PROCESO DE GESTIÓN DE FORMACIÓN PROFESIONAL INTEGRAL

FORMATO GUÍA DE APRENDIZAJE

IDENTIFICACIÓN DE LA GUIA DE APRENDIZAJE

- Denominación del Programa de Formación: INGLES BÁSICO NIVEL 2
- Código del Programa de Formación: 51240080
- Competencia: - PRODUCIR TEXTOS EN INGLÉS EN FORMA ESCRITA Y ORAL.
- Resultados de Aprendizaje Alcanzar:
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- 49740 - REALIZAR INTERCAMBIOS SOCIALES Y PRÁCTICOS MUY BREVES, CON UN VOCABULARIO SUFICIENTE PARA HACER UNA EXPOSICIÓN O MANTENER UNA CONVERSACIÓN SENCILLA SOBRE TEMAS TÉCNICOS
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- 49730 - 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
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- Duración de la Guía: 10 horas

2. PRESENTACIÓN

Las exigencias del mundo contemporáneo, la globalización y las necesidades del sector productivo demandan el desarrollo de habilidades en el idioma Inglés que permitan la interacción en una lengua en común, fomentando las competencias comunicativas, el crecimiento personal, académico, cultural y social del ser como ciudadano, lo que incrementa la competitividad económica del país.

Por otro lado, el dominio de este idioma contribuye a incentivar la investigación e innovación en la medida en que los textos académicos y científicos se encuentran en inglés y su publicación requiere del conocimiento de la lengua. En este sentido, el Programa de Bilingüismo del SENA, implementa la formación transversal en inglés la cual responde a contenidos que inician en un nivel básico y finalizan en el nivel intermedio, de acuerdo con los estándares del Marco Común Europeo de Referencia (MCER).

Esta guía es una propuesta educativa que forma al aprendiz en torno al desarrollo de habilidades comunicativas específicas en esta lengua extranjera basadas en: la descripción de situaciones y experiencias pasadas de acuerdo con su entorno personal, laboral y social; la comunicación de acciones pasadas en inglés siempre y cuando se utilicen las funciones relacionadas y formas del lenguaje; la expresión de información en inglés sobre eventos futuros según la intención comunicativa frente a predicciones y posibilidades de ocurrencia de sucesos; y el empleo de expresiones comparativas según situaciones comunicativas concretas.

3. FORMULACIÓN DE LAS ACTIVIDADES DE APRENDIZAJE

Actividades para la REFLEXIÓN INICIAL:

Listen to the text and fill in the blanks

Last _____ I did a lot of things. On Saturday, I went to see a friend. We went to the park and played chess there. I went back _____ in the late afternoon and played some music on my computer. Later that evening, I watched my favorite _____ on TV and went to bed very late. Next morning, I spoke with my friend on the _____, but I could not visit him because I had to help my dad in the garage. There, we made a bird feeder for the _____ that fly around our house.

- **Actividades para la CONTEXTUALIZACIÓN:**

Activity 1: Past Tense Memory Game



This past tense PowerPoint Game is a great activity to practice past tense verbs while testing students' memories. In this game, students must try to find the matching present tense and past tense verbs. To play, divide the class into two teams. Then the teams will take turns in choosing two numbers. Click on the numbered squares to reveal the verb below. If the two verbs are a matching pair (e.g. 'go' and 'went') then that team gets a point.

If they are not matching (e.g. 'go' and 'studied') then click on the red circle to hide the word again. This past tense memory game becomes incredibly fun once students start to remember where the matching verbs are.

Match the verbs with their Past Tense.

play	watched
do	played
watch	did
dance	ate
drink	danced
eat	drank
work	listened
listen	worked
swim	showed
show	swam

Grammar Box

Verb+ed *For example:* *want+ed → wanted* *work+ed → worked*	**Verb, ending in – e+d** *For example:* *dance+d → danced* *live+d→ lived*
Verbs, ending in –y: y → i + ed (* There are exceptions (for example played)) *For example:* *cry→ cried* *try→ tried*	**One vowel verb: double the consonant** *For example:* *stop → stopped* *blog → blogged*

Irregular Verbs:
There is no rule for the formation of irregular verbs. You have to memorize them!

Look at some of the most common irregular verbs

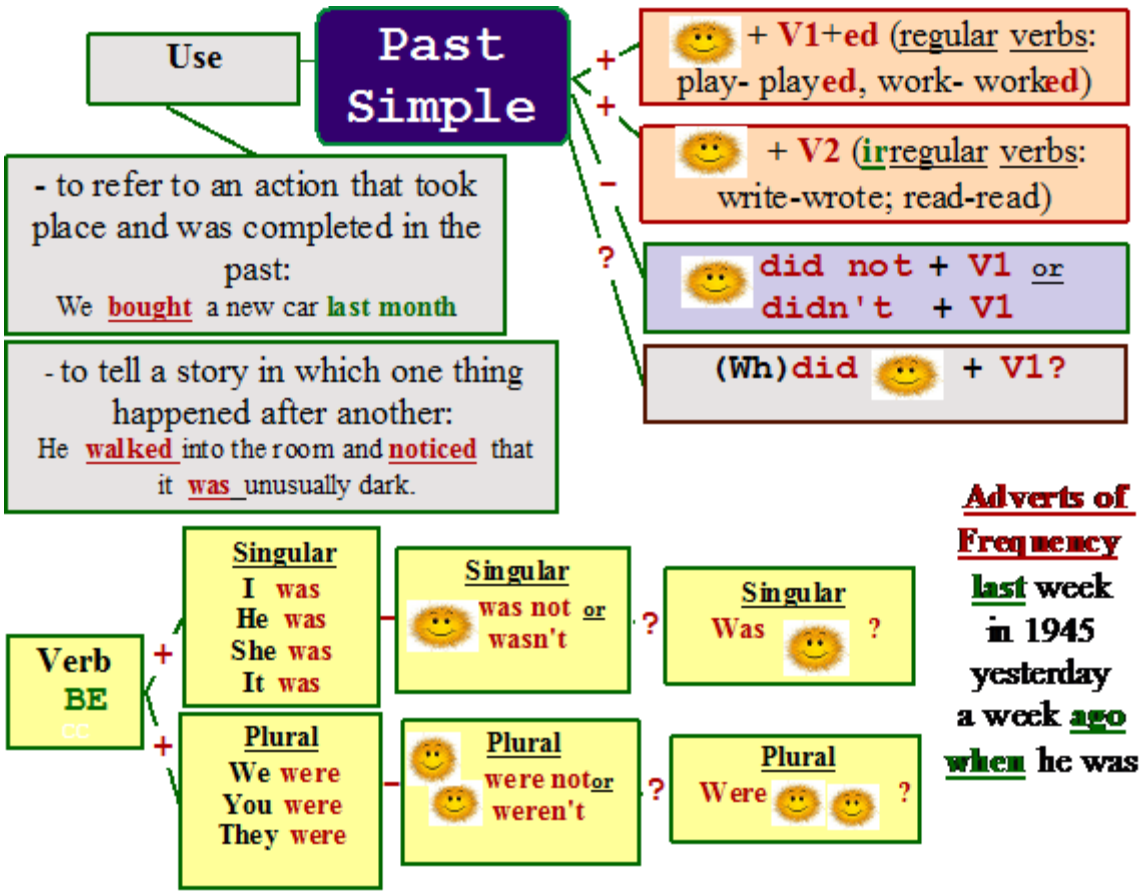
begin – beg**a**n	build – buil**t**
find – f**ou**nd	read – read*****
drive – dr**o**ve	put – put
forget – forg**o**t	think – **thought**
break – br**o**ke	write – wr**o**te
go – **went**	understand – understo**o**d
keep – k**e**p**t**	meet – m**e**t

hear – hear**d** know – kn**e**w make – ma**d**e	fly – fl**ew** become – bec**a**me come – c**a**me

- Ambiente de Bilingüismo
- Materiales: computador, video beam, lápiz, hojas

APROPIACIÓN DEL CONOCIMIENTO:

1.



Practice

1. *Fill in the blanks in the table.*

add	
	asked
Boil	
Come	
	Hated
	Joined
Agree	
	checked
	left
jump	

2. *Rewrite the sentences in past tense.*

1. My father works as a policeman.
   _____
2. Three kids play outside.
   _____
3. I listen to music and play cards.
   _____
4. I walk in the park with my best friends.
   _____
5. We write a story about our families.
   _____
6. I go to school and then I come back home.
   _____
7. They run around the house.
   _____
8. Your mother goes to the mall.
   _____

Put the story in order. Rewrite in past tense.

1. Monika works late last Friday.
2. Then she miss the bus and take a taxi back home.
3. She has a lot of work to do, and has to stay in the office until 7.30 pm.
4. After dinner, they watch a movie together and go to bed at 11.30pm.
5. When she comes home she starts cooking.
6. He wants pizza, so his dad orders some pizza on the phone.
7. Monika's son Daniel does not like his dinner at all, and does not want to eat it.
8. At about 9pm dinner is finally ready and everybody sits at the table.

3. Select the correct option.

1. I **(said, thought, told)** Martin to give me the book.
2. She **(answered, brought, ran)** the phone.
3. The family **(swam, bought, jumped)** the house last April.
4. My brother and I **(fed, dressed, came)** our two cats.
5. Our friend Sonya **(drove, ate, saw**) a very famous actor last week.
6. I **(cleaned, washed, thought)** my room yesterday, so I can play today.

Production

1. **What did you do in the last two months? Write 8-10 sentences.**

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

2. **Ask your partner 10 Yes/ No questions about their last weekend.**

Eg: Did you go to a river?
Did you wake up early?

2. **TRANSFERENCIA O APLICACIÓN DEL APRENDIZAJE: En este momento vamos a proponer actividades para el ÁREA DE DESARROLLO PROCEDIMENTAL, es decir para aplicar, ejercitar, poner en práctica los conocimientos de proceso del programa, es decir (EL HACER). Mediante actividades que tienen que ver con estrategias de aprendizaje como la Demostración Directa por parte del Instructor para que el aprendiz deduzca los pasos, talleres para resolver, trabajo de campo fuera del aula para indagar un proceso o procedimiento, observación de videos demostrativos de un proceso que no puedo hacer en clase, elaboración de un producto relacionado con el proyecto formativo entre otros.**



This game https://www.youtube.com/watch?time_continue=405&v=DryO7AlhMDo&feature=emb_logo will encourage learners to make their own past tense sentences in a fun way.
To play, divide the class into two teams. The teams will then take turns in answering the question (there are 10 questions).

After each question, students must make their own past tense sentence using the verb provided. Then, the team must choose to keep the box, or give the box to the other team.

Inside the box is either plus points (e.g. +1000) or minus points (-1000). At the end of the game, the team with the most points is the winner.

4. ACTIVIDADES DE EVALUACIÓN

Before finishing the class, review the past tense verbs and sentences from the lesson. A great way to do this is to ask students to ask their partner 'What did you do (yesterday / last weekend)?'.

Once students have asked their partner, then ask students to tell you what their partner did yesterday / at the weekend.



This worksheet is a past tense activity / game based on the Battleships game.

Students must write 10 past tense verbs in the grid. These are the students' 'Battleships'.

Then students will take turns calling out grid coordinates with their partner to try to find the Battleships (verbs).

If a student finds one of the 'Battleships' then that student must make a sentence using the past tense verb in that area.

The first student to find all 10 past tense verbs is the winner.

BINGO

Let's face it, the seemingly endless list of irregular verbs in the past simple never excites students and they basically just have to learn them so...make it fun and play bingo! This is a fun way to practice or revise some common verbs in the past simple. You call out the infinitive and your students have to say the past simple form of the verb and find it on their bingo cards. If you haven't played bingo with your class before, model how to "call bingo" first and then let your students take turns. Put the call cards in something creative to add to the fun! (I use a velvet drawstring bag.) Past simple bingo works well with both adults and older kids/teens.

This upload includes call cards for 18 common irregular verbs (take, see, go, say, get, eat, have, feel, write, buy, come, think, do, be, make, give, wear, drink) plus 8 different bingo cards in both colour and b&w. Print, cut out, laminate and enjoy! (I'll also be posting Past Simple Bingo 2 which uses 18 different verbs).



https://www.eslprintables.com/worksheets_with_songs/grammar_songs/simple_past_songs/Song_What_goes_around_come_443626/

https://www.youtube.com/watch?v=IC8qPpnD0uE

what goes around,comes around

Students need some past simple practice, especially with the irregular verbs, so I´ve chosen this song because it contains many verbs they´ve already learned. They have to fill in the gaps while listening with the verbs (infinitive) in the past simple. The second exercise contains sentences to be completed with the same verb. There´s also a test and writing exercises. I included a glossary with the abbreviated forms found on the lyrics because my ss are not used to them. The ws is completely editable / correctable. Hope it´s useful. Thanks for downloading and have a nice day!

This ESL activity is a game to review irregular past tense verbs and sentences
This activity is a 'Telepathy Game'. Students will see two example sentences with irregular past tense verbs. They must choose ONE and write it down.

If they guess correctly, they get a point. This activity is great for beginner ESL students to practice making English sentences with past tense irregular verbs.

https://www.youtube.com/watch?time_continue=84&v=9iwN3GcyEe4&feature=emb_logo

4. ACTIVIDADES DE EVALUACIÓN

Tome como referencia la técnica e instrumentos de evaluación citados en la guía de Desarrollo Curricular

Evidencias de Aprendizaje	Criterios de Evaluación	Técnicas e Instrumentos de Evaluación
Evidencias de Conocimiento: Prueba escrita sobre temas vistos. Participación en foro social. Participación en foro temático Desarrollo de Blog de vocabulario **Evidencias de Desempeño:** Observación mediante el video de la pronunciación y entonación.	Plantea y responde preguntas sobre sí mismo. Comprende y produce frases sencillas usando el pasado simple Estructura adecuadamente una opinión sobre un tema conocido de su especialidad. Realiza diálogos cortos utilizando las reglas gramáticales de los temas vistos. Pronuncia adecuadamente el vocabulario y modismos básicos del idioma	**INSTRUMENTO:** Cuestionario **TECNICA:** Formulación de preguntas Foro de social. Foro de temático. **INSTRUMENTO:** Lista de verificación **TECNICA:** Simulación de situaciones

Autobiografía Juego, dramatizado, copla entre otros, aplicando lo aprendido.	Identifica el pasado de los verbos regulares e irregulares en textos sencillos generales. Utiliza adecuadamente el pasado simple en sus formas afirmativas, negativas e interrogativas.	Valoración de productos

5. GLOSARIO DE TÉRMINOS

6. REFERENTES BILBIOGRÁFICOS

https://teachers.onlineenglishexpert.com/esl-lesson-plan-past-simple-tense-and-action-verbs-a2/

https://www.youtube.com/watch?time_continue=405&v=DryO7AlhMDo&feature=emb_logo

https://games4esl.com/lesson-plans/past-tense/

https://games4esl.com/esl-worksheets/past-tense-worksheets/

https://games4esl.com/esl-classroom-games/past-tense-irregular-verbs-activity/

https://busyteacher.org/9431-past-simple-bingo-1.html

https://www.youtube.com/watch?v=emHSO5dr6dk

https://busyteacher.org/20795-simple-paste-tense-song-paradise-by-coldplay.html

https://busyteacher.org/26077-social-english-conversations-speaking-cards.html

https://www.eslprintables.com/worksheets_with_songs/grammar_songs/simple_past_songs/Song_What_goes_around_come_443626/

https://www.youtube.com/watch?v=IC8qPpnD0uE

https://www.englisch-hilfen.de/en/exercises/irregular_verbs/crossword_simple_past2.htm

https://www.eslprintables.com/grammar_worksheets/verbs/verb_tenses/past_simple_crossword/Simple_Past_Crossword_Puzzle_572431/

7. CONTROL DEL DOCUMENTO

	Nombre	Cargo	Dependencia	Fecha
Autor (es)	**CLAUDIA PATRICIA DAZA GONZALEZ**	**Instructora Bilingüismo**	**FPI**	**24 JULIO 2023**

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

	Nombre	Cargo	Dependencia	Fecha	Razón del Cambio
Autor (es)					