## 1. IDENTIFICACIÓN DE LA GUIA DE APRENDIZAJE

- Denominación del Programa de Formación: Tecnólogo en Gestión de Destinos Turísticos
- Código del Programa de Formación: 122149
- Nombre del Proyecto: Estructuración de protocolos de mejoramiento e innovación para la gestión del turismo.
- Fase del Proyecto: Ejecución.
- Actividad de Proyecto: Construir propuesta del modelo de gestión que se adecua más al plan de desarrollo turístico.
- Competencia: Producir textos en inglés en forma escrita y oral.
- Resultados de Aprendizaje Alcanzar:

    - Buscar de manera sistemática información específica y detallada en escritos en inglés, mas estructurados y con mayor contenido técnico.
    - Reproducir en inglés frases o enunciados simples que permitan expresar de forma lenta ideas o conceptos.
    - Encontrar y utilizar sin esfuerzo vocabulario y expresiones de inglés técnico en artículos de revistas, libros especializados, páginas web, etc.
- Duración de la Guía: 60 horas

## 2. PRESENTACION

El sector turístico es de las actividades que sustentan la economía del país y que reactivan ciertas regiones, por lo que supone la generación de diversos tipos de empleo, en diferentes niveles, ya sea en instituciones públicas, iniciativas privadas o en compañías que operan a nivel internacional.

La presente guía de aprendizaje se constituye como un acercamiento importante del aprendiz hacia el proceso de aprendizaje de la lengua inglesa, sabiendo que los idiomas son una de las competencias más destacables y necesarias, lo que mejorará la empleabilidad y mercado de trabajo.

El aprender estructuras del tiempo Pasado junto con el uso de verbos modales ayudará al aprendiz a desenvolverse en los contextos relacionados en ésta guía, teniendo la oportunidad de hacer referencias en los términos apropiados brindando a su interlocutor seguridad en el proceso comunicativo.

## 3. FORMULACION DE LAS ACTIVIDADES DE APRENDIZAJE

### 3.1. Actividades de Reflexión inicial

**Primer Componente:** *"Past Continuous Review"*

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

***Tiempo: 30 minutos***

***Segmento 1:*** Watch the following video related to The Past Continuous Tense in English and how to use it in context. (*just press CTRL + Click on the image to get the video*)



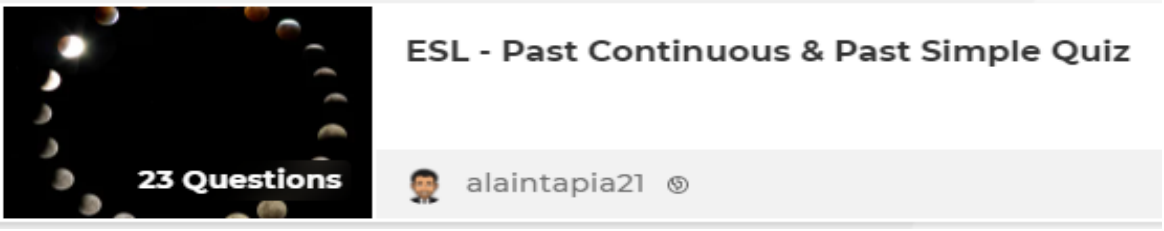

***Tiempo: 2 horas***

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




After all these activities you have to develop some exercises in order to practice the learnt topic!

***Tiempo: 30 Minutos*** (*just press CTRL + Click on the image to get the activities*)




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

***Tiempo: 30 minutos.***

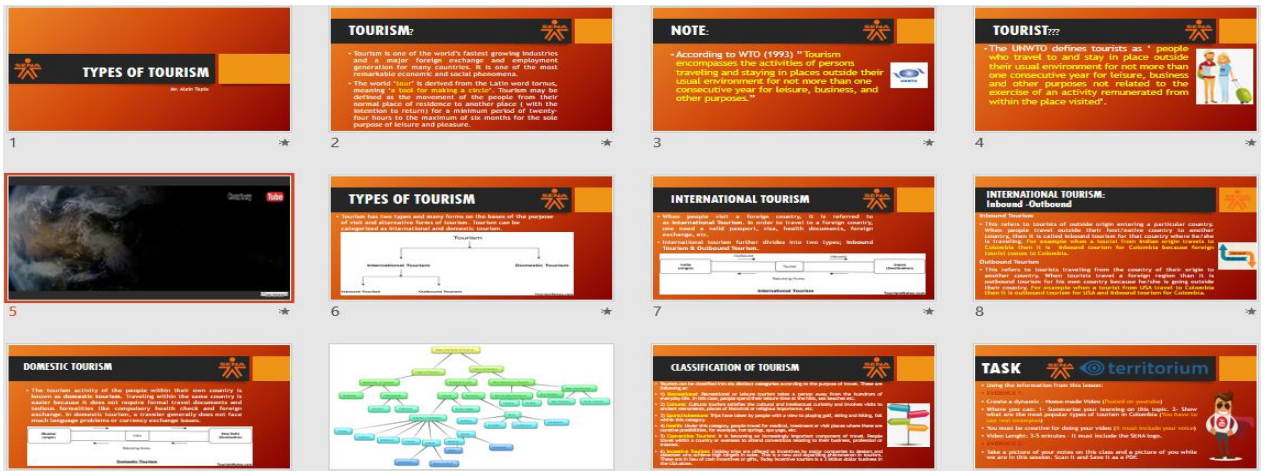
**Segundo Componente:** " *Tourism Types*"

***Segmento 1:*** Watch the following video where you can learn the vocabulary related to THE HISTORY OF TRAVEL AND TOURISM and practice the pronunciation of the words. (*just press CTRL + Click on the image to get the video*)



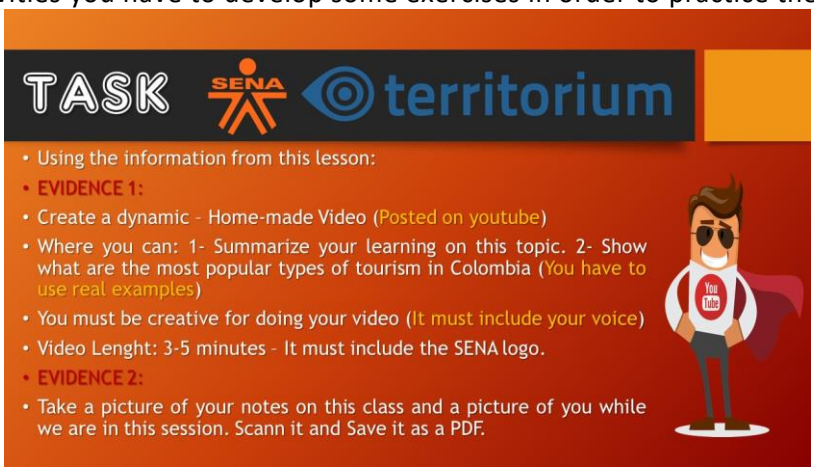

***Tiempo: 2 horas***

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



***Tiempo: 2 horas***

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




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

***Tiempo: 30 minutos***

**Tercer Componente:** *" Landmarks and Monuments vocabulary"*

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



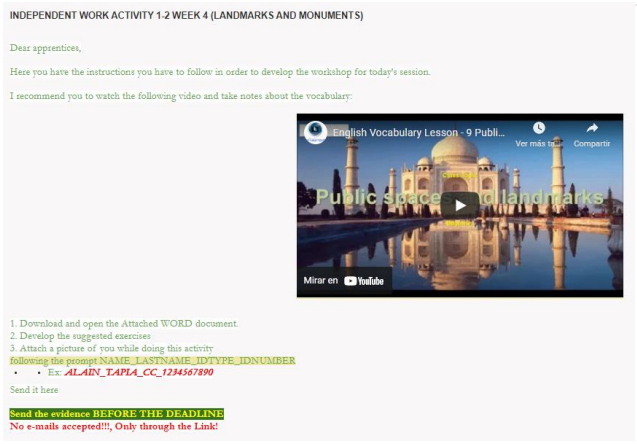

***Tiempo: 2 horas***

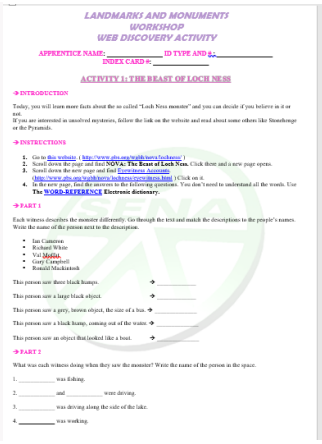
In order to complement the topic, your instructor provide you a PPT with some important vocabulary related to it that help you for solving your doubts. (***GO TO PPT3***)

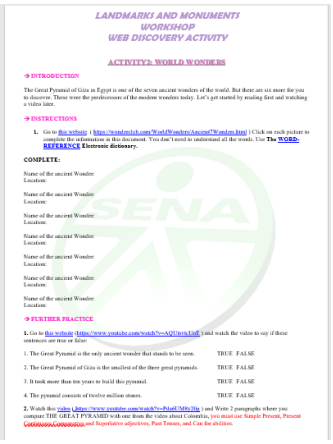


***Tiempo: 4 horas***

Now you have the chance of practicing all that you have learnt until now. After watching the attached video for reviewing the vocabulary, download and develop the Web discovery activity. There you have to surf the web (using the provided web pages) in order to develop the guide.- (*just press CTRL + Click on the image to get the Video and Activity File*)





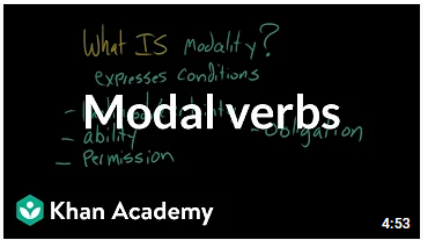



## 3.2 Actividades de contextualización e identificación de conocimientos necesarios para el aprendizaje.)

**Primer Componente:** *" Modal verbs for suggestion: should, would, ought to"*

***Tiempo: 30 minutos***

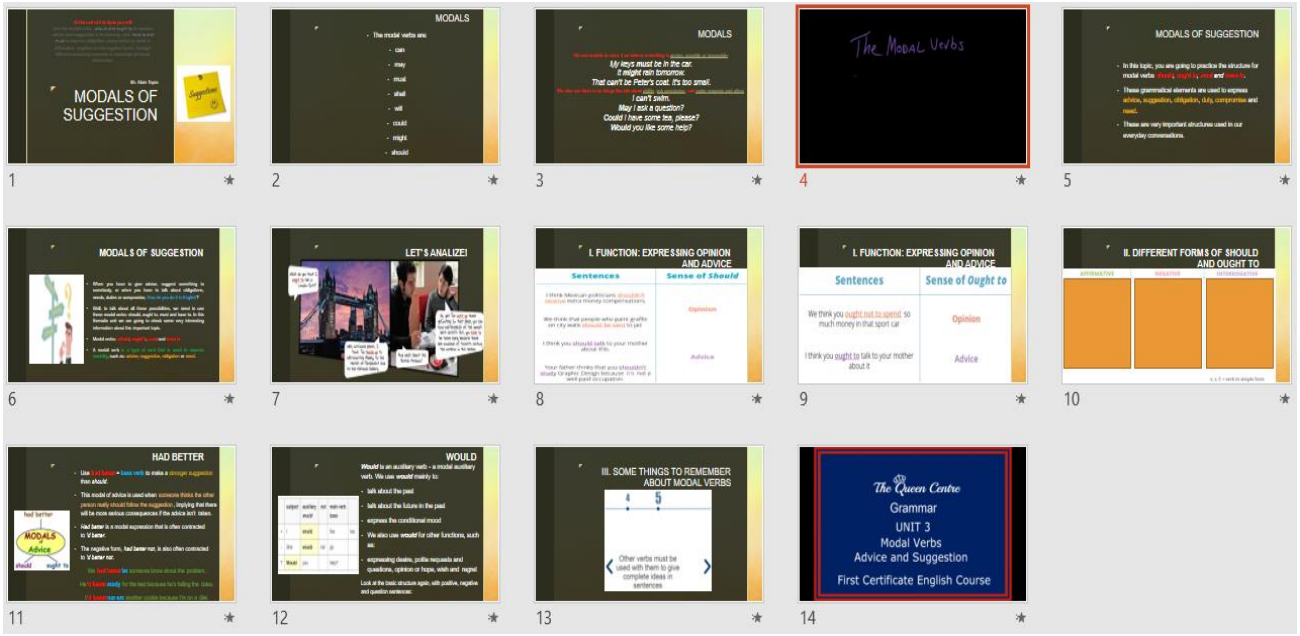
***Segmento 2:*** You have the chance of having general overview about how you have to use the Modal Verbs through an introductory video. (*just press CTRL + Click on the image to get the video*)




Modal verbs | The parts of speech | Grammar | Khan Academy
287K views • 5 years ago
Khan Academy
There's a class of helper **verbs** known as **modals** that we use to express a bunch of conditions: we can use them to give advice, ...
CC

***Tiempo: 3 horas***

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




***Tiempo: 4 Horas***

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

Dear Apprentice,

Please follow these instructions for developing this evidence:

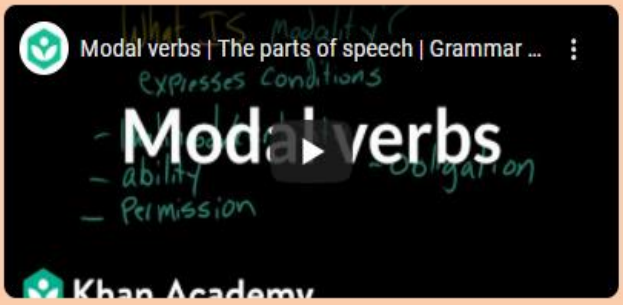
- Watch the video and review the topic
- Download and open the attached MSWORD document
- Fill it with the required personal information
- Develop the suggested exercises
  - Select the correct modal according to the situation
  - Listen or Download the audio and develop the listening activity

0:00 / 1:31

- As soon as you finish it save the document as a PDF and send to here (Before the deadline)

Best regards,

Mr. Alain Tapia




Audio **Link** for Downloading

| | |
|---|---|
| I want to improve my English pronunciation.<br>What should I do? | My friend has told lies about me and I'm angry.<br>What should I do? |
| I want a new car but I don't have enough money.<br>What should I do? | I'd like to buy a pet but I live in an apartment.<br>What pet should I buy? |
| I forgot my best friend's birthday yesterday.<br>What should I do? | I have a job interview in English next week.<br>How should I prepare for it? |
| I want to get a new phone.<br>What phone should I buy? | I have problems getting to sleep at night.<br>What should I do? |
| I have a very stressful job and I need to relax.<br>What should I do? | I've fallen in love with my best friend's girlfriend/boyfriend.<br>What should I do? |
| I want to take up a new hobby in my free time.<br>What hobby should I take up? | My sister wants to leave her boyfriend but she doesn't know how to tell him.<br>What should she do? |
| I want to learn to dance.<br>What kind of dancing should I learn? | I'd like to go on holiday next month.<br>Where should I go? |
| I was looking after my friend's hamster and now I can't find it.<br>What should I do? | I want to do some exercise but I have a bad knee.<br>What exercise should I do? |
| My friends are coming over for dinner and I can't cook.<br>What should I do? | I want to have a really romantic evening with my partner.<br>Where should we go? |
| I want to be famous.<br>What should I do? | I want to make some new friends.<br>What should I do? |




**Segundo Componente:** "*Modal verbs for obligation: Have to, must, Need to + Prohibition: Mustn't*"

***Tiempo: 30 minutos***

***Segmento 2:*** Here you have to watch the video about the Modals of Obligation and you learn how to Use them. (*just press CTRL + Click on the image to get the video*)




TUTORIALS: How to use the Modals of Obligation.
646 views • 6 months ago
YLS - YOUR LANGUAGE STUDIO
YLS TUTORIALS! In our conversations, sometimes we want to express what people are obligated to do. In this tutorial, Jane and ...

***Tiempo: 2 horas***

***Segmento 3:*** Then your Instructor provide a PPT with an explanation about Showing Obligation in present and past allowing you to understand the topic and also to solve your doubts. (***GO TO PPT5***)




***Tiempo: 4 horas***

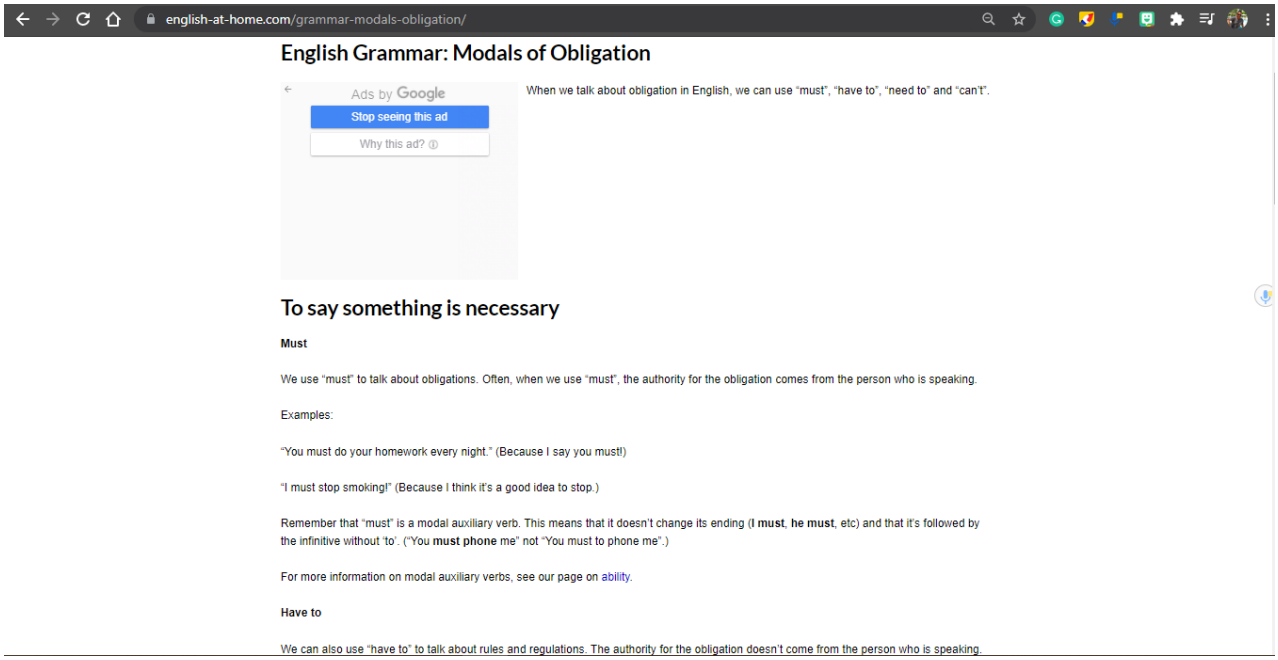
Here you participate on a virtual inteactive activity by following these directions:

Dear Apprentices,
Please follow these instructions for developing this activity:
Watch the video about the topic and review the class
•Using the information from this lesson:
•EVIDENCE :
•Create a dynamic – Home-made Video (Posted on youtube)
•Where you can:
1.Create 6 short scenes where you :
2.Use MODALS FOR OBLIGATION (the ones learned in class)
3.Use real EXAMPLES
•You must be creative for doing your video (YOU MUST ACT OUT)
•The video must include CLOSED CAPTION-SUBTITLES
•Video Lenght: 1-3 minutes – It must include the SENA logo.




Also visit the provided link:
• Take notes about the topic on your notebook
• Develop the exercises and take a screenshot of your results
• Paste the screenshot on a word document, paste some pictures of your notes-taking, and another one about you while doing the activity.
• Save it as a PDF
• Send both pieces of evidence (youtube link + PDF) here BEFORE THE DEADLINE
Best Regards,

In order to have a huge vocabulary background  here you have this Web link in order to gather the most vocabulary and grammar hints that you need for developing your activity and for practicing with some extra exercises: (*just press CTRL + Click on the image to get the web-page*)

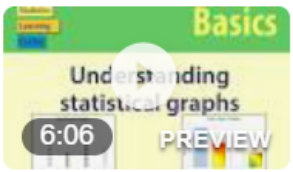



All the evidences must be sent through the Territorium platform or delivered to your teacher.

**Tercer Componente:** " *Statistics"*

***Tiempo: 1 hora***

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

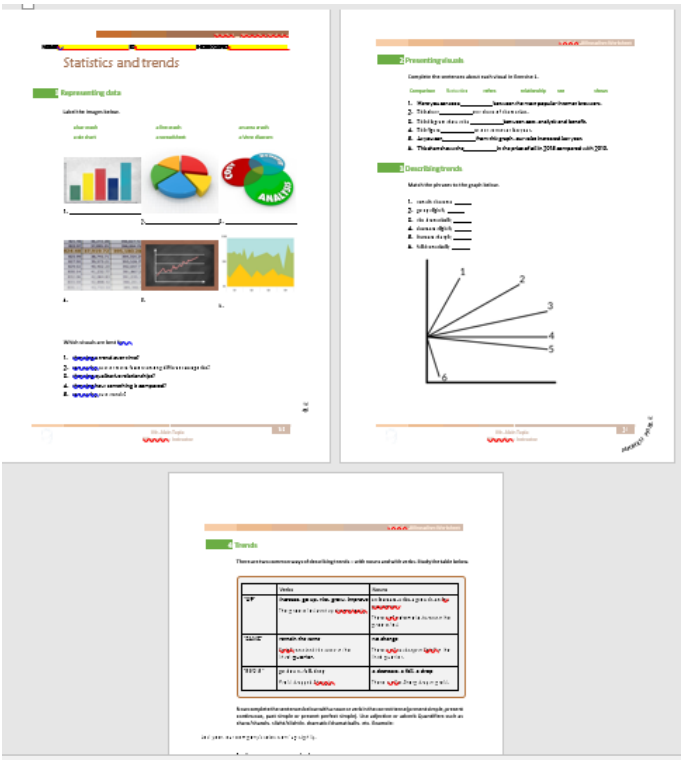



Understanding Statistical Graphs and when to use them

YouTube · Dr Nic's Maths and Stats
Feb 2, 2017

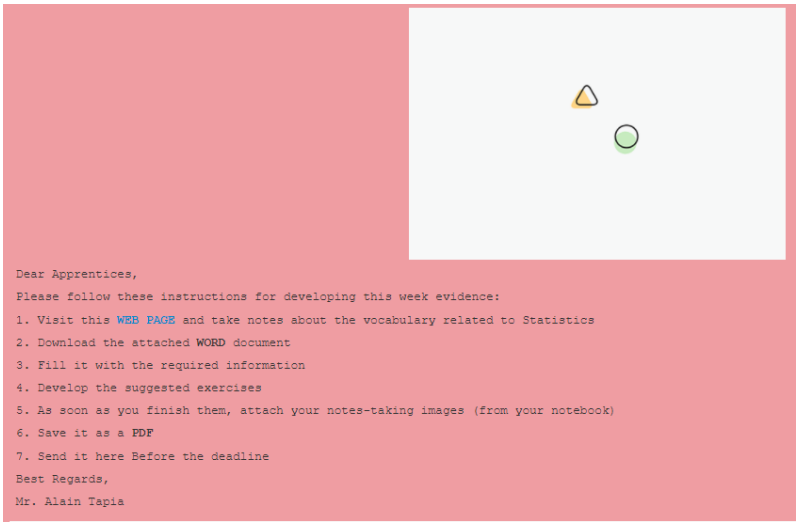
***Tiempo: 4 horas***

Then your instructor provide you a MSWORD file and will give you a more detailed interactive explanation about the topic, this will help you to solve your doubts about the topic and to have extra practice. (***GO TO STATISTICS AND TRENDS WORKSHEET***)




***Tiempo: 4 hora***

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




***Tiempo: 6 horas***

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




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

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

**Primer Componente:** *"Modal verbs for possibility: May, Might, would + Polite Requests: May, Could"*

***Tiempo: 1 Hora***

***Segmento 4:*** Here you have the chance of watching an introductory video with relevant information about the use of MODALS FOR POSSIBILITY AND POLITE REQUESTS. Please reapeat the pronunciation. (*just press CTRL + Click on the image to get the video*)



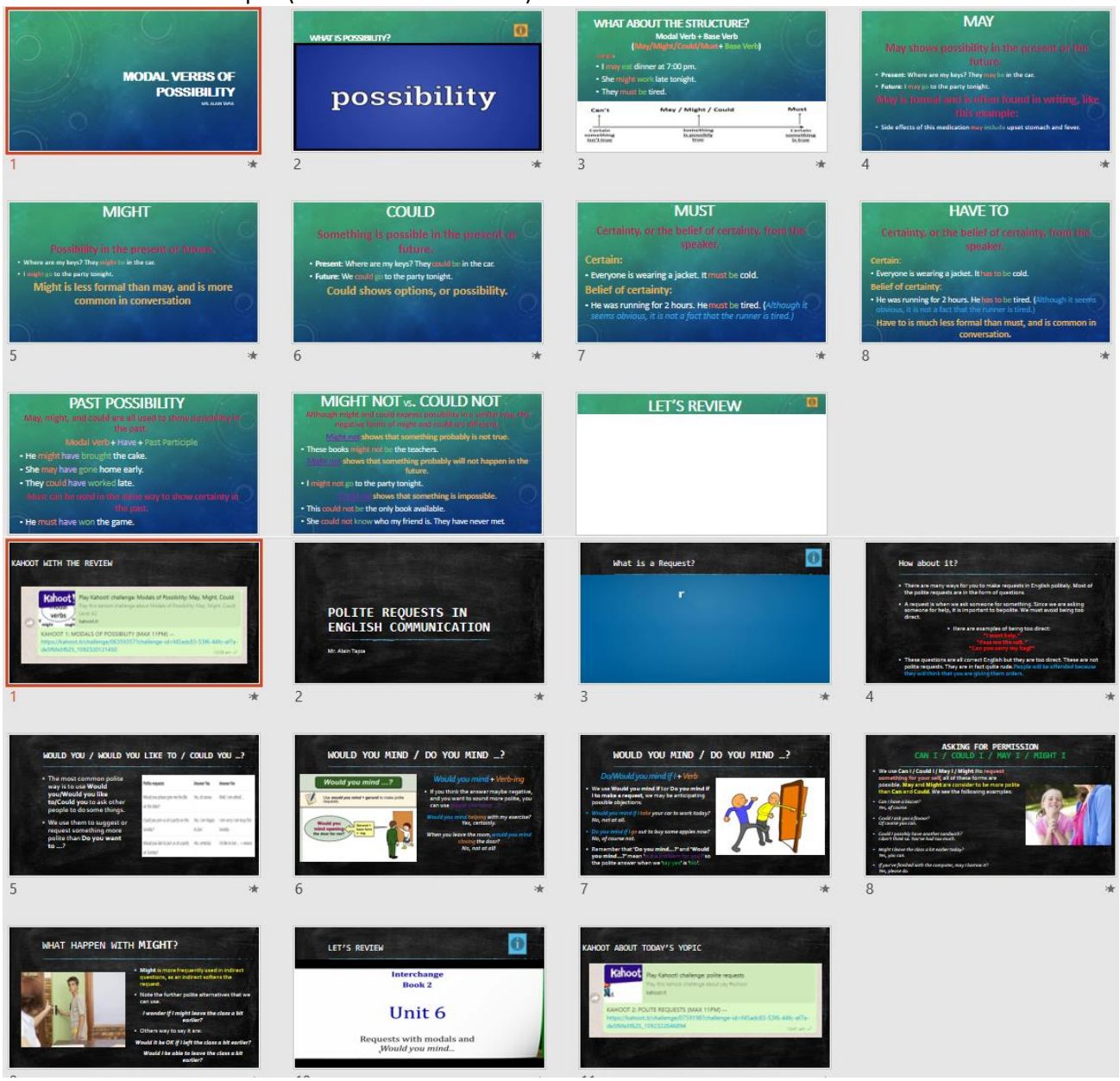

Modals of Possibility - May, Might and Could - Learn English Grammar
26K views • 4 years ago
Oxford English Now
Modals of Possibility. In this tutorial, you will learn 5 general rules about modal verbs and then I will look in detail at the modals of ...
CC




Make polite requests - 05 - English at Work would like you to watch
305K views • 4 years ago
BBC Learning English
Can Anna use polite requests to help her in her new job at Tip-Top Trading? Anna is still getting used to how things work in her ...

***Tiempo: 4 horas***

Then you instructor will show you a PPT with a further explanation about the topic, this will assure that you have understood the topic. (***GO TO PPT6 and PPT7***)




***Tiempo: 6 Horas***

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

NAME:

COMPLETE EACH SENTENCE WITH MAY AND THE VERBS IN THE BOX

Fail be prove close have

1. Laura _____ the opportunity to study in the U.S. next year.
2. The school _____ if it does not receive more funding.
3. The results of the experiment _____ the theory is incorrect.
4. Be careful! That rock _____.
5. Alex said his flight _____ late.

COMPLETE THE SENTENCE WITH MIGHT AND A PHRASE FROM THE BOX.

Get hit by a car not be understood have nightmares not understand her get in an accident

1. Dan worries about riding his bike in the city because _____
2. Rose is afraid to drive because _____
3. I never watch horror movies because _____
4. My students are afraid to speak English because _____
5. Lisa is afraid to speak English on the phone because the other person _____

READ THE SENTENCE. REWRITE IT USING COULD TO MAKE IT UNCERTAIN.

1. Some say that people who can play a musical instrument are better language learners.
2. He said the battery is low.
3. Martina is lost.
4. Yuri is the winner of the race.
5. Monkeys are afraid of snakes.

## Unit 8 Grammar Standard

***may / might / could* for possibility**

**3 Complete the sentences so they have similar meanings. Use the words in brackets and the correct verbs.**

1 I don't know if the new science fiction film is out this week. It's possible. (could)
The new science fiction film *could be out this* week.

2 I sent Ann a text to ask her to come to the cinema, but she hasn't replied yet. (might)
Ann _____ to the cinema.

3 It's uncertain if his next film is going to be good. (may)
His next film _____ good.

4 There are two films to see at the cinema: a thriller and an action film. (could)
We _____ a thriller or an action film.

5 I'm not sure if Rob will enjoy the new crime drama. (might)
Rob _____ the new crime drama.

6 Perhaps my favourite actor will visit my town one day. (may)
My favourite actor _____ my town one day.

7 Maybe the new comedy film will be very funny. (might)
The new comedy film _____ very funny.

.blog

Dear Apprentices,
Today you have to PARTICIPATE ACTIVELY by creating a Blog.
Go to the provided Blog link and develop the suggested activity.
Best Regards,
Mr. Alain Tapia

BLOG - MODALS OF POSSIBILITY
Archivos:
perfil.php?id=1772795

POLITE REQUESTS - LISTENING ACTIVITY

NAME:_____ ID TYPE:____ ID NUMBER:_____ INDEX CARD:_____

INTRODUCTION:

In general English people love being polite and respect good manners. You might have noticed we are constnually saying please, thank you, excuse me and sorry.

When making a request you are asking someone to do something that will help you but may not help them in anyway. In fact, you might be asking something that will be difficult for the other person to do. Therefore, it is important when making a request to ensure you are being polite.

To do this you might want to include a modal verb such as can or could (more formal) to soften your approach. This may make it look like you are asking a question rather than making a request. However, don't worry the listener will understand you are not looking for an answer other than the answer to the request.

LISTENING EXERCISE:

A. You will hear a conversation between Anita and Ingle, a warehouse manager. Listen carefully, and then answer the questions below. You may listen online or download the audio File by clicking the provided link on DROPBOX.

1. The male voice suggests that Anna use ... expression when talking with Mr. Ingle.
a. unknown
b. polite
c. safer
d. better
e. perfect

2. Anna catches Mr. Ingle ... when she comes in.
a. reading
b. working
c. smelling
d. smoking
e. crying

3. Anna comes in during Mr. Ingle's...
a. lunch break
b. morning break
c. day sleep
d. afternoon nap
e. busy time

4. When Anna says, "Would you mind not doing that, please?" she is ...
a. asking if he wants to do that again
b. asking him to repeat what he is doing
c. asking if he minds doing that again
d. asking him not to do that again
e. asking him to stop doing something

5. Anna stresses that to smoke in the area is against...
a. the smoking regulations
b. the constitution
c. the company policy
d. the state regulations
e. the local social norms

6. Anna also asks Mr. Ingle to put his cigarette...
a. in
b. on
c. off
d. away
e. out

7. Mr. Ingle lastly agrees to stop smoking when Anna says it will...
a. waste money
b. kill him
c. cause fire
d. affects health
e. harms health

8. Anna promises she ...
a. tell anyone
b. do anything
c. stop telling
d. ask again
e. come back

Mr Alain Tapia
Bilinguism Instructor

POLITE REQUESTS - LISTENING ACTIVITY

EVIDENCE 2 – LINK SCREENSHOT RESULT

### 3.3 Actividades de transferencia del conocimiento.

**Actividad Final**

***Tiempo: 6 horas***

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




By groups you have to prepare a VIRTUAL TRAVEL AGENCY and offer your full services to customers! – It is important to mention that you must show your findings in terms of Tourism and you have to use all the topics that we have studied. As an afthermath you present a 10-minutes video and a pdf leaflet summary (Use any visual-aid that you consider relevant).

## 4. ACTIVIDADES DE EVALUACIÓN

| Evidencias de Aprendizaje | Criterios de Evaluación | Técnicas e Instrumentos de Evaluación |
|---|---|---|
| **Evidencias de conocimiento:** | -Interpreta un texto sencillo y puede construir una tesis en conjunto basado en el mismo. | • Rúbrica para evaluar el portafolio de talleres virtuales y activiadesrealizados |

| | | |
|---|---|---|
| Evaluación sobre cada uno de los temas gramaticales y de vocabulario.<br><br>**Evidencias de desempeño:**<br><br>Video en youtube y presentación de su agencia de viajes utilizando las temáticas y vocabulario trabajados en el trimestre.<br><br>**Evidencias de producto:**<br><br>Portafolio de talleres virtuales realizados durante el trimestre y Presentación Final. | -Pronuncia adecuadamente el vocabulario y modismos básicos del idioma.<br><br>-Sostiene conversaciones con vocabulario básico y técnico aprendido.<br><br>-Estructura adecuadamente una opinión sobre un tema conocido de su especialidad.<br><br>-Elabora resúmenes sobre textos sencillos, y con contenido de su especialidad técnica.<br><br>-Escribe o presenta descripciones de su entorno enfocadas al turismo.<br><br>-Plantea y responde preguntas sobre su oficio. | durante el trimestre además de la presentación final.<br>• Técnicas didácticas activas que comprenden: Actividades virtuales, juego de roles, exposición. |

## 5. GLOSARIO DE TERMINOS

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

## 6. REFERENTES BILBIOGRAFICOS

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

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

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

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

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

Bhattacharyya, G. K., and R. A. Johnson, (1997). Statistical Concepts and Methods, John Wiley and Sons, New York.

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

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

## 7. CONTROL DEL DOCUMENTO

| | Nombre | Cargo | Dependencia | Fecha |
|---|---|---|---|---|
| **Autor (es)** | Alain Tapia | Instructor Bilingüismo | Coordinación Servicios Turísticos y Hoteleros. | 16 de Julio de 2021 |

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

| | Nombre | Cargo | Dependencia | Fecha | Razón del Cambio |
|---|---|---|---|---|---|
| **Autor (es)** | | | | | |