTRO AGROEMPRESARIAL

FECHA INICIAL: 01/07/2023 00:00:00

FECHA FINAL: 31/07/2023 23:59:59

ACTIVIDADES ACADÉMICAS

FICHA DE APRENDIZAJE: 2788556 - ENGLISH DOES WORK - LEVEL 1

• COMPETENCIA DE APRENDIZAJE: INTERACTUAR EN LENGUA INGLESA DE FORMA ORAL Y ESCRITA DENTRO DE CONTEXTOS SOCIALES Y LABORALES SEGÚN LOS CRITERIOS ESTABLECIDOS POR

RESULTADOS DE APRENDIZAJE

1. IDENTIFICAR INFORMACIÓN BÁSICA A PARTIR DE EXPRESIONES DE USO FRECUENTE Y VOCABULARIO.

2. EXPRESAR RUTINAS PERSONALES Y LABORALES TENIENDO EN CUENTA SITUACIONES DE LA COTIDIANIDAD Y VOCABULARIO RELACIONADO.

3. RELACIONAR EXPRESIONES BÁSICAS DE USO FRECUENTE CON SITUACIONES COTIDIANAS SEGÚN CONTEXTO.

HORAS DEDICADAS EN LA FICHA : 26,00

FICHA DE APRENDIZAJE: 2788557 - ENGLISH DOES WORK - LEVEL 1

• COMPETENCIA DE APRENDIZAJE: INTERACTUAR EN LENGUA INGLESA DE FORMA ORAL Y ESCRITA DENTRO DE CONTEXTOS SOCIALES Y LABORALES SEGÚN LOS CRITERIOS ESTABLECIDOS POR

RESULTADOS DE APRENDIZAJE

1. IDENTIFICAR INFORMACIÓN BÁSICA A PARTIR DE EXPRESIONES DE USO FRECUENTE Y VOCABULARIO.

2. EXPRESAR RUTINAS PERSONALES Y LABORALES TENIENDO EN CUENTA SITUACIONES DE LA COTIDIANIDAD Y VOCABULARIO RELACIONADO.

3. RELACIONAR EXPRESIONES BÁSICAS DE USO FRECUENTE CON SITUACIONES COTIDIANAS SEGÚN CONTEXTO.

HORAS DEDICADAS EN LA FICHA : 26,00

FICHA DE APRENDIZAJE: 2788554 - ENGLISH DOES WORK - LEVEL 1

• COMPETENCIA DE APRENDIZAJE: INTERACTUAR EN LENGUA INGLESA DE FORMA ORAL Y ESCRITA DENTRO DE CONTEXTOS SOCIALES Y LABORALES SEGÚN LOS CRITERIOS ESTABLECIDOS POR

RESULTADOS DE APRENDIZAJE

1. IDENTIFICAR INFORMACIÓN BÁSICA A PARTIR DE EXPRESIONES DE USO FRECUENTE Y VOCABULARIO.

2. EXPRESAR RUTINAS PERSONALES Y LABORALES TENIENDO EN CUENTA SITUACIONES DE LA COTIDIANIDAD Y VOCABULARIO RELACIONADO.

3. RELACIONAR EXPRESIONES BÁSICAS DE USO FRECUENTE CON SITUACIONES COTIDIANAS SEGÚN CONTEXTO.

HORAS DEDICADAS EN LA FICHA : 26,00

FICHA DE APRENDIZAJE: 2788558 - ENGLISH DOES WORK - LEVEL 1

• COMPETENCIA DE APRENDIZAJE: INTERACTUAR EN LENGUA INGLESA DE FORMA ORAL Y ESCRITA DENTRO DE CONTEXTOS SOCIALES Y LABORALES SEGÚN LOS CRITERIOS ESTABLECIDOS POR

RESULTADOS DE APRENDIZAJE

1. IDENTIFICAR INFORMACIÓN BÁSICA A PARTIR DE EXPRESIONES DE USO FRECUENTE Y VOCABULARIO.

2. EXPRESAR RUTINAS PERSONALES Y LABORALES TENIENDO EN CUENTA SITUACIONES DE LA COTIDIANIDAD Y VOCABULARIO RELACIONADO.

3. RELACIONAR EXPRESIONES BÁSICAS DE USO FRECUENTE CON SITUACIONES COTIDIANAS SEGÚN CONTEXTO.

HORAS DEDICADAS EN LA FICHA :	26,00

TOTAL HORAS ACTIVIDADES ACADÉMICAS:	104,00

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
21/07/2023	31/07/2023	DESARROLLO CURRICULAR	48,00

TOTAL ACTIVIDADES ADICIONALES:	48,00

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: *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.*	**GUÍA**	**HORAS TRABAJO DIRECTO**	**HORAS TRABAJO AUTÓNOMO**		**OBJETIVOS / ACTIVIDAD DE APRENDIZAJE**	**COMPETENCIAS LINGÜISTÍCAS**				**CRITERIOS DE EVALUACIÓN GENERALES (*DISEÑO CURRÍCULAR: 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.*
RESULTADO DE APRENDIZAJE: 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.	**GUÍA 1** 13 *HORAS*	8	5	1	Exchanging and spelling names, e-mails and phone numbers.	1. Subject pronouns 2. Possessive adjectives 3. The verb *to be*: (affirmative and negative statements, contractions, yes/no and wh- questions, and short answers).	- Alphabet - Greetings and farewells - Names and titles of address - Numbers and e-mails - Countries, nationalities and languages. - Titles	- Linked sounds - Listening for the spelling of names, e-mails and phone numbers, and countries - Listening for personal information	- Writing a list of names, e-mails and phone numbers - Writing questions requesting personal information - Reading	- Comprende información básica en textos en inglés acorde con nivel principiante. - Completa formularios con información personal utilizando vocabulario y gramática acorde con nivel	- Develop skills in listening for correct spelling. - Develop skills in listening for correct phone numbers. - Notice syllable stress.	- Learn to sound natural by linking words. - Learn to sound natural when prononcing countries, nationalities and languages.	- Practice possessive adjectives. - Practice subject pronouns with the verb *be* in conversations. - Practice statements, contractions, yes/no and wh-	- Practice the alphabet. - Learn titles for men and women. - Learn and practice formal and informal greetings for different time of the day. - Learn and practice the	- Spell people´s names and words. - 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*.										
				3	Introducing themselves and others using the verb *to be* and possessive adjectives.										
	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* 2. Plurals 3. Prepositions of place 4. Time expressions 5. Simple present: (affirmative and negative statements, contractions, yes/no and wh- questions, and short answers).	- Classroom and work objects - Locations in a room - Days of the week - Jobs and workplaces - Verbs for routines - Prepositions of place - Time expressions.	- Plural *-s* endings - Listening to descriptions of jobs and daily schedules - Listening for times of the day - Listening to identify people's routines - Third-person singular *-s* endings - Listening for the locations of objects	- Writing the locations of objects - Writing a classmate's routine - Reading/listening about people's routines	- Comprende palabras y frases muy sencillas en letreros, catálogos o similares de uso laboral cotidiano. - Comprende recomendaciones sobre conductas seguras en el lugar de trabajo, utilizando vocabulario y gramática básica acorde con nivel principiante.	- Develop skills in listening for specific information and details. - Develop skills in reading for specific information. - Develop skills in predicting, skimming, and sequencing events.	- Learn to sound natural by linking words. - Learn to sound natural when prononcing countries, nationalities and languages. - Learn to sound natural when saying plural nouns.	- Practice simple present wh-questions and statements. - Practice time expressions such as: prepositions of time and adverbs of time. - Practice the indefinite articles: *a* and *an*, and the definite article: *the*. - Ask and answer yes/no and where questions with be.	- Learn vocabulary for different jobs and workplaces and ways to categorize jobs. - Write a biography using the simple present. - Learn the days of the week. - Learn the names of common classroom and work objects. - Learn prepositions of place.	- Notice and use correct syllable stress. - Notice and practice the prounciation of third-person singular *-s* endings. - Notice the different pronunciations of plural *-s* endings.
				5	Asking and answering questions about different types of jobs using the simple present.										
				6	Talking about daily and weekly routines and daily schedules using time expressions and simple present.										
RESULTADO DE APRENDIZAJE: 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.	**GUÍA 3** 13 Horas	8	5	7	Asking about and describing clothing and colors.	1. Demonstratives: *this, that, these,* and *those* 2. Questions: *how much* and *which* 3. Comparisons with adjectives 4. Placement of adjectives before nouns	- Colors - Materials - Clothing - Personal items - Shopping and prices.	- Speaking and listening for descriptions of clothing and colors - Listening to people shopping - Listening for items, prices, and opinions	- Writing a comparison of prices in different countries - Writing questions about what people are wearing	- Brinda información acerca de objetos y sus características. - Expresa gustos, preferencias y actividades en el tiempo libre utilizando vocabulario y gramática básica acorde con nivel principiante.	- Develop skills in listening for details. - Read and discuss an article about internet shopping. - 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*. - Practice asking and answering questions with demonstratives and plurals. - Practice preferences and	- Learn vocabulary for colors. - Learn expressions to refer prices: *cheap, reasonable, OK/ not bad, expensive.* - Learn vocabulary for clothes, uniforms, and materials. - Write a paragraph comparing	- Notice sentece stress.
				8	Talking about prices, buying and selling things.										
				9	Discussing preferences and making comparisons.										
	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*) 2. Question: *what kind* 3. Object pronouns 4. Modal verb *would* 5. verb + to + verb.	- Music - Movies - TV programs - Entertainers - Invitations and excuses - Months, dates, and times	- Intonation in questions - Listening for likes and dislikes - Listening to people making invitations	- Writing a text message - Reading about birthday and holiday customs in different places	- Establece acciones de mejora continua para el alcance progresivo de logros comunicativos en inglés acorde con nivel principiante.	- Develop skills in listening for details. - Read and discuss an article about a singer. - 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*. - 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.* - Write and respond to text messages.	- Notice and use intonation in questions. - Talk and discuss about entertaiment, likes and dislikes.
				11	Discussing how do people celebrate holidays, special occasions, and festivals.										
				12	Making invitations and excuses using *would* and *verb + to + verb.*										
RESULTADO DE APRENDIZAJE: 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.	**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) 2. Quantifiers: *all, nearly all, most, many, a lot of, some, not many, a few,* and *few* 3. Pronoun: *no one*.	- Family members - Quantifiers	- Intonations in statements - Listening for family relationships	- Writing a text about family	- Comprende vocabulario y expresiones en inglés en contextos personales acorde con nivel principiante.	- Develop skills in listening for specific information. - Compare and discuss statistics about families in different countries. - Read an article about a family.	- Learn to sound natural when making statements.	- Practice the present continuous by asking and answering questions. - Practice quantifiers with present facts.	- Learn vocabulary for discussing family members or relatives. - Write an e-mail describing one's family.	- Notice and use intonation in statements. - Discuss families using the present continuous. - Develop skills of asking follow-up questions.
				14	Practicing the present continuous by asking and answering.										
				15	Discussing facts about families using quantifiers.										
	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* 2. Questions: *how often, how long, how well,* and *how good* 3. Short answers 4. *Can* for ability	- Sports, fitness activities, and exercise - Routines - Abilities and talents	- Pronunciation of *can* and *can't* - Listening to people talking about free-time activities - Listening to descriptions of sports participation - Listening to people talk about their abilities	- Writing questions about sports and free-time activities - Writing about favorite activities	- Expresa el quehacer diario personal y laboral utilizando vocabulario y gramática acorde con nivel principiante.	- Develop skills in listening for key words and specific information. - Develop skills in listening for details and inferencing. - Read and complete a health and fitness quizz. - Develop skills in skimming and making inferences.	- Learn to sound natural when using direct address.	- Learn collocations with *do, go,* and *play.* - Practice adverbs of frequency by asking and answering questions. - Practice questions with *how* and short answers.	- Learn vocabulary for sports and fitness activities. - Write about favorite activities using the simple present and adverbs of frequency.	- Discuss types of sports and exercice. - Talk about fitness using *how often* and adverbs of frequency. - Discuss sports and athletes using adverbs of frequency. - Notice intonation with direct address.
				17	Talking about sports and exercise using adverbs of frequency.										
				18	Asking about and describing routines and exercise.										
RESULTADO DE APRENDIZAJE: 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	**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) 2. Regular and irregular verbs 3. Past of *verb to be*	- Free-time and weekend activities - Chores - Vacations - Verbs - Biographical information - Years - School dates	- Reduction of *did you* - Simple past *-ed* endings - Listening to descriptions and opinions of past events and vacations	- Writing about last weekend - Reading/writing postcard about vacation experiences	- Comprende conversaciones cortas acerca de experiencias pasadas utilizando vocabulario y gramática básica acorde con nivel principiante.	- Develop skills in listening for main ideas and details. - Read and discuss vacations postcards. - Develop skills in reading for main ideas and supporting details.	- Notice the reduction of *did you*. - Learn to sound natural when asking *did you* questions. - Notice the pronunciation of *-ed*. - 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. - Learn collocations with *do, go, have, make,* and *take*. - Practice the past of *be* in questions and short answers.	- Learn vocabulary for discussing leisure activities. - Learn vocabulary for chores and activities. - Write a postcard using the past tense about a vacation or last weekend activities.	- Disscuss activities using the simple past. - Develop the skill of asking follow-up questions. - Discuss vacations using the past tense. - Develop the skill of retelling a story. - 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*.										
				21	Asking for and giving information about date and place of birth, and describing school experiences and memories.										
	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 2. *There is & There are, one,* and *any* 3. Giving direction with imperative verbs 4. Quantifiers 5. Questions: *how many and how much* 6. Count and noncount nouns	- Houses, apartments, rooms, and furniture - Stores - Tourist attractions - Places in a city and neighborhoods	- Reduction of *there is & there are* - Listening to descriptions of homes - Listening to directions - Listening for locations and descriptions of places.	- Writing about yur dream home - Writing about directions	- Comprende narraciones cortas orales y escritas acerca de situaciones que ocurren en el momento de la expresión, utilizando vocabulario y gramática básica acorde con nivel principiante.	- Develop skills in listening for details. - Develop skills in scanning and reading for detail.	- Notice the reduction of *there is/there are.* - Learn to sound natural when using *there is/ there are.*	- Ask and answer questions with *there is/there are.* - Practice using *one, any,* and *some.* - Practice prepositions of place. - Ask and answer questions with count and noncount nouns.	- Learn vocabulary for discussing places in the neighborhood. - Learn vocabulary for talking about problems with neighbors. - 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.										
				24	Asking for and giving directions to different places using imperatives.										
RESULTADO DE APRENDIZAJE: 05 COMUNICARSE DE MANERA SENCILLA EN INGLÉS EN FORMA ORAL Y ESCRITA CON UN VISITANTE O COLEGA EN UN CONTEXTO LABORAL COTIDIANO.	**GUÍA 9** 13 Horas	8	5	25	Describing people´s physical appearance.	1. Questions for describing people: *What's ... look like, how old, how tall, how long* and *what color* 2. Modifiers with participles and prepositions	- Appearance and dress - Clothing and clothing styles - People - Weather.	- Contrastive stress - Listening to descriptions to identify people and styles	Writing a text describing people, reading about clothing syles.	- Comprende información básica en textos en inglés acorde con nivel principiante.	- Develop skills in listening for details. - Develop skills in scanning and reading for details.	- Notice changes in stress. - Learn to sound natural when using contrastive stress.	- Ask and answer questions about appereance: *general, age, height, hair, etc.* - Practice using modifiers with participles and prepositions.	- Learn vocabulary for describing people. - Write and e-mail or paragrah describing people. - 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.										
				27	Identifying people using modifiers with participles and prepositions to describe what they are wearing or doing.										
	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) 2. Regular and irregular past apriciples 3. *Already* and *yet* 4. Presente perfect vs. Simple past 5. *For* and *since.*	- Past experiences - Unusual activities - Verbs (past participles)	- Linked sounds - Listening to descriptions of events - Listening to a job interview - Listening to descriptions of experiences	Writing a letter to a friend, reading about unusual activities or dangerous sports.	- Emplea la estructura básica del inglés (*sujeto + verbo + complemento*) en la elaboración de textos cortos orales y escritos en pasado simple que contienen información personal de su historia de vida y de otros.	- Develop skills in listening for main ideas. - 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.* - Ask and answer questions using the present perfet with regular and irregular past participles. - Practice using expressions with *for* and *since.*	- Learn vocabulary for talking about fun activities to do. - Learn collocations for activities with climb, drink, drive, lose, miss, and ride. - 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*.										
				30	Discussing experiences from the recent and distant past using the present perfect and simple past, *for,* and *since.*										
	GUÍA 11 13 Horas	8	5	31	Asking about, giving suggestions and describing hometowns, cities, and countries.	1. Adverbs before adjectives 2. Conjunctions: *and, but, though,* and *however* 3. Modal verbs: *can* and *should*	- Cities - Hometowns - Countries	- *Can't* and *shouldn't* - Listening to descriptions of hometowns, cities, and countries - Listening to descriptions of vacations destinations - Listening for incorrect information	- Writing a text about an interesting place for tourists to visit - Reading about famous cities	- Emplea la estructura básica del inglés (*sujeto + verbo + complemento*) en la elaboración de textos cortos orales y escritos que contienen descripción u opinión acerca de un sitio turístico de interés	- Develop skills in listening for details. - 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. - Ask and answer questions using *can* and *should.*	- Learn vocabulary for describing places. - Write a paragrah about a place using adverbs before adjectives, and conjunctions.	- Talk about popular vacations spots. - Talk about vacations using *can, can't, should* and *shouldn't.*
				32	Talking about their hometowns using adverbs, adjectives, and conjunctions.										
				33	Discussing popular vacation places using *can* and *should.*										

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

COMPETENCIA: *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.*	GUÍA	HORAS TRABAJO DIRECTO	HORAS TRABAJO AUTÓNOMO		OBJETIVOS / ACTIVIDAD DE APRENDIZAJE	COMPETENCIAS LINGÜISTÍCAS				CRITERIOS DE EVALUACIÓN GENERALES (*DISEÑO CURRÍCULAR: 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.*
RESULTADO DE APRENDIZAJE: 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.	**GUÍA 12** 13 Horas	8	5	34	Learn vocabulary for common health problems.	1. Infinitive complements 2. Modal verb *should* for suggestions 3. Modal verbs *can, could,* and *may* for requests 4. *Have* + noun & *Feel* + adjective 5. Negative and positive adjectives 6. Imperatives	- Parts of the body - Health problems - Medication and remedies - Products in a pharmacy	- Reduction of *to* - Listening to health problems and advice - Listening to medications	- Writing a letter about a medical advice for health problems - Reading about natural products as medicine	- Participa en juegos de rol guiados o situaciones simuladas relacionadas con el intercambio de información personal, expresiones de saludo y demás utilizando vocabulario y gramática básica	- Develop skills in listening for specific information. - Develop skills in predicting, skimming, and undertanding the sequence of information.	- Notice the reduction of *to*. - Learn to sound natural when using *to* in conversation.	- Practice using infinitive complements. - Ask and give advice using infinitive complements. - Practice conversations using modal verbs for requests and suggestions.	- Learn vocabulary for commom health problems. - Learn vocabulary for containers. - Write a paragraph to an advice using modal verbs for requests and write a response	- Talk about health problems. - Discuss difficult situations using infinitive complements. - Role-play a conversation between two peiple in a drugstore.
				35	Talking about health problems and give advice using infinitive complements.										
				36	Asking for advice and giving suggestions about health care producst using the modal verbs *can, could,* and *may*.										
	GUÍA 13 12 Horas	8	4	37	Expressing food likes and dislikes and giving opinions about healthy and unhealthy foods.	1. *Some* and *any* 2. count and noncount nouns 3. Adverbs of frequency: *always, usually, often, sometimes, hardly ever,* and *never* 4. *So, too, neither,* and *either* 5. Modal verbs *would* and *will* for requests.	- Food - Restaurants - Food pyramid - Basic foods - Desserts - Meals	- Stress in responses - Listening for people's food preferences - Listening to restaurant orders	- Write questions about mealtime habits - Writing a restaurant review - Reading about: i) tipping customs and ii) foods people eat for good luck in the new year	- Participa en juegos de rol guiados o situaciones simuladas relacionadas con el intercambio de información personal, expresiones de saludo y demás utilizando vocabulario y gramática básica junto con el uso de fórmulas de cortesía en un ambiente laboral.	- Read about the origins of popular foods. - Develop skills in listening for details. - Develop skills in scanning and guessing meaning from context.	- Notice stress in responses. - Learn to sound natural when responding with *so, too, neither,* and *either.*	- Practice agreeing and disagreeing using *so, too, neither,* and *either.* - Practice conversations using modal verbs *would* and *will* for requests.	- Learn vocabulary for discussing international dishes.	- Talk about favorite foods. - Write a restaurant review.
				38	Agreeing and disagreeing about food you have and need, and eating habits.										
				39	Ordering food at a restaurant using the modal verbs *would* and *will*.										
	GUÍA 14 12 Horas	8	4	40	Talking and describing world geohraphy and countries.	1. Comparative and superlative forms of adjectives 2. Questions: *how far, how, big, how high, how deep, how long, how hot,* and *how cold.*	- World geography - Facts - Countries	- Questions of choice - Listening to a TV game show - Listening to people discussing about cities	- Writing a text about a country - Reading about the environment	- Comprende información básica en textos en inglés acorde con nivel principiante.	- Develop skills in listening for details. - Read a world geography test. - 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. - Ask and answer questions with *how.*	- Learn vocabulary for discussing geography. - Write a text for a website using recommendations, numbers, and comparisons with adjectives.	- Give visitors recommendations using comparisons with adjectives. - Talk about geographic facts.
				41	Talking about geography using the comparative and superlative forms of adjectives.										
				42	Discussing distances, measurements, and places using questions with *how.*										
TOTAL HORAS DIRECTO / AUTÓNOMO		112	68												
TOTAL HORAS COMPETENCIA		180													

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

COMPETENCIA: *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*	**GUÍA**	**HORAS TRABAJO DIRECTO**	**HORAS TRABAJO AUTÓNOMO**		**OBJETIVOS / ACTIVIDAD DE APRENDIZAJE**	**COMPETENCIAS LINGÜÍSTICAS**				**INDICADORES DE DESEMPEÑO**	**CRITERIOS DE EVALUACIÓN GENERALES (*DISEÑO CURRÍCULAR: 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.*
RESULTADO DE APRENDIZAJE: COMPRENDER INFORMACIÓN SOBRE SITUACIONES COTIDIANAS Y LABORALES ACTUALES Y FUTURAS A TRAVÉS DE INTERACCIONES SOCIALES DE FORMA ORAL Y ESCRITA.	**GUÍA 1** 12,80 *HORAS*	8	4,8	1	Exchanging and spelling names, e-mails and phone numbers.	1. Subject pronouns 2. Possessive adjectives 3. The verb *to be*: (affirmative and negative statements, contractions, yes/no and wh- questions, and short answers).	- Alphabet - Greetings and farewells - Names and titles of address - Numbers and e-mails - Countries, nationalities and languages. - Titles	- Linked sounds - Listening for the spelling of names, e-mails and phone numbers, and countries - Listening for personal information	- Writing a list of names, e-mails and phone numbers - Writing questions requesting personal information - Reading	- Introduce oneself and check information about other people.	- Reconoce la idea general y detalles específicos en interacciones orales de la vida cotidiana articuladas con claridad y una velocidad promedio.	- Develop skills in listening for correct spelling. - Develop skills in listening for correct phone numbers. - Notice syllable stress.	- Learn to sound natural by linking words. - Learn to sound natural when prononcing countries, nationalities and languages.	- Practice possessive adjectives. - Practice subject pronouns with the verb *be* in conversations. - Practice statements, contractions, yes/no and wh-questions, and answer questions with be.	- Practice the alphabet. - Learn titles for men and women. - Learn and practice formal and informal greetings for different time of the day. - Learn and practice the numbers from zero to ten. - Learn and practice formal and informal ways to say good-bye	- Spell people´s names and words. - 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. - 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 12,80 *HORAS*	8	4,8	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* 2. Plurals 3. Prepositions of place 4. Time expressions 5. Simple present: (affirmative and negative statements, contractions, yes/no and wh- questions, and short answers).	- Classroom and work objects - Locations in a room - Days of the week - Jobs and workplaces - Verbs for routines - Prepositions of place - Time expressions.	- Plural -s endings - Listening to descriptions of jobs and daily schedules - Listening for times of the day - Listening to identify people's routines - Third-person singular -s endings - Listening for the locations of objects	- Writing the locations of objects - Writing a classmate's routine - Reading/listening about people's routines	Learn names of common personal, classroom and work objects using the articles *a, an,* and *the*.	- Hace uso de términos y expresiones relacionadas con su ámbito laboral especifico.	- Develop skills in listening for specific information and details. - Develop skills in reading for specific information. - Develop skills in predicting, skimming, and sequencing events.	- Learn to sound natural by linking words. - Learn to sound natural when prononcing countries, nationalities and languages. - Learn to sound natural when saying plural nouns.	- Practice simple present wh-questions and statements. - Practice time expressions such as: prepositions of time and adverbs of time. - Practice the indefinite articles: *a* and *an*, and the definite artivle: *the*. - Ask and answer yes/no and where questions with be.	- Learn vocabulary for different jobs and workplaces and ways to categorize jobs. - Write a biography using the simple present. - Learn the days of the week. - Learn the names of common classroom and work objects. - Learn prepositions of place.	- Notice and use correct syllable stress. - Notice and practice the prounciation of third-person singular -s endings. - Notice the different prounuciations of plural -s endings.
				5	Asking and answering questions about different types of jobs using the simple present.					Learn vocabulary for different jobs and workplaces.						
				6	Talking about daily and weekly routines and daily schedules using time expressions and 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. Develop skills in listening and reading for specific information.						
	GUÍA 3 12,80 Horas	8	4,8	7	Asking about and describing clothing and colors.	1. Demonstratives: *this, that, these, ans those* 2. Questions: *how much* and *which* 3. Comparisons with adjectives 4. Placement of adjectives before nouns	- Colors - Materials - Clothing - Personal items - Shopping and prices.	- Speaking and listening for descriptions of clothing and colors - Listening to people shopping - Listening for items, prices, and opinions	- Writing a comparison of prices in different countries - Writing questions about what people are wearing	Learn and practice vocabulary for clothing items, colors, and materials.	- Reconoce la idea general y detalles específicos en textos escritos de la vida cotidiana articulados con claridad.	- Develop skills in listening for details. - Read and discuss an article about internet shopping. - 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*. - Practice asking and answering questions with demonstratives and plurals. - Practice preferences and comparisons with adjectives.	- Learn vocabulary for colors. - Learn expressions to refer prices: *cheap, reasonable, OK/ not bad, expensive*. - Learn vocabulary for clothes, uniforms, and materials. - Write a paragraph comparing prices.	- Notice sentece stress.
				8	Talking about prices, buying and selling things.					Develop skills in listening for main ideas and details about clothing, colors, and materials. Practice demonstratives: *this, that, these,* and *those & one* and *ones*, and questions: *how much* and *which*. Practice preferences and comparisons with adjectives. Write a paragraph comparing clothing items and prices. Develop reading skills in scanning and differentiating fact and opinion.						
				9	Discussing preferences and making comparisons.											
	GUÍA 4 12,80 Horas	8	4,8	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*) 2. Question: *what kind* 3. Object pronouns 4. Modal verb *would* 5. verb + to + verb.	- Music - Movies - TV programs - Entertainers - Invitations and excuses - Months, dates, and times	- Intonation in questions - Listening for likes and dislikes - Listening to people making invitations	- Writing a text message - Reading about birthday and holiday customs in different places	Learn vocabulary for types of entertaiment such as music, movies, and TV programs.	- Ofrece breves razonamientos y explicaciones de opiniones, planes y acciones.	- Develop skills in listening for details. - Read and discuss an article about a singer. - 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*. - 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*. - Write and respond to text messages.	- Notice and use intonation in questions. - 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. Learn and practice *would* and *verb + to + verb*. Write and respond to text messages.						
				12	Making invitations and excuses using *would* and *verb + to + verb*.											
	GUÍA 5 12,80 Horas	8	4,8	13	Talking about their own and other families using the present continuous.	1. Present Continuous (statements, yes/no and wh- questions, and short answers) 2. Quantifiers: *all, nearly all, most, many, a lot of, some, not many, a few,* and *few* 3. Pronoun: *no one*.	- Family members - Quantifiers	- Intonations in statements - Listening for family relationships	- Writing a text about family	Learn vocabulary for discussing the family and family issues.	- Hace uso de vocabulario relacionado con familia, aficiones e intereses, trabajo, viajes y hechos de actualidad, en textos orales y escritos.	- Develop skills in listening for specific information. - Compare and discuss statistics about families in different countries. - Read an article about a family.	- Learn to sound natural when making statements.	- Practice the present continuous by asking and answering questions. - Practice quantifiers with present facts.	- Learn vocabulary for discussing family members or relatives. - Write an e-mail describing one's family.	- Notice and use intonation in statements. - Discuss families using the present continuous. - 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. Develop skills in listening for specific information. Learn and practice quantifiers to talk about present facts. Develop skills in reading topic sentnces.						
				15	Discussing facts about families using quantifiers.											
RESULTADO DE APRENDIZAJE: INTERCAMBIAR OPINIONES SOBRE SITUACIONES COTIDIANAS Y LABORALES ACTUALES, PASADAS Y FUTURAS EN CONTEXTOS SOCIALES ORALES Y ESCRITOS.	**GUÍA 6** 12,80 Horas	8	4,8	16	Discussing sports, exercise, and leisure activitites using questions with how and short answers.	1. Adverbs of frequency: *always, almost always, usually, often, sometimes, hardly ever, almost never, and never* 2. Questions: *how often, how long, how well,* and *how good* 3. Short answers 4. *Can* for ability	- Sports, fitness activities, and exercise - Routines - Abilities and talents	- Pronunciation of *can* and *can't* - Listening to people talking about free-time activities - Listening to descriptions of sports participation - Listening to people talk about their abilities	- Writing questions about sports and free-time activities - Writing about favorite activities	Learn vocabulary for discussing different sports, fitness, and leisure activities.	- Participa en juegos de rol guiados o situaciones simuladas sobre situaciones cotidianas y laborales actuales, pasadas y futuras en contextos sociales orales y escritos	- Develop skills in listening for key words and specific information. - Develop skills in listening for details and inferencing. - Read and complete a health and fitness quizz. - Develop skills in skimming and making inferences.	- Learn to sound natural when using direct address.	- Learn collocations with *do, go,* and *play*. - Practice adverbs of frequency by asking and answering questions. - Practice questions with *how* and short answers.	- Learn vocabulary for sports key words and fitness activities. - Write about favorite activities using the simple present and adverbs of frequency.	- Discuss types of sports and exercice. - Talk about fitness using *how often* and adverbs of frequency. - Discuss sports and athletes using adverbs of frequency. - 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. Write about favorite activities using the simple present and adverbs of frequency. Develop reading skills in skimming and making inferences.						
				18	Asking about and describing routines and exercise.											
	GUÍA 7 12,80 Horas	8	4,8	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) 2. Regular and irregular verbs 3. Past of *verb to be*	- Free-time and weekend activities - Chores - Vacations - Verbs - Biographical information - Years - School dates	- Reduction of *did you* - Simple past *-ed* endings - Listening to descriptions and opinions of past events and vacations	- Writing about last weekend - Reading/writing postcard about vacation experiences	Learn vocabulary (*verbs*) for discussing daily, leisure, and weekend activities.	- Participa en juegos de rol guiados o situaciones simuladas sobre situaciones cotidianas y laborales actuales, pasadas y futuras en contextos sociales orales y escritos	- Develop skills in listening for main ideas and details. - Read and discuss vacations postcards. - Develop skills in reading for main ideas and supporting details.	- Notice the reduction of *did you*. - Learn to sound natural when asking *did you* questions. - Notice the pronunciation of *-ed*. - 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. - Learn collocations with *do, go, have, make,* and *take*. - Practice the past of *be* in questions and short answers.	- Learn vocabulary for discussing leisure activities. - Learn vocabulary for chores and activities. - Write a postcard using the past tense about a vacation or last weekend activities.	- Disscuss activities using the simple past. - Develop the skill of asking follow-up questions. - Discuss vacations using the past tense. - Develop the skill of retelling a story. - 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. 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.						
				21	Asking for and giving information about date and place of birth, and describing school experiences and memories.											
	GUÍA 8 12,80 Horas	8	4,8	22	Describing houses, apartments, and furniture using simple present and statements with there is/there are.	1. Prepositions of place 2. *There is & There are*, *one*, and *any* 3. Giving direction with imperative verbs 4. Quantifiers 5. Questions: *how many and how much* 6. Count and noncount nouns	- Houses, apartments, rooms, and furniture - Stores - Tourist attractions - Places in a city and neighborhoods	- Reduction of *there is & there are* - Listening to descriptions of homes - Listening to directions - Listening for locations and descriptions of places.	- Writing about yur dream home - Writing about directions	Learn vocabulary for talking about places in houses, apartments, furniture and other household items.	- Enlaza una serie de elementos breves, concretos y sencillos para crear una secuencia cohesionada y lineal.	- Develop skills in listening for details. - Develop skills in scanning and reading for detail.	- Notice the reduction of *there is/there are*. - Learn to sound natural when using *there is/ there are*.	- Ask and answer questions with *there is/there are*. - Practice using *one, any,* and *some*. - Practice prepositions of place. - Ask and answer questions with count and noncount nouns. - Practice quantifiers.	- Learn vocabulary for discussing places in the neighborhood. - Learn vocabulary for talking about problems with neighbors. - 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. 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.						
				24	Asking for and giving directions to different places using imperatives.											
	GUÍA 9 12,80 Horas	8	4,8	25	Describing people´s physical appearance.	1. Questions for describing people: *Whatk ... look like, how old, how tall, how long* and *what color* 2. Modifiers with participles and prepositions	- Appearance and dress - Clothing and clothing styles - People - Weather.	- Contrastive stress - 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.	- Participa en juegos de rol guiados o situaciones simuladas sobre situaciones cotidianas y laborales actuales, pasadas y futuras en contextos sociales orales y escritos.	- Develop skills in listening for details. - Develop skills in scanning and reading for details.	- Notice changes in stress. - Learn to sound natural when using contrastive stress.	- Ask and answer questions about appearance: *general, age, height, hair, etc*. - Practice using modifiers with participles and prepositions.	- Learn vocabulary for describing people. - Write and e-mail or paragraph describing people. - 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. 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.						
				27	Identifying people using modifiers with participles and prepositions to describe what they are wearing or doing.											
	GUÍA 10 12,80 Horas	8	4,8	28	Talking about and describing past experiences.	1. Present perfect (statements, yes/no and wh- questions, and short answers) 2. Regular and irregular past aprticiples 3. *Already* and *yet* 4. Presente perfect vs. Simple past 5. *For* and *since*.	- Past experiences - Unusual activities - Verbs (past participles)	- Linked sounds - Listening to descriptions of events - Listening to a job interview - 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.	- Participa en juegos de rol guiados o situaciones simuladas sobre situaciones cotidianas y laborales actuales, pasadas y futuras en contextos sociales orales y escritos	- Develop skills in listening for main ideas. - 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*. - Ask and answer questions using the present perfet with regular and irregular past participles. - Practice using expressions with *for* and *since*.	- Learn vocabulary for talking about fun activities to do. - Learn collocations for activities with climb, drink, drive, lose, miss, and ride. - 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*.					Learn to sound natural by linking final /t/ and /d/ sounds in verbs with the vowels that follow. 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.						
				30	Discussing experiences from the recent and distant past using the present perfect and simple past, *for,* and *since*.											
	GUÍA 11 12,80 Horas	8	4,8	31	Asking about, giving suggestions and describing hometowns, cities, and countries.	1. Adverbs before adjectives 2. Conjunctions: *and, but, though,* and *however* 3. Modal verbs: *can* and *should*	- Cities - Hometowns - Countries	- *Can't* and *shouldn't* - Listening to descriptions of hometowns, cities, and countries - Listening to descriptions of vacations destinations - Listening for incorrect information	- Writing a text about an interesting place for tourists to visit - Reading about famous cities	Learn vocabulary for describing places.	- Enlaza una serie de elementos breves, concretos y sencillos para crear una secuencia cohesionada y lineal.	- Develop skills in listening for details. - 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. - Ask and answer questions using *can* and *should*.	- Learn vocabulary for describing places. - Write a paragraph about a place using adverbs before adjectives, and conjunctions.	- Talk about popular vacations spots. - Talk about vacations using *can, can't, should* and *shouldn't*.
				32	Talking about their hometowns using adverbs, adjectives, and conjunctions.					Learn practice using adverbs before adjectives and conjuctions. Develop skills in listening for details. 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.						
				33	Discussing popular vacation places using *can* and *should*.											
				34	Learn vocabulary for common health problems.	1. Infinitive complements 2. Modal verb *should* for suggestions 3. Modal verbs *can, could,* and *may* for requests	- Parts of the body - Health problems - Medication and remedies - Products in a pharmacy	- Reduction of *to* - Listening to health problems and advice - Listening to medications	- Writing a letter about a medical advice for health problems - Reading about natural products as medicine	Learn vocabulary for discussing parts of the body, common health problems, and medications. Practice using have + noun and feel + adjective to express feelings and health problems.	- Brinda solución a un problema sencilla haciendo uso de una adecuada pronunciación, fluidez, rango	- Develop skills in listening for specific information. - Develop skills in predicting, skimming, and undertanding	- Notice the reduction of to. - Learn to sound natural when using to in conversation.	- Practice using infinitive complements. - Ask and give advice using infinitive complements.	- Learn vocabulary for commom health problems. - Learn vocabulary for containers.	- Talk about health problems. - Discuss difficult situations using infinitive complements. - Role-play a conversation

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

COMPETENCIA: *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.*	**GUÍA**	**HORAS TRABAJO DIRECTO**	**HORAS TRABAJO AUTÓNOMO**		**OBJETIVOS / ACTIVIDAD DE APRENDIZAJE**	**COMPETENCIAS LINGÜÍSTICAS**				**INDICADORES DE DESEMPEÑO**	**CRITERIOS DE EVALUACIÓN GENERALES (*DISEÑO CURRÍCULAR: 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.*
RESULTADO DE APRENDIZAJE: EXPLICAR LAS FUNCIONES DE SU OCUPACIÓN LABORAL USANDO EXPRESIONES DE ACUERDO AL NIVEL REQUERIDO POR EL PROGRAMA DE FORMACIÓN.	**GUÍA 12** 12,80 Horas	8	4,8	35	Talking about health problems and give advice using infinitive complements.	4. *Have* + noun & *Feel* + adjective 5. Negative and positive adjectives 6. Imperatives				Learn and practice infinitive complements to ask for and give advice about health problems and difficult situations.	de vocabulario y estructura gramatical para el nivel intermedio.	the sequence of information.		- Practice conversations using modal verbs for requests and suggestions.	- Write a paragraph to an advice using modal verbs for requests and write a response using suggestions.	between two peiple in a drugstore.
				36	Asking for advice and giving suggestions about health care product using the modal verbs *can, could,* and *may*.					Develop skills in listening for specific information. Learn and practice modal verbs to write a letter with a request and write a response using suggestions. Develop reading skills in predicting, skimming, and understanding the sequence of information.						
	GUÍA 13 12, 80 Horas	8	4,8	37	Expressing food likes and dislikes and giving opinions about healthy and unhealthy foods.	1. *Some* and *any* 2. count and noncount nouns 3. Adverbs of frequency: *always, usually, often, sometimes, hardly ever,* and *never* 4. *So, too, neither,* and *either* 5. Modal verbs *would* and *will* for requests.	- Food - Restaurants - Food pyramid - Basic foods - Desserts - Meals	- Stress in responses - Listening for people's food preferences - Listening to restaurant orders	- Write questions about mealtime habits - Writing a restaurant review - 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.	- Participa en juegos de rol guiados o situaciones simuladas sobre situaciones cotidianas y laborales actuales, pasadas y futuras en contextos sociales orales y escritos.	- Read about the origins of popular foods. - Develop skills in listening for details. - Develop skills in scanning and guessing meaning from context.	- Notice stress in responses. - Learn to sound natural when responding with *so, too, neither,* and *either.*	- Practice agreeing and disagreeing using *so, too, neither,* and *either.* - Practice conversations using modal verbs *would* and *will* for requests.	- Learn vocabulary for discussing international dishes.	- Talk about favorite foods. - Write a restaurant review.
				38	Agreeing and disagreeing about food you have and need, and eating habits.					Learn and practice agreeing and disagreeing using *so, too, neither,* and *either.* Learn and practice modal verbs *would* and *will* for requests. Develop skills in listening for specific information and details.						
				39	Ordering food at a restaurant using the modal verbs *would* and *will*.					Write a text reviewing a restaurant and its food. Develop reading skills in scanning and guessing meaning from context.						
	GUÍA 14 12,80 Horas	8	4,8	40	Talking and describing world geohraphy and countries.	1. Comparative and superlative forms of adjectives 2. Questions: *how far, how, big, how high, how deep, how long, how hot,* and *how cold.*	- World geography - Facts - Countries	- Questions of choice - Listening to a TV game show - Listening to people discussing about cities	- Writing a text about a country - Reading about the environment	Learn vocabulary for discussing geography and countries.	- Enlaza una serie de elementos breves, concretos y sencillos para crear una secuencia cohesionada y lineal.	- Develop skills in listening for details. - Read a world geography test. - 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. - Ask and answer questions with *how.*	- Learn vocabulary for discussing geography. - Write a text for a website using recommendations, numbers, and comparisons with adjectives.	- Give visitors recommendations using comparisons with adjectives. - Talk about geographic facts.
				41	Talking about geography using the comparative and superlative forms of adjectives.					Give visitors recommendations using comparisons with adjectives. Develop skills in listening for details. Ask and answer questions with *how.*						
				42	Discussing distances, measurements, and places using questions with *how*.					Write a text using recommendations, numbers, and comparisons with adjectives. Decelop reading skills in recognizing sources and understanding details.						
	GUÍA 15 12,80 Horas	8	4,8	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* 2. Invitations with *Do you want to … ?* and *Would you like to … ?* 3. Messages with *tell* and *ask* 4. Describing changes with the present tense, the past tense, the present perfect, and teh comparative: *verb + infinitive.*	- Invitations and excuses - Leisure-time activites - Telephone messages - Life changes - Plans and hopes for the future	- Reduction of *could you* and *would you* - Listening to telephone messages - Listening to telephone messages by identifying errors	- Writing invitations and excuses - Reading about goals and priorities	Learn and practice future with the present continuous and *be going to.*	- Participa en juegos de rol guiados o situaciones simuladas sobre situaciones cotidianas y laborales actuales, pasadas y futuras en contextos sociales orales y escritos.	- Develop skills in listening for details. - 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.* - Practice writing and giving messages with *tell* and *ask.*	- Learn vocabulary and expressions about common excuses for not accepting an invitation. - Learn vocabulary for discussing leisure activities. - Write a note asking someone to pass messages with *tell* and *ask.*	- Role-play a conversation between two people making plans.
				44	Making, accepting, and declining invitations; and giving reasons and excuses.					Develop skills in listening for main ideas and details. 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.						
RESULTADO DE APRENDIZAJE: IMPLEMENTAR ACCIONES DE MEJORA RELACIONADAS CON EL USO DE EXPRESIONES, ESTRUCTURAS Y DESEMPEÑO SEGÚN LOS RESULTADOS DE APRENDIZAJE FORMULADOS PARA EL PROGRAMA.	**GUÍA 16** 12,80 Horas	8	4,8	45	Exchanging personal information.	1. Present tense. 2. Past tense. 3. Present perfect. 4. Comparative: *verb + infinitive.*	- Personal goals - Changes in life - Future plans	- Vowel sounds /ou/ and /ʌ/ - Listening to description of changes	- Writing a proposal for a class part - Reading about goals and priorities	Practice describing changes with the present tense, the past tense, the present perfect, and comparatives.	- Participa en juegos de rol guiados o situaciones simuladas sobre situaciones cotidianas y laborales actuales, pasadas y futuras en contextos sociales orales y escritos.	- Develop skills in listening for details. - 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. - Practice using *verb + infinitive.* - Ask and answer questions about the future using *verb +*	- Learn vocabulary for discussing changes. - Write a proposal using *verb + infinitive.*	- Talk about things that change our lives. - Talk about plans for a class party using *verb + infinitive.*
				45	Describing changes in a personal's life using the comparative and the present, past and present perfect tenses.					Talk about things that change our lives. 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.						
	GUÍA 17 12,80 Horas	8	4,8	47	Introducing yourself and talking about yourself using the past tense.	1. Past tense 2. *used to* for habitual actions.	- People - Chilhood - Memories	- Reduced form of *used to* - Listening to people talk about their past - Listening to people discuss their favorite childhood memories	- Writing a paragraph about your chilhood - 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.*	- Participa en juegos de rol guiados o situaciones simuladas sobre situaciones cotidianas y laborales actuales, pasadas y futuras en contextos sociales orales y escritos.	- Read personal ads on the internet. - Develop skills in listening for detail. - 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. - Ask and answer questions using wh- questions with *was/were* and *did.* - Practice forming questions, statements, negatives, and short answers with *used to.*	- Learn vocabulary for discussing childhood. - Write a paragraph about chilhood with *used to.*	- Discuss how people meet. - Talk about the past using wh-questions with *was/were* and *did.* - Practice giving additional information. - Talk and discuss childhood habits and memories.
				48	Getting to know people and exchanging information using past tense questions with *did* and *was/were* to ask them.					Develop skills in listening for details. Learn vocabulary for discussing childhood.						
				49	Talking about their chilhoods and someone's using *used to.*					Discuss chilhood habits, chilhood memories, and see past habitual actions with *used to* in context. Write a paragraph about childhood with *used to.* Develop reading skills in scanning for key facts and guessing meaning from context.						
	GUÍA 18 12,80 Horas	8	4,8	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* 2. Indirect questions from wh-questions	- Transportation - Transportation problems - City Services.	- Syllable stress - Listening to a description of a transportations system - Listening to people ask for information	- Writing a letter - Reading about new transportations inventions	Learn compound nouns to talk about transportation.	- Hace uso de vocabulario relacionado con familiia, aficiones e intereses, trabajo, viajes y hechos de actualidad, en textos orales y escritos.	- Read about transportation services. - Develop skills in listening for detail. - Read common questions about cities. - Develop skills in skimming and reading for detail.	- Notice and practice syllable stress.	- Learn compound nouns. - Practice using adverbs of quantity with count and noncount nouns. - Use comparative with *more* and *-er.* - Practice changing wh-questions into indirect questions.	- Learn vocabulary for means of transportation. - Write a letter of complaint.	- Discuss trasnportation services using adverbs of quantity. - Develop the skill of giving opinions and reasons. - Ask and answer questions about cities. - Practice asking indirect questions by talking about your city or town.
				51	Discussing city life and evaluating city services.					Practice using adverbs of quantity with count and noncount nouns, and comparatives with more and *-er.* 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. Write a letter of complaint.						
				52	Asking for and giving information using indirect questions.					Practice changing wh- questions into direct questions to talk about your city or town.						
	GUÍA 19 12,80 Horas	8	4,8	52	Describing positive and negative features about homes and making changes.	1. Evaluations and comparisons with adjectives: *not … enough, too, (not) as … as* 2. Evaluations and comparisons with nouns: *not enough …, too much/ many …, (not) as much/many … as* 3. *Wish.*	- Houses and aparments - Lifestyle changes - Wishes	- Unpronounced vowels - Listening to people talk about hotels - Listening to people ask and answer questions about apartments for rent	- Writing a text describing an aparment - Reading about ways to end bad habits	Learn positive and negative adjectives and nous to describe, evaluate, and compare houses and apartments.	- Participa en juegos de rol guiados o situaciones simuladas sobre situaciones cotidianas y laborales actuales, pasadas y futuras en contextos sociales orales y escritos.	- Listen to opinions about houses and apartments. - Develop skills in listening for main ideas and details. - Develop skills in skimming, summarizing, and organizing text.	- Practice stress and unpronounced vowels.	- Practice ways to evaluate and compare using adjectives and nouns. - Practice using the verb *wish* in context.	- Learn positive and negative adjectives to describe houses and apartments. - Write a text comparing two apartments. - Learn vocabulary for talking about wishes.	- Practice talking about wishes. - Develop discussion skills.
				54	Evaluating and comparing houses and apartments, using *too* and comparatives.					Develop skills in listening for main ideas and details. 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 12,80 Horas	8	4,8	56	Talking about food, favorite snack, recipes, and cooking methods.	1. Simple past vs. present perfect 2. Sequence adverbs: *first, then, next, after that, finally*	- Food - Recipes - Instructions - Cooking methods	- Consonant clusters - Listening to descriptions of foods - Listening to people talk about food	- Writing a recipe - Reading about ways to end bad habits	Ask and answer questions using the simple past and the present perfect to talk	- Enlaza una serie de elementos breves, concretos y sencillos para crear una secuencia cohesionada y lineal.	- Develop skills in listening for specific information and making inferences. - Develop skills in listening for details. - 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. - Describe how to prepare food using sequence adverbs.	- Learn vocabulary for discussing ways to cook different types of foods. - Write a recipe using cooking methods and sequence adverbs.	- Talk about experiences using the simple past and the presente perfect. - Describe how to make snacks using sequence adverbs.
				57	Talking about personal experiences using the past tense and teh present perfect.					Develop skills in listening for specific information. Learn vocabulary for discussing ways to cook different types of food.						
				58	Describing recipes using sequence adverbs.					Describe how to prepare food using imperatives and sequence adverbs. Write a recipe using cooking methods and sequence adverbs. Develop reading skills in reading for details.						
RESULTADO DE APRENDIZAJE: DISCUTIR SOBRE POSIBLES SOLUCIONES A PROBLEMAS DENTRO DE UN RANGO VARIADO DE CONTEXTOS SOCIALES Y LABORALES.	**GUÍA 21** 12,80 Horas	8	4,8	59	Discussing vacations and travel plans.	1. Future with *be going to* and *will* 2. Modals for necessity and suggestion: *must, need to, (don't) have to, better, ought to, should (not)*	- Travel - Vacations - Plans	- Linked sounds with /w/ and /y/ - Listening to travel advice - Listening to people discuss vacation plans	- Writing travel suggestions - Reading tips from an expert backpacker	Learn vocabulary for talking about vacation activities and travel plans.	- Hace uso de vocabulario relacionado con familiia, aficiones e intereses, trabajo, viajes y hechos de actualidad, en textos orales y escritos.	- Develop skills in listening for main ideas and details and summarizing skills. - 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. - Practice using modal verbs to express necessity and suggestion.	- Learn vocabulary for talking about vacation activities. - Learn vocabulary for discussing travel. - Write a letter of advice using modals and *be going to.*	- Discuss travel advice. - Discuss vacation plans using *be going to* and *will*, modal for necessity and suggestion, and travel vocabulary.
				60	Describing plans using the future with *be going to* and *will.*					Practice using *be going to* and *will* to talk about future plans. Learn modal verbs to express neccesity and suggestion to discuss travel advice.						
				61	Giving travel advice using modals for necessity and suggestions.					Develop skills in listening and summarizing for main ideas and details. Write a letter of advice using modals and *be going to.* Develop reading skills in organizing information and summarizing.						
	GUÍA 22 12,80 Horas	8	4,8	62	Talking about common complaints.	1. Phrasal verbs 2. *Will* for responding to requests 3. Requests with modals and *Would you mind …?*	- Complaints - Household chores - Requests - Excuses - Apologies	- Stress in phrasal verbs - Listening to results of a survey - Listening to people make requests	- Writing a set of guidelines - Reading about neighbors and neighborhoods	Learn vocabulary and phrasal verbs for talking about common complaints and common household chores.	- Ofrece breves razonamientos y explicaciones de opiniones, planes y acciones.	- Develop skills in listening for main ideas and details. - 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. - Practice using *will* for responding requests. - Practice making requests using modal verbs: *can, could, would,* and *would you mind…? + gerund.*	- Learn vocabulary for talking about common complaints. - Learn vocabulary for common household chores and phrasal verbs. - 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. - Practice making requests and apologizing.
				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.						
	GUÍA 23 12,80 Horas	8	4,8	65	Describe and discuss modern technology and inventions.	1. Infinitives and gerunds for uses and purposes 2. Imperatives and infinitives for giving suggestions	- Technology - Instructions	- Syllable stress - Listening to radio/tv programs - Listening to people give advice - Listening to people discuss technology	- Writing a note giving instructions - Reading about life in the future	Learn vocabulary for discussing technology and inventions.	- Comprende información concreta relativa a temas cotidianos y laborales en textos orales y escritos.	- Learn vocabulary for some important scientific and technological inventions. - Practice listening for specific information. - Develop skills in identifying paragraph topics and reading for especific information.	- Notice and practice stress in words with more than two syllables. - Develop skills in listening for details.	- Practice using gerunds for uses and purposes. - Practice using imperatives and infinitives to give suggestions.	- Learn vocabulary for discussing computers. - Write a note giving instructions using imperatives and infinitives.	- Give advice using imperatives and infinitives.
				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. 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.						
				67	Use imperatives and infinitives to give suggestions.											
	GUÍA 24 12,80 Horas	8	4,8	68	Discussing holidays, festivals, customs, and special events.	1. Relative clauses of time 2. Adverbial clauses of time: *when, after, before*	- Holidays - Festivals - Customs - Celebrations	- Stress and rythm - Listening to a description of carnaval or festival	- Writing a travel guide - Reading about holidays and unusual customs	Learn vocabulary for talking about holidays, festival, celebrations, and customs.	- Reconoce la idea general y detalles específicos en textos escritos de la vida cotidiana articulados con claridad.	- Develop skills in listening for specific information. - 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. - Learn and practice adverbial clauses of time.	- Learn vocabulary for talking about holidays and festivals. - Learn vocabulary for discussing celebrations. - Write a paragraph for a travel guide using relative clauses of time.	- Discuss favorite holidays. - Talk about holidays using relative clauses of time. - Talk about interesting customs using adverbial clauses of time.
				69	Describing celebrations and annual events using relative clauses of time.					Learn and practice using relative and adverbial clauses of time in context. Develop skills in listening for specific information. Write a paragraph for a travel guide using relative clauses of time. Notice and practice stress and rythm in sentences.						
				70	Describing customs using adverbial clauses of time.					Develop reading skills in scanning for specific information and understanding reference words.						
				71	Discussing life in different times.	1. Time contrasts 2. Conditional sentences with *if*	- Life in the past, present, and future	- Intonation in statements with time phrases	- Writing a description of a person - Reading about the signs of being	Practice describing events using time contrasts between the past, present, and future.	- Participa en juegos de rol guiados o situaciones	- Develop skills in listening for main ideas and making	- Notice and practice intonation in statements	- Practice describing events using time contrasts between	- Write a paragraph describing someone using time contrasts.	- Talk about developments of the past, present, and future.

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

COMPETENCIA: *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.*	GUÍA	HORAS TRABAJO DIRECTO	HORAS TRABAJO AUTÓNOMO		OBJETIVOS / ACTIVIDAD DE APRENDIZAJE	COMPETENCIAS LINGÜÍSTICAS				INDICADORES DE DESEMPEÑO	CRITERIOS DE EVALUACIÓN GENERALES (*DISEÑO CURRÍCULAR: 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.*
	GUÍA 25 12,80 Horas	8	4,8			clauses	- Changes and contrasts - Consequences	- Listining to people talk about changes - Listening to people discuss technology	in love	Notice and practice intonation in statements beginning with a time phrase. Develop skills in listening for main ideas and making inferences. Practice conditional sentences with *if* clauses. Write a paragraph describing someone using time contrasts. Develop skills in reading for specific information and recognizing sources.	simuladas sobre situaciones cotidianas y laborales actuales, pasadas y futuras en contextos sociales orales y escritos.	inferences. - Develop skills in reading for specific information and recognizing sources.	begining with a time phrase.	the past, present, and future. - Practice using conditional sentences with *if clauses.*	- Learn vocabulary for talking about possible events and consequences.	- Talk about changes using time contrasts between the past, present, and future. - Talk about consequences using conditional sentences with *if clauses.*
RESULTADO DE APRENDIZAJE: PRESENTAR UN PROCESO PARA LA REALIZACIÓN DE UNA ACTIVIDAD EN SU QUEHACER LABORAL DE ACUERDO CON LOS PROCEDIMIENTOS ESTABLECIDOS DESDE SU PROGRAMA DE FORMACIÓN.	GUÍA 26 12,80 Horas	8	4,8	74 75 76	Discussing jobs, abilities, and personality traits. Talking about job skills using gerunds and short responses. Talking about the kind of jobs they want and don't want using clauses with because.	1. Gerunds 2. Short responses 3. Clauses with *because*	- Abilities and skills - Job preferences - Personality traits - Careers	- Listening to people talk about their job preferences - Listening to a student election debate	- Writing a cover letter for a job application - Reading about how to find the perfect job	Practice making statements with gerunds and giving short responses. Develop skills in listening for main ideas and making inferences. Learn vocabulary for describing personality traits, jobs, and abilities. Learn and practice using clauses with *because* in context. 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.	- Se comunica de manera eficaz en torno a temáticas cotidianas y laborales sencillas haciendo uso de una adecuada pronunciación, fluidez, rango de vocabulario y estructura gramatical para el nivel pre intermedio.	- Develop skills in listening for main ideas and making inferences. - 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. - Practice using clauses with *because*.	- Learn vocabulary for describing personality traits. - 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. - Talk about chores using gerunds and short responses. - Discuss jobs profiles using clauses with *because* in context.
	GUÍA 27 12,80 Horas	8	4,8	77 78 75	Discussing remarkable places in the world. Talking about famous landmarks, monuments, and works of art using the passive with *by* (simple past). Talking about key features of countries around the world using the passive without *by* (simple present).	1. Passive with *by* (simple past) 2. Passive without *by* (simple present)	- Landmarks - Monumets - World knowledge	- Listening to descriptions of monuments - Listening for information about a country	- Writing a guidebook introduction - Reading about interesting museums	Learn and practice the passive voice with *by* using the simple past. Develop skills in listening for main ideas and specific information. Learn vocabulary for discussing products found in a country. Learn and practice the passive voice without *by* using the simple present. Write an introduction to a guidebook using the simple present passive and vocabulary for discussing products. Develop reading skills in guessing meeaning from context and understanding text organization.	- Participa en juegos de rol guiados o situaciones simuladas sobre situaciones cotidianas y laborales actuales, pasadas y futuras en contextos sociales orales y escritos.	- Develop skills in listening for main ideas and specific information. - Develop skills in listening for specific information. - Develop skills in guessing meaning from context and understanding text organization.	- Notice the different ways the letter *o* is pronounced.	- Practice using the passive with *by*. - Practice using the passive without *by*.	- Learn vocabulary for discussing products found in a country. - Write an introduction to a guidebook using the simple present passive and vocabulary for discussing products.	- Talk about a country using the simple present passive and vocabulary for discussing products.
	GUÍA 28 12,80 Horas	8	4,8	76 77 78	Discussing personal experiences. Talking about events, accidents, and accomplisments in their lives using the past continuous and the simple past. Talking about events using the present perfect continuous.	1. Past continuous vs. simple past 2. Presente perfect continuous	- Information about someone's past - Recent past events	- Contrastive stress in responses - Listening to people talk about recent experiences - Listening to people talk about events in their careers	- Writing a short story - Reading about chilhood experiences	Learn and practice using the past continuous, the simple past, and the present perfect continuous. Develop skills in listening for specific information and making inferences. Learn some useful and vocabulary for telling stories. Write a short story using adverbs and the past continuous. Talk about recent activities using the present perfect continuous. Develop reading skills in skimming and reading for specific information.	- Reconoce la idea general y detalles específicos en interacciones orales de la vida cotidiana articuladas con claridad y una velocidad promedio.	- Develop skills in listening for specific information and making inferences. - 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. - Practice using the present perfect continuous.	- Learn vocabulary for talking about accomplishments. - Learn some useful adverbs for telling stories. - Write a short story using adverbs and the past continuous.	- Discuss lucky and unlucky events using the past continuous in context. - Talk about recent activities using the present perfect continuous tense.
	GUÍA 29 12,80 Horas	8	4,8	79 80 81	Discussing books, movies, and TV programs. Talking about books, movies, TV programs, and entertainers using participles as adjectives and relative clauses. Asking for and giving reactions and opinions.	1. Participles as adjectives 2. Relative clauses	- Entertaiment - Movies - Books - Reactions and opinions	- Emphatic stress - Listening for opinions - Listening to a movie review - Listening to people talk about a book	- Writing a movie review - Reading about an author's career	Learn vocabulary for talking about types of movies. Practice using present participles and past participles as adjectives, and relative clauses. Develop skills in listening for specific information and making inferences. Write a movie review using relative clauses. Talk about ideas for a TV show using relative clauses. Develop reading skills in uderstanding sequence and text organization.	- Es capaz de hacer una presentación breve y preparada sobre un tema dentro de su especialidad con la suficiente claridad como para que se pueda seguir sin dificultad la mayor parte del tiempo y cuyas ideas	- Develop skills in making inferences. - Develop skills in listening for specific information and making inferences. - 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. - Practice using relative clauses.	- Learn vocabulary for talking about types of movies. - Learn and classify synonyms for common adjectives. - Write a movie review using relative clauses.	- Discussion movies using participles as adjectives. - Talk about ideas for a TV show using relative clauses.
	GUÍA 30 12,80 Horas	8	4,8	82 83 84	Discussing communication, including such as topics as body language, gestures, and international signs. Explaining gestures and meanings using modals and adverbs. 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* 2. Permission, obligation, and prohibition	- Nonverbal communication - Gestures and meanings - Signs - Drawing conclusions	- Pitch - Listening to people talk about the meaning of sings - Listening to people discuss street signs	- Writing a list of rules - Reading about proverbs	Learn vocabulary for describing feelings, gestures, body language, and international Practice using modals and adverbs to talk about meaning and express permission, Notice the use of pitch to express certainty or doubt. Discuss international signs to see terms of permision, obligation, and prohibition in Develop skills in listening for specific information and making inferences. Write a list of rules using terms of permission, obligation, and prohibition. Develop reading skills in distinguishing main ideas from supporting ideas.	- Hace uso de vocabulario relacionado con familia, aficiones e intereses, trabajo, viajes y hechos de actualidad, en textos orales y escritos.	- Develop skills in listening for specific information and making inferences. - 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. - Practice using modals to express permission. obligation, and prohibition.	- Learn vocabulary for describing feelings and gestures. - Write a list of rules using terms of permission, obligation, and prohibition.	- Talk about gestures and body language using modals and adverbs. - Discuss international signs using terms of permission, obligation, and prohibition in context.
TOTAL HORAS DIRECTO / AUTÓNOMO		240	144													
TOTAL HORAS COMPETENCIA		384														