GESTIÓN DE FORMACIÓN PROFESIONAL INTEGRAL
PROCEDIMIENTO DESARROLLO CURRICULAR
GUÍA DE APRENDIZAJE

1. IDENTIFICACIÓN DE LA GUIA DE APRENDIZAJE

- Denominación del Programa de Formación: Tecnólogo en Gestión de Destinos Turísticos
- Código del Programa de Formación: 122149
- Nombre del Proyecto: Estructuración de protocolos de mejoramiento e innovación para la gestión del turismo.
- Fase del Proyecto: Planeación
- Actividad de Proyecto: Planear propuesta de mejoramiento de la gestión turística, teniendo en cuenta las políticas: económica, social, cultural y ecológica en consecución con el desarrollo turístico sostenible.
- Competencia: Producir textos en inglés en forma escrita y oral.
- Resultados de Aprendizaje Alcanzar:

    - Comprender una amplia variedad de frases y vocabulario en inglés sobre temas de interés personal y temas técnicos.
    - 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.
    - 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.

- Duración de la Guía: 60 horas

2. PRESENTACION

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

La presente guía de aprendizaje se desarrolla con base en las necesidades del aprendiz de desenvolverse en inglés dentro del ámbito laboral de manera verbal, para atender solicitudes, quejas, sugerencias, etcétera; de clientes extranjeros, de manera efectiva, eficiente y empática.

La temática particular de esta guía se centra en el pasado y sus tiempos gramaticales, conocimientos que le permitirán al aprendiz comprender relatos de situaciones previas que pondrán en contexto la importancia de un evento histórico y su atractivo turístico (lugar, monumento, edificación, etc.)

3. FORMULACION DE LAS ACTIVIDADES DE APRENDIZAJE

3.1. Actividades de Reflexión inicial

Primer componente: *"Past simple"*

a) GUESS WHO. Look at the pictures and try to guess the name of the character. (at least 1 character per apprentice - characters of the universal history)



Fragon. Desconocido. Cartoon brilliant scientist physicist Isaac Newton, funny illustration [JPEG]. Recuperado de https://stock.adobe.com/es/images/cartoon-brilliant-scientist-physicist-isaac-newton-funny-illustration/343501296?as_campaign=ftmigration2&as_channel=dpcft&as_campclass=brand&as_source=ft_web&as_camptype=acquisition&as_audience=users&as_content=closure_asset-detail-page



Shutterstock. (2019). Albert Einstein en fondo negro [JEPG]. Recuperado de https://publicdomainvectors.org/es/vectoriales-gratuitas/Albert-Einstein-en-fondo-negro/82294.html



Juandramirez. Desconocido. Gabo [JEPG]. Recuperado de https://stock.adobe.com/es/search?k=%22gabriel+garc%C3%ADa+marquez%22&asset_id=81726126



Robin_ph. Desconocido. Portrait of Mexican or Spanish woman minimalist with earrings and red hibiscus flowers, vector isolated [JEPG]. Recuperado de https://stock.adobe.com/es/search?filters%5Bcontent_type%3Aphoto%5D=1&filters%5Bcontent_type%3Aillustration%5D=1&filters%5Bcontent_type%3Azip_vector%5D=1&filters%5Bcontent_type%3Avideo%5D=1&filters%5Bcontent_type%3Atemplate%5D=1&filters%5Bcontent_type%3A3d%5D=1&filters%5Bcontent_type%3Aimage%5D=1&k=FRIDA+KHALO&order=relevance&safe_search=1&search_page=1&search_type=usertyped&acp=&aco=FRIDA+KHALO&get_facets=0&asset_id=241446338

b) Compare your responses with your classmates and reach a general agreement.

c) Tell your instructor what you know about the character and look for something in common.

Time: 2 hours

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

a) In pairs choose one character from the previous exercise a look for information about his/her life a death (at the library if you need to).



Frida Kahlo
Biography
(1907–1954)
UPDATED: FEB 24, 2020 ORIGINAL: FEB 28, 2018
Painter Frida Kahlo was a Mexican artist who was married to Diego Rivera and is still admired as a feminist icon.
Who Was Frida Kahlo?
Artist Frida Kahlo was considered one of Mexico's greatest artists who began painting mostly self-portraits after she was severely injured in a bus accident. Kahlo later became politically active and married fellow communist artist Diego Rivera in 1929. She exhibited her paintings in Paris and Mexico before her death in 1954.

b) Search for the verbs and underline the ones in past.
c) Check their simple present form.
d) Talk about your character to the class.

Time: 3 hours

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

a) Pay attention to your teacher's basic grammar explanation at the board.



WAS = I SHE HE IT	was + not = wasn't
WERE = THEY WE YOU	
+ S + to be + compl	Laura was in the school.
- S + to be + not + compl	Laura wasn't in the school.
y/n? To be + s + compl + ?	Was Laura in the school?
Short + Yes, s + to be	Yes, she was.
Answers - No, s + to be + not	No, Laura wasn't.
WH? WH + to be + s + compl + ?	Where was Laura?

DID/ DID NOT= DIDN'T	REGULAR/ IRREGULAR
+ S + verb past + compl	Antonio played a violin
- S + aux + not + verb base + compl	Antonio didn't play a violin
y/n? Aux + s + verb base + compl + ?	Did Antonio play a violin?
Short + Yes, s + aux	Yes, Antonio did
Answers - No, s + aux + not	No, Antonio didn't
WH? WH + aux + s + verb base + compl + ?	What did Antonio play?
+ S + verb past + compl	We played a violin
- S + aux + not + verb base + compl	We didn't play a violin
y/n? Aux + s + verb base + compl + ?	Did We play a violin?
Short + Yes, s + aux	Yes, We did
Answers - No, s + aux + not	No, We didn't
WH? WH + aux + s + verb base + compl + ?	What did We play?

b) Identify from the underlined verbs which ones are regulars and which ones are irregulars.

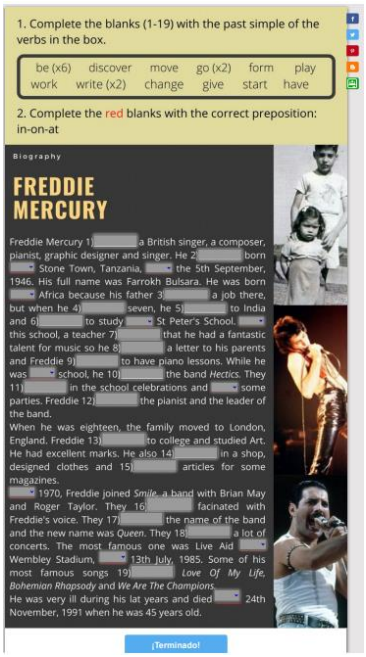


If the base verb ends in one of these *sounds*	example base verb*	example with -*ed*	pronounce the -*ed* as	extra syllable ?
/t/ /d/	*want* *end*	*wanted* *ended*	/ɪd/	yes

If the base verb ends in one of these *sounds*		example base verb*	example with -*ed*	pronounce the -*ed* as	extra syllable ?
unvoiced	/p/	*hope*	*hoped*	/t/	no
	/f/	*laugh*	*laughed*		
	/s/	*fax*	*faxed*		
	/ʃ/	*wash*	*washed*		
	/tʃ/	*watch*	*watched*		
	/k/	*like*	*liked*		
voiced	all other sounds, eg	*play*	*played*	/d/	
		allow	*allowed*		
		beg	*begged*		

c) Tell them aloud practicing the pronunciation rules.

d) Answer the worksheet.
https://es.liveworksheets.com/jq870779od

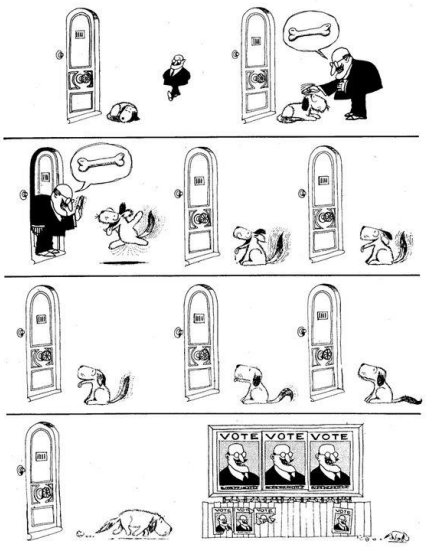


Time: 2 hours

3.1. Actividades de Reflexión inicial

Segundo componente: *"Past continuous"*

a) Look at the comic strip carefully.



Lavado, Joaquín Salvador. (2011). Quino-Argentina [Caricatura]. Recuperado de https://www.irancartoon.com/2010/daily/comic/aug2011/comicaug2011.htm

b) Tell with your own words what was happening in the story.
c) Write your story and underline the verbs ending with ING.

Time: 2 hours

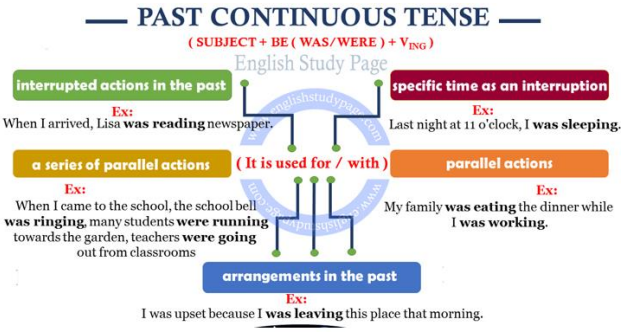
3.2. Actividades de contextualización e identificación de conocimientos necesarios para el aprendizaje.

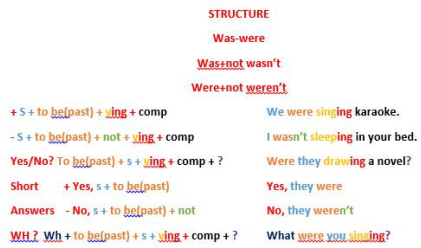
a) Using the strip as an example create your own story only with drawings. (At least a set of ten drawings).
b) Exchange your strip with the partner on your right.
c) Make a story up of your partner's comic.
d) Identify if you need to use verbs ending with ING.

Time: 3 hours

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

a) Pay attention to teacher's basic grammar explanation at the board.



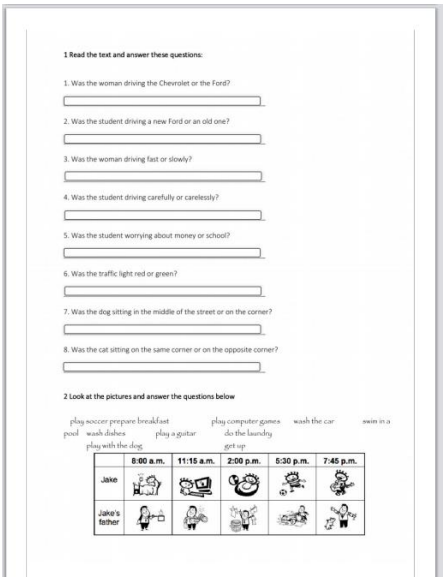


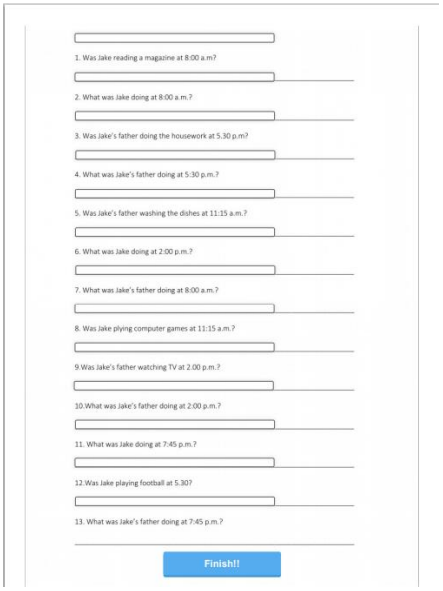
b) Identify which of the verbs in your story are in past simple and which in past continuous.

c) Tell them aloud.

d) Answer the worksheet.
https://www.liveworksheets.com/fo1192655ot







Time: 3 hours

3.1. Actividades de Reflexión inicial

Tercer componente: *"Can and could for ability"*

a) THE MOST SKILLED ANIMAL. Make two groups.
Take 8 cards from the instructor's box without peeking. (Each card has a different skill: fly, swim, breath underwater, etc.). Then from those 8 choose only 4 to create your most skilled animal.
b) Prepare for the battle, each group choose a warrior (the warrior is the animal personification and its powers). The instructor proposes a sort of challenges, the warrior who conquers all of them by using its skills wins.
c) At the end all the class says what each animal can do and what its most important skill was.

Time: 3 hours

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

a) Make a list of all the things you could not do 15 years ago and know you can.
b) Make a list of all the things you could do 15 years ago and know you cannot.
c) Make a list of things you didn't know how to do before you started studying and now you know.
d) Tell them aloud in front of the class.

Time: 3 hours

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

a) Pay attention to teacher's basic grammar explanation at the board.


CAN AND COULD

Can and *could* are model auxiliary verbs:

CAN

Can is an auxiliary verb, a modal auxiliary verb- We use *can* to:

- talk about possibility and ability
- make requests
- ask for or give permission

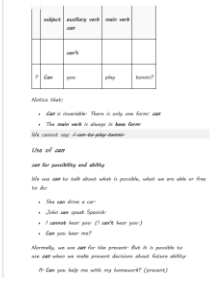
Structure of *can*

The basic structure for *can* is:

subject	+	auxiliary verb *can*	+	main verb

The main verb is always in base form-

	subject	auxiliary verb *can*	main verb	
+	I	can	play	tennis
-	He	cannot	play	tennis


	subject	auxiliary verb *can*	main verb	
		can't		
?	Can	you	play	tennis?

Notice that:

- *Can* is invariable: There is only one form: *can*
- The *main verb* is always in *base form*

We cannot say: ~~I can do play tennis~~

Use of *can*

can for possibility and ability

We use *can* to talk about what is possible, what we are able or free to do:

- She *can* drive a car.
- Jules *can* speak Spanish.
- I *cannot* hear you. (I *can't* hear you.)
- Can you hear me?

Normally, we use *can* for the present. But it is possible to use *can* when we make present decisions about future ability:

A- Can you help me with my homework? (present)


B- Sorry. I'm busy today. But I *can* help you tomorrow. (future)

COULD

Could is an auxiliary verb, a modal auxiliary verb- We use *could* to:

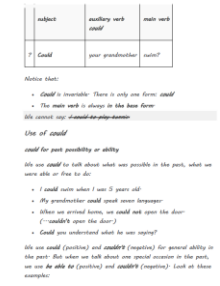
- talk about past possibility or ability
- make requests

Structure of *could*

subject	+	auxiliary verb *could*	+	main verb

The main verb is always in the base form-

	subject	auxiliary verb *could*	main verb
+	My grandmother	*could*	swim
-	She	*could not*	walk
		couldn't	


	subject	auxiliary verb *could*	main verb
?	Could	your grandmother	swim?

Notice that:

- *Could* is invariable: There is only one form: *could*
- The *main verb* is always in the *base form*

We cannot say: ~~I could do play tennis~~

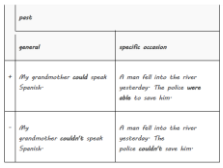
Use of *could*

could for past possibility or ability

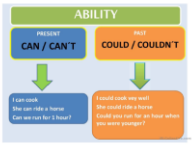
We use *could* to talk about what was possible in the past, what we were able or free to do:

- I *could* swim when I was 5 years old.
- My grandmother *could* speak seven languages.
- When we arrived home, we *could not* open the door. (~~*couldn't* open the door.~~)
- *Could* you understand what he was saying?

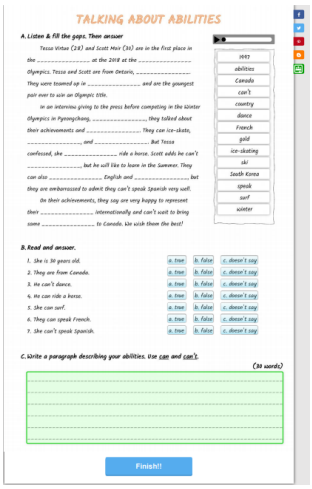
We use *could* (positive) and *couldn't* (negative) for general ability in the past. But when we talk about one special occasion in the past, we use *be able to* (positive) and *couldn't* (negative). Look at these examples:



	general	specific occasion
+	My grandmother could speak Spanish.	A man fell into the river yesterday. The police were able to save him.
-	My grandmother couldn't speak Spanish.	A man fell into the river yesterday. The police couldn't save him.



b) Identify the grammar on your own sentences and correct them if necessary.
c) Answer the worksheet.
https://www.liveworksheets.com/vq1005020jh



Time: 2 hours

3.1. Actividades de Reflexión inicial

Cuarto componente: "Jobs related to tourism"

a) Tell your teacher what kind of jobs you know in the Tourism industry.
b) Look at the list on the board (the instructor is writing all the jobs apprentices say).
c) Now think on what they have to know for doing their jobs, and make a list of abilities/skills.

Time: 2 hours

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

a) Look for other Jobs on internet (use the library if necessary) and its duties.
b) Present with a partner the job you like the most and tell to the group its duties.

Time: 2 hours

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

a) Review all the different Jobs related to Tourism and then answer the worksheet. https://www.liveworksheets.com/eb1522269ye



Time: 2 hours

3.4. Actividades de transferencia del conocimiento.

Tercer y cuarto componente: *"Can and could for ability and Jobs related to tourism"*

a) Read the article https://www.fluentu.com/blog/english/english-for-tourism-and-hospitality/ By MAUREEN STIMOLA and prepare a slide presentation about JOBS AT TRAVEL AND TOURISM COMPANIES and JOBS IN ECOTOURISM AND VOLUNTEER TOURISM. The presentation must have:

- At least ten slides or images as a visual help.
- The slides should not have words.
- Explanation about what each worker can do (acquired abilities).
- Use of flash cards is allowed.
- The presentation cannot last less than 10 min.

Time: 12 hours

*** Rubric attached to this folder.**

3.1. Actividades de Reflexión inicial

Quinto componente: "Animals and nature vocabulary"

a) Can you describe what do you see? – Try to describe the most number of pictures.



Fotoru.gmail.com. (2016). Collage de muchas fotos de la naturaleza sobre un fondo blanco [JPEG]. Recuperado de https://sp.depositphotos.com/122099816/stock-photo-collage-of-many-photos-the.html

b) Look for the unknown words and make a list.
c) Try to describe the rest of the pictures with the new vocabulary.

Time: 2 hours

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

a) Create a picture with different wild animals in a Colombian landscape.
b) Name each part of it.
c) Share your picture with the class and explain it.

Time: 2 hours

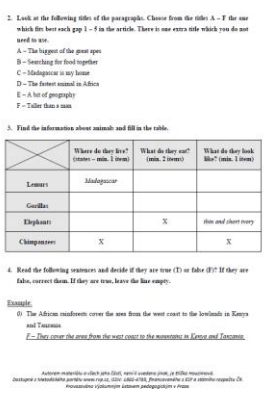
3.3. Actividades de apropiación del conocimiento (Conceptualización y Teorización)

a) Read and answer the wild animals' worksheet.



READING – TEST

1. Read this article. Write a suitable title which will describe what the text is about.



2. Look at the following titles of the paragraphs. Choose from the titles A – F the one which fits best each gap 1 – 5 in the article. There is one extra title which you do not need to use.

A – The biggest of the great apes
B – Searching for food together
C – Madagascar is my home
D – The fastest animal in Africa
E – A bit of geography
F – Taller than a man

3. Find the information about animals and fill in the table.

	Where do they live? (states – min. 1 item)	What do they eat? (min. 2 items)	What do they look like? (min. 1 item)
Lemurs	*Madagascar*		
Gorillas			
Elephants		X	*thin and short ivory*
Chimpanzees	X		X

4. Read the following sentences and decide if they are true (T) or false (F)? If they are false, correct them. If they are true, leave the line empty.

Example:
0) The African rainforests cover the area from the west coast to the lowlands in Kenya and Tanzania.
F – They cover the area from the west coast to the mountains in Kenya and Tanzania.



1) All lemurs are quite big – they are about 95 cm long.
2) The mountain gorilla lives in a small group with a dominant leader.
3) The African elephant is the biggest animal on Earth.
4) Chimpanzees sleep on the ground.
5) The lemurs on Madagascar are not protected.

5. Read the short version of the article about animals and fill in the missing words according to it (only one word for each gap). The first has been done for you as an example.

6. Nine words are underlined in the article on the page 1. Match these words to their definitions. One has been done for you as an example. There are three extra words you do not need to use.

0) a large wet area covered with trees is called a .. *rainforest*
1) when an animal is strong and can kill you easily, it is ...
2) a soft coat which covers the animals' bodies is ...
3) a part of the elephant's head
4) a very high hill
5) a small, thin part of a tree

b) Share and check your answers with the class and correct if necessary.

Time: 2 hours

3.4. Actividades de transferencia del conocimiento.

Primer, segundo y quinto componente: *"Past simple, Past continuous and* Animals and nature vocabulary*"*

a) Make groups of maximum three people and create a video (with subtitles in Spanish) about a Colombian destination, where you talk of:
   - Its history.
   - Tell one myth or legend of the region.
   - Describe what kind of landscapes you can find and their flora and fauna.

Time: 13 hours

*** Rubric attached to this folder.**

4. ACTIVIDADES DE EVALUACIÓN

Evidencias de Aprendizaje	Criterios de Evaluación	Técnicas e Instrumentos de Evaluación
Evidencias de conocimiento: Presentaciones orales y escritas de ejercicios en la formación. **Evidencias de desempeño:** Desarrollo de talleres escritos y orales. **Evidencias de producto:** Presentaciones orales estructuradas (Diapositivas, imágenes, videos).	• Dramatiza en inglés una historia breve utilizando verbos regulares e irregulares • Traduce del inglés documentos técnicos sencillos en tiempo presente y pasado • Puede iniciar un discurso, tomar la palabra, y terminar una conversación técnica de su profesión. • Puede completar frases basado en información leída previamente en un texto. • Puede realizar actividades de verdadero o falso, basados en una conversación que ha escuchado o en un texto que ha leído. • Realiza resúmenes de la información relevante y detallada de un texto técnico en inglés. • Puede relacionar textos en inglés con imágenes o con títulos que le sean adecuados.	• Revisiones grupales de talleres en clase. • Autoevaluación comparativa. • Rubrica para presentaciones orales. • Técnicas didácticas activas que comprenden: Entrevista, juego de roles, exposición, simulación.

	• Puede inferir el significado de una palabra u oración dentro de un texto en inglés, así este no esté explícito.	

5. GLOSARIO DE TERMINOS

Recurrir a la página adjunta: Diccionario. https://www.linguee.es/

Esta página se encuentra disponible para el público en general como herramienta ofimática en el laboratorio de bilingüismo y/o biblioteca.

6. REFERENTES BILBIOGRAFICOS

ESL Library. Copyright (2008). Red River Press Inc. ESL Library.com

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

Liveworksheets, Victor Gayol. Paseo de la Julia, 39, Palencia (Spain). Recuperado de: https://www.liveworksheets.com/

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

LINGUEE, DeepL GmbH. Maarweg 165. 50825 Colonia. Alemania https://www.linguee.es/

Longman Photo Dictionary ESOL Skills for Life (Entry 1). (2010) Pearson Education.

7. CONTROL DEL DOCUMENTO

	Nombre	Cargo	Dependencia	Fecha
Autor (es)	Maria Catalina Corrales	Instructor Bilingüismo	Coordinación Servicios Turísticos y Hoteleros.	15 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)					