



PROCESO DE GESTIÓN DE FORMACIÓN PROFESIONAL INTEGRAL FORMATO GUÍA DE APRENDIZAJE

1. IDENTIFICACIÓN DE LA GUIA DE APRENDIZAJE

- **Denominación del Programa de Formación:** Gestión integrada de la calidad, medio ambiente, seguridad y salud ocupacional.
- **Código del Programa de Formación:** 122128
- **Nombre del Proyecto:** Propuesta para la estructuración e implementación de un sistema de gestión integrada (SGI) en una organización.
- **Fase del Proyecto:** En ejecución.
- **Actividad de Proyecto:**
- **Duración de la guía:** 60 horas.

COMPETENCIA: Comprender textos en inglés en forma escrita y auditiva

Resultados de Aprendizaje por alcanzar y evaluar (diurno y nocturno):

- 24020150103 - Leer textos muy breves y sencillos en inglés general y técnico.
- 24020150101 - Comprender frases y vocabulario habitual sobre temas de interés personal y temas técnicos
- 24020150105 - Encontrar vocabulario y expresiones de inglés técnico en anuncios, folletos, páginas web, etc.

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.

Resultados de Aprendizaje por alcanzar y evaluar en la nueva competencia:

- 01 - Comprender información sobre situaciones cotidianas y laborales actuales y futuras a través de interacciones sociales de forma oral y escrita.

2. PRESENTACIÓN

Aprender inglés en estos tiempos de exigencias de toda índole, más que un deber o implicar un esfuerzo impuesto, debe ser una motivación para que nosotros como aprendices del Sena, y aún, más allá como personas, que queremos ser cada vez más competentes, tenemos en el área de bilingüismo la posibilidad de mostrar nuestra excelencia y competitividad en el mundo laboral

El aprender un idioma extranjero nos permite conocer otras culturas y por ende contar con diversidad de herramientas para dar respuesta a situaciones laborales y exigentes, a través de otros contextos ricos en posibilidades para ampliar nuestra visión de futuro y para recrearnos en los contextos del yo



entiendo, yo puedo y yo propongo métodos y soluciones.

El siglo XXI es sinónimo de globalización, de comunicación instantánea, de comprensión de signos y símbolos estandarizados, es el encuentro de personas que hablan idiomas diferentes con necesidades y metas laborales comunes. Las respuestas fluyen constantemente en textos en inglés y en español y somos las personas, las que les damos significado, somos los que empleamos esa información para solucionar gran variedad de problemáticas.

3. FORMULACIÓN DE LAS ACTIVIDADES DE APRENDIZAJE

NIVEL 1

- Descripción de la(s) Actividad(es)
- Ambiente requerido
- Materiales

Tomando como referencia la planeación pedagógica y las orientaciones para elaborar guías de aprendizaje citado en la guía de desarrollo curricular.

Actividades de reflexión Inicial: WARM UP

I. THE ALPHABET

Alphabet Pronunciation				
A	B	C	D	E
[eɪ]	[bi:]	[si:]	[di:]	[i:]
F	G	H	I	J
[ef]	[dʒi:]	[eɪtʃ]	[aɪ]	[dʒeɪ]
K	L	M	N	O
[keɪ]	[el]	[em]	[en]	[əʊ]
P	Q	R	S	T
[pi:]	[kju:]	[ɑ:]	[es]	[ti:]
U	V	W		
[ju:]	[vi:]	['dʌbəlju:]		
X	Y	Z		
[eks]	[waɪ]	[zed/zi:]		



II. PHONICS

a. Sort the words out:

PLAY	DREAM	HISTORY	PLAN
AGAIN	DRY	AIM	INTO
FIND	GUESS	POLICE	CLASS
ASK	SITE		

<i>/æ/</i>	<i>/ɛ/</i>	<i>/ɪ/</i>
<i>/i:/</i>	<i>/ei/</i>	<i>/ai/</i>

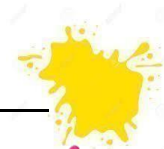
b. Spelling: Challenge for beginners

Unscramble the letters to spell the words correctly

Rde_____



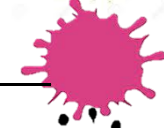
Ylwelo_____



Ognrae_____



lkpn_____



Buel_____



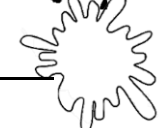
Bklca_____



Gerne_____



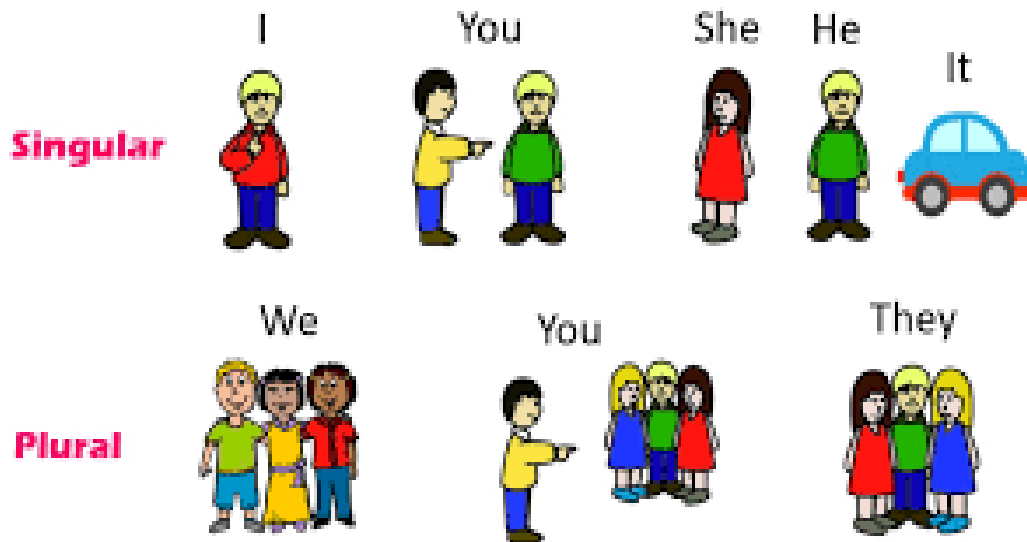
Witeh_____





III. GRAMMAR CATEGORIES

Personal Pronouns



Types of Pronouns					
	Subject Pronouns	Object Pronouns	Possessive Adjectives	Possessive Pronouns	Reflexive Pronouns
Singular	I	me	my	mine	myself
	you	you	your	yours	yourself
	he	him	his	his	himself
	she	her	her	hers	herself
	it	it	its	its	itself
Plural	we	us	our	ours	ourselves
	you	you	your	yours	yourselves
	they	them	their	theirs	themselves



a. Choose the correct pronoun for each sentence, considering the word(s) in the chart.

Her	Him	Them	Them	Us	We
She	He	It	They	Me	You

1. ____ is playing in the garden. (Kathryn)
2. ____ is a red. (the car)
3. ____ are in the classroom. (the students)
4. I am listening to _____. (Mr. David)
5. I love _____. (my parents)
6. ____ is riding his bike. (Andy)
7. ____ are watching TV. (my brother and I)
8. I always take care of _____. (my sister)
9. Let's play with _____. (Mark and Simon)
10. You must come with _____. (my father and I)
11. Listen to _____, I am telling you the truth.
12. _____ should work hard to pass your exams.

b. Fill in the blanks using MINE, YOURS, HIS, HERS, OURS, THEIRS:

1. A: Is this John's tie? B: Yes, it is _____.
2. My umbrella isn't black. _____ is grey.
3. There is a car near your house. Is it _____?
4. That green shirt isn't Alice's. _____ is blue.
5. Pass this ball to us. It is _____.
6. They don't like sandwiches. These sandwiches are not _____.
7. Don't take these keys. They are not _____.
8. A: There is a pair of brown gloves here. Are they your gloves or my gloves?
B: I haven't got brown gloves. They aren't _____, they are _____.
9. A: Is their house old?
B: No, _____ is very old.
10. Can I take your pen? _____ is at home.



c. Fill in the blanks with ME, YOU, HIM, HER, THEM, US, IT:

1. We are playing in the garden and Jim is playing with_____.
2. Are the lights on? Turn_____off!
3. Where is my book? I'm looking for_____.
4. She is very tired. Help_____.
5. I'm very thirsty. Give _____ a glass of water.
6. This is Ahmet's pen. Give it to _____.
7. Look at _____. Are they your friends?
8. Are you John Brown? There is a letter for _____.

d. Complete the passage. Use these words:

<i>my your his her its our their his</i>
--

Hello. _____name is Patrick. I'm nine. I have got a brother. His name is Andy and he's eleven. We are on holiday in Spain. The hotel is very good, and _____ swimming-pool is large. Andy and I have got a sister. _____name is Liz. She's six years old. _____mother and father are in the restaurant now. Their friends, Mr. and Mrs. Bolton, are in the restaurant, too. _____two sons are in the pool. Andy has got a girlfriend. _____girlfriend's name is Sandra. She's in _____class at school. Where is your family? Is _____family here, too?



IV. MONTHS AND DAYS



What month is it?

This is the fifth month of the year

This is the seventh month after October

This is the last month of the year

This is the only month with letter “g” in it

The last letter of the month is “e”

This month is four months before November

This is the first month

This month has only three letters in its name

This is the third month of the year

This month has the longest name

The last letter of this month is “h”

If today is Tuesday, what will be tomorrow?

If yesterday was Saturday, what is today?

In two days', time, will be Thursday, what day is today?

In one week, it will be Monday, what day is today?

In three days', time it will be Wednesday, what day is today?



V. CARDINAL NUMBERS

1	one	11	eleven	30	thirty
2	two	12	twelve	40	fourty
3	three	13	thirteen	50	fifty
4	four	14	fourteen	60	sixty
5	five	15	fifteen	70	seventy
6	six	16	sixteen	80	eighty
7	seven	17	seventeen	90	ninty
8	eight	18	eighteen	100	hundred
9	nine	19	nineteen	1,000	thousand
10	ten	20	twenty	1,000,000	million

Answer the questions about your relatives' and other people's telephone numbers!
If you do not have them/want to tell, you can make the numbers up!

What is your (telephone) number? What's your number? My (telephone) number is _____

What is your grandmother's (telephone) number? What's your grandma's number?
My grandma's number is _____

What is your grandfather's (telephone) number? What's your grandpa's number?
My grandpa's number is _____

What is your mother's (telephone) number? What's your mom's number? My
mom's number is _____

What is your father's (telephone) number? What's your dad's number? My dad's
number is _____

What is your wife's or girlfriend's (telephone) number? What's your wife's number?
My wife's number is _____

What is your husband's or boyfriend's (telephone) number? What's your husband's
number?
My husband's number is _____



VI. ORDINAL NUMBERS

Don't Forget

Who's the first?

1st—first	11th—eleventh	21st—twenty-first	31st—thirty-first
2nd—second	12th—twelfth	22nd—twenty-second	40th—fortieth
3rd—third	13th—thirteenth	23rd—twenty-third	50th—fiftieth
4th—fourth	14th—fourteenth	24th—twenty-fourth	60th—sixtieth
5th—fifth	15th—fifteenth	25th—twenty-fifth	70th—seventieth
6th—sixth	16th—sixteenth	26th—twenty-sixth	80th—eightieth
7th—seventh	17th—seventeenth	27th—twenty-seventh	90th—ninetieth
8th—eighth	18th—eighteenth	28th—twenty-eighth	100th—one hundredth
9th—ninth	19th—nineteenth	29th—twenty-ninth	101st—one hundred and first
10th—tenth	20th—twentieth	30th—thirtieth	

Listen to the numbers and do the exercises to practice and improve your listening skills.

Preparation
Do this exercise before you listen. Match the numbers with the way we say them. Write a–f next to the number 1–6.

1..... 3rd April	a. one thousand, three hundred and sixty-five
2..... 1968	b. two million
3..... 1,365	c. the third of April
4..... 2,000,000	d. one metre fourteen
5..... 9th September	e. nineteen sixty-eight
6..... 1.14 m	f. the ninth of September

1. Check your understanding: ordering
Do this exercise while you listen. Write a number (1-10) to put these numbers in the order you hear them.

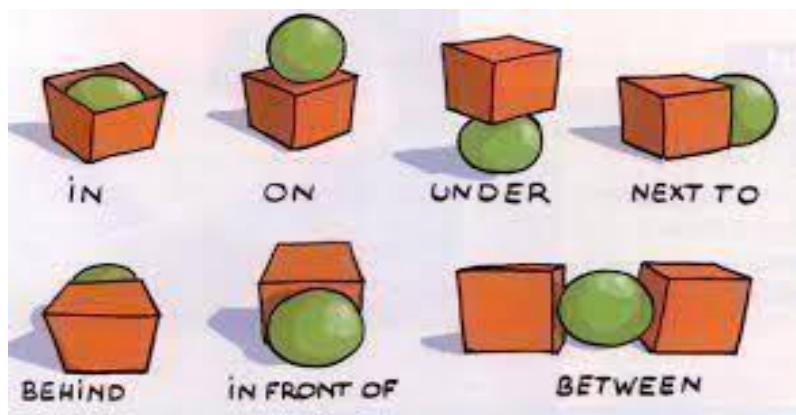
<div style="border-left: 1px solid black; border-right: 1px solid black; padding: 5px; margin-bottom: 10px;">..... 1.27 m</div> <div style="border-left: 1px solid black; border-right: 1px solid black; padding: 5px; margin-bottom: 10px;">..... 0208 542 8976</div> <div style="border-left: 1px solid black; border-right: 1px solid black; padding: 5px; margin-bottom: 10px;">..... 1985</div> <div style="border-left: 1px solid black; border-right: 1px solid black; padding: 5px; margin-bottom: 10px;">..... 5,325</div> <div style="border-left: 1px solid black; border-right: 1px solid black; padding: 5px;">..... 14</div>	<div style="border-left: 1px solid black; border-right: 1px solid black; padding: 5px; margin-bottom: 10px;">..... 671</div> <div style="border-left: 1px solid black; border-right: 1px solid black; padding: 5px; margin-bottom: 10px;">..... 103</div> <div style="border-left: 1px solid black; border-right: 1px solid black; padding: 5px; margin-bottom: 10px;">..... 68</div> <div style="border-left: 1px solid black; border-right: 1px solid black; padding: 5px; margin-bottom: 10px;">..... 8,000,000</div> <div style="border-left: 1px solid black; border-right: 1px solid black; padding: 5px;">..... 25th June</div>
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Check the next link for listening and answers

<https://learnenglishteens.britishcouncil.org/skills/listening/beginner-a1-listening/understanding-numbers>



VII. PREPOSITIONS OF PLACE



Complete the sentences with the prepositions in the box.

Input

Prepositions of Place

Look at the picture and complete the sentences with the prepositions in the box.

in	on	under	behind
between		in front of	next to

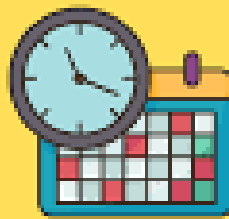
1. There is a cat the sof .
2. There are two dogs the table.
3. There is a computer the table.
4. There is a pizza the computer.
5. There is a guitar the lamp.
6. There is a plane the box.
7. There is a sandwich the pizza and the juice.
8. There are books the shelf.
9. There is a TV small table.
10. There is a window the sofa.

Check the following link for answers and if possible, have students to do it online.
<https://acortar.link/RGV4RA>



VIII. PREPOSITIONS OF TIME

Prepositions of Time





Fill in with the missing preposition IN, ON or AN

PREPOSITIONS OF TIME

in

in + seasons (in summer)
in + months (in February)
in + years (in 2020)
in the morning, in the afternoon, in the evening

on

on + days, dates
on Monday, **on** Tuesday...
on the 16th of February
on Sunday, April 19, 2020
on Easter Day

at

at + time
at 8 o'clock
at + holidays (at Christmas)
at noon, at night, at the weekend, at breakfast

Fill in the missing preposition *in, on, at*:

___ June	___ 12:00
___ 9 o'clock	___ Saturday
___ Wednesday	___ winter
___ 2013	___ the evening
___ the morning	___ half past eleven
___ night	___ 1991
___ Thursday	___ Friday, April 17, 2020
___ November	___ Halloween
___ the 15 th of June	___ spring
___ the weekend	___ 9:15
___ the afternoon	___ autumn
___ March	___ Sunday
___ half past six	___ December
___ the 2 nd of July	___ Christmas Day

Check the following link for answers and if possible, have students to do it online.

<https://acortar.link/cyAEig>

IX. PREPOSITIONS OF MOVEMENT

PREPOSITIONS OF MOVEMENT

across

around

away from

down

into

off

onto

out

over

past

through

toward

under

up



Look at the pictures 1 to 11 and complete the blanks with the correct preposition from the box.

across	out of	under	around	past	into
over	down	between	through	up	

Tip! 1 short line = 1 letter



1 the box



2 the tube



3 the box



4 the box



5 the stairs



6 the stairs



7 the box



8 the box

LIVEWORKSHEETS



9 the box



10 the boxes



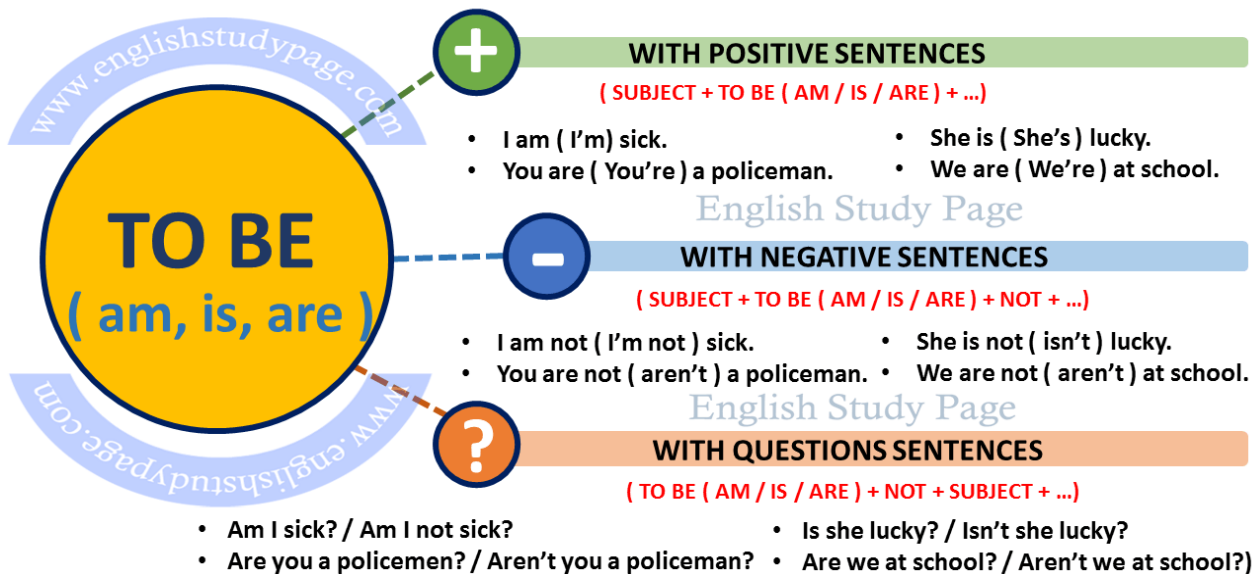
11
the road

Check the following link for answers and a full version of the activity.
<https://acortar.link/CNQZuB>



X. VERB "TO BE"

'TO BE' WITH SIMPLE PRESENT TENSE



www.englishstudypage.com

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a. Think about a famous character and ask your partners yes/no questions to guess who the character is.

b. They are neighbors, that's why they're so different. Use the vocabulary and the 'verb to be' to describe them.

Age

1. young
2. middle-aged
3. elderly



Height

4. tall
5. average height
6. short



Weight

7. heavy / fat
8. average weight
9. thin / slender



c. Write the family members:

1. My father's parents are my _____.
2. My mothers' mother is my _____.
3. My father's sister is my _____.
4. My parents' daughter is my _____.
5. My mother is my father's _____.
6. My father is my mother's _____.
7. My sister is my parents' _____.
8. My mother's mother is my father's _____.
9. My father's brother is my _____.
10. I am my parents' _____.
11. My mother's sister is my _____.
12. My sister and I are my parents' _____.
13. My sister is my uncle's _____.
14. My aunt's children are my _____.
15. My mother's father is my _____.
16. I am my sister's _____.

Source: <https://www.englishexercises.org/makeagame/viewgame.asp?id=6781#a>

d. Make a family tree, mention your family members, use the verb to be to describe them, mention their birthdays ...etc.

e. PERSONAL INFORMATION

Fill out your personal information:

FULL NAME: _____

BIRTHDAY: _____

NATIONALITY: _____

JOB: _____

PHONE, ADRESS AND E- MAIL:



Watch the video and learn about nationalities:

https://www.youtube.com/watch?v=NJVV1LDt2hE&ab_channel=TopEnglish

Watch the video and guess the country:

https://www.youtube.com/watch?v=Xx2XZxZlofl&ab_channel=Games4esl

Watch the video and remember the professions:

https://www.youtube.com/watch?v=x9ofeV_nCUQ&ab_channel=7ESLLearningEnglish

Describe professions and make the students guess.

XI. TELLING THE TIME

Telling the time

It's ... **o'clock**

It's five **to** ...

It's five **past** ...

It's ten **to** ...

It's ten **past** ...

It's (a) quarter **to** ...

It's (a) quarter **past** ...

It's twenty **to** ...

It's twenty **past** ...

It's twenty-five **to** ...

It's twenty-five **past** ...

It's half **past** ...

2:00 - It's two o'clock .	2:30 - It's half past two.
2:05 - It's five past two.	2:35 - It's twenty-five to three.
2:10 - It's ten past two.	2:40 - It's twenty to three.
2:15 - It's quarter past two.	2:45 - It's quarter to three.
2:20 - It's twenty past two.	2:50 - It's ten to three.
2:25 - It's twenty-five past two.	2:55 - It's five to three.

We use **AT + TIME** when giving the time of a specific event.

- The class starts at nine o'clock.
- The flight leaves at ten to three.

We use **IT IS** or **IT'S** to answer a question that asks for the time right now.

What time is it? - It is half past four.

What's the time? - It's twenty to five.

www.grammar.cl www.woodwardenglish.com www.vocabulary.cl



Look at the clocks. What's the time? Tell your partner.
Write the letter.

What's the time?

It's two o'clock.



- 1 It's ten o'clock.
- 2 It's seven o'clock.
- 3 It's five o'clock.
- 4 It's three o'clock.

- 5 It's half past eleven.
- 6 It's half past four.
- 7 It's half past one.
- 8 It's half past six.



- 9 It's quarter past seven.
- 10 It's quarter past nine.
- 11 It's quarter past five.
- 12 It's quarter past twelve.

- 13 It's quarter to four.
- 14 It's quarter to eight.
- 15 It's quarter to eleven.
- 16 It's quarter to one.



What's the time? Speak and write.

.....

.....

.....

.....



XII. LISTENING TASK

Click on the following and complete the task: <https://acortar.link/XdX9Hn>

a. WHAT'S YOUR NAME? HOW IS THAT SPELLED?

Listen and check the spelling of the following names. If the spelling is wrong, correct it in the space.

Name	Spelling		Correct spelling
1. Anna Sarah	Right	Wrong	
2. Lora	Right	Wrong	
3. Shelly	Right	Wrong	
4. Joe	Right	Wrong	
5. Beth	Right	Wrong	
6. Sara	Right	Wrong	

b. HOW OLD ARE YOU? / WHERE ARE YOU FROM?

Watch the video again and fill in the blanks.

Name	Age	Country/City
Beth		
		Columbus, Ohio
	33	Mongolia
Dustin		Taiwan/Texas
	33	

c. WHAT'S YOUR JOB?

Put the correct occupation from the box next to each person.

Chef	graphic designer	Computer engineer
teacher	works in technology	

1. Anna Sarah _____

2. Beth _____

3. Shelli _____

4. Joe _____

5. Damon _____



XIII. WH QUESTIONS

Who <ul style="list-style-type: none">• Ask about person• Act as subject of the sentence• Who is that woman?• Who are you phoning? 	Where <ul style="list-style-type: none">• Asking in or at what place or position• Where do you live?• Where are my boots? 	When <ul style="list-style-type: none">• Asking about time, occasion, moment• When can I see you?• When did you last see him? 
Why <ul style="list-style-type: none">• Asking for reason, explanation• Why were you late?• Why was he late? 	What <ul style="list-style-type: none">• Asking for specific thing, object• What's the matter?• What time is it? 	How <ul style="list-style-type: none">• Asking for way, manner, form• How does it work?• How do you go to school? 
Which <ul style="list-style-type: none">• Asking about choice• Which is better exercise? – swimming or tennis• Which of the applicants has got the job? 	How many <ul style="list-style-type: none">• Asking about quantity• Used with countable nouns• How many people were there? 	How often <ul style="list-style-type: none">• Asking about frequency• How often do you go swimming? 

Read the following article and answer the questions below:

Bob Hunter is forty years old. He lives in Derby with his wife and their children. His wife's name is Linda, and she is an artist. Their eldest child, Richard, is studying Engineering at Derby University. Their middle child is called Claire. She is fourteen and a student at Derby Grammar School.

Their youngest child is Sally, who is twelve. She enjoys horse-riding and cycling. Bob is an accountant and works for Toyota at Burniston. He enjoys his job but always looks forward to the weekend when he can spend some quality time on the golf course. He is a member of Mickleover Golf Club, and he plays there eleven years ago.

How old is Bob? _____

What does he do? _____

Where does he live? _____



How many children does he have? _____
What is his wife's name? _____
What does his wife do? _____
How old is Claire? _____
What does Bob do at the weekend? _____
What does the word THEIR, in line 1, refer to? _____
What does the word THERE in the last line refer to? _____

XIV. CAN-CAN'T ABILITY

CAN / CAN'T – FORM & USE

test-english.com

FORM

POSITIVE

I/You/He/She/etc. **can** sing.

NEGATIVE

I/You/He/She/etc. **cannot** sing.
I/You/He/She/etc. **can't** sing.

QUESTION

Can I/You/He/She/etc. **sing**?

SHORT ANSWER

Yes, I/You/He/She/etc. **can**.
No, I/You/He/She/etc. **cannot**.
No, I/You/He/She/etc. **can't**.

COMMON

✗

She **can's** swim.

✓

She **can** swim.

✗

Do you **can** speak English?

✓

Can you speak English?

✗

I **can't to** come.

✓

I **can't** come.

MISTAKES

USE

ABILITY

- ➔ Laura **can** sing very well.
- ➔ I **can't** speak German.

PERMISSION

- ➔ **Can** I sit here?
- ➔ You **can't** park your car here.

POSSIBILITY

- ➔ I **can't** come to the party.
- ➔ Can you go?

ORDERING / ASKING FOR SOMETHING

- ➔ **Can** I **have** a soda, please?
- ➔ Can you drive me to the station?

How about you? Make a list of the skills you CAN or CAN'T do:



Linda Starr is an actress. She wants a Job in a new movie. Complete the dialogue with the correct form of CAN.

Ms. Lee: So, Linda, what (1)_____ (you/ do)? (2)_? (you/sing)

Linda: Yes, I (3)_____ sing but not very well.

Ms. Lee: Hmm. (4)_____? (you/dance)

Linda: I (5)_____ dance just a little.

Ms. Lee: Hmm. No, no, no... You (6)_____ sing or dance very well. (7)_____? (You/cry)

Linda: Oh, yes! I (8)_____ cry very well.

Ms. Lee: That's great! Our new movie is Lost Love. You can do the job!

Complete the email with the correct form of CAN

Date: November 3rd

From: mt@netmai1.com

Subject: Hello

Dear Key Pal,

Hello! My name is Marisol Torres. I'm from Guadalajara, México, so I (1)

_____ speak Spanish. (2)

_____ (you/speak) Spanish? I (3)_____

_____ teach you some words!

I love music. I (4)_____ sing, and I (5)_____ play the

piano. My brother, Alex (6)_____ play the guitar. He is a wonderful

musician. (7)_____ (you /play) any musical instrument? I also like

sports. My mother teaches me soccer, also she (8)_____ play

tennis, but she (9)_____ ski. It's too difficult.

Please write soon! I'm waiting for your first email.

Your friend, Marisol!



TECHNICAL ASSIGNMENTS

- 1- By project groups make the map of the process from the organization with the object of the project
- 2- By project groups make a brief summary of the Integrated policy, quality objectives, environment, OH & S.
- 3- Check the following text and the words that are underlined. Five (5) of those words are incorrect. The other ones are correct. Find the incorrect words and correct them.

Environmental, health and safety (EHS) departments, also calling SHE or HSE departments, are entities commonly found within companies that consider environmental protection, occupational health and safety at work as important as providing products quality, and which therefore have managers and departments responsible for this issues. EHS management have two general objectives: prevention of incidents or accidents that might result from abnormal operating conditions on the one hand and reduction of adverse effects that result from normal operating conditions on the other hand. Since the 1990s, general approaches to EHS management that may fit any type of organization can be found in international standards like ISO 14001 for environmental management and OHSAS 18001 for occupational health and safety. The general approach to EHS management, as per international standards ISO 14001 and OHSAS 18001, is based on the methodology called "Plan-Do-Check-Act" (PDCA), makes popular by W. Edwards Deming.

- 4- Match the following quality concepts with the correct description.

record	demonstrated ability to apply knowledge and skills
customer	organization or person that provides a product
organization	overall intentions and direction of an organization related to its quality
policy	specified way to carry out an activity or process
requirement	person with the competence to conduct an audit
competence	non-fulfillment of something that is needed in a particular process (requirement)
auditor	coordinated activities to direct and control an organization
procedure	need or expectation that is stated, generally implied or obligatory
non-conformity	group of people and facilities with a set of responsibilities, authorities and relationships
management	document stating results achieved or providing evidence of activities performed
supplier	organization or person that receives a product



4. ACTIVIDADES DE EVALUACIÓN

Evidencias de Aprendizaje	Criterios de Evaluación	Técnicas e Instrumentos de Evaluación
Evidencias de Conocimiento: Talleres y actividades propuestos en las guías de aprendizaje. Evidencia de desempeño: Realizar una exposición en ingles del proyecto formativo donde se demuestre un manejo adecuado de vocabulario relacionado con la presentación de los integrantes del equipo proyecto, información básica de la empresa (caracterización) y descripción del proceso productivo (diagrama).	-Pronunciación -Fluidez -Uso adecuado y pertinente del vocabulario. -Uso adecuado y pertinente de estructuras gramaticales explicadas en sesión	Talleres Video Listas de verificación Presentación

4. GLOSARIO DE TÉRMINOS

Answer: responder una pregunta.

Blanks: llenar los espacios en blanco.

Check: examinar o analizar con atención y cuidado.

Fill out: llenar un espacio vacío.

Guess: descubrir a través la intuición.

Own: que corresponde a alguien.

Sort out: definir el grupo o clase al que pertenece

Spell: pronunciar las letras de una palabra en el orden en el que se escriben.

Telling the time: indicar la hora.

Unscramble: descubrir el significado de un mensaje en clave o codificado.

Watch: observar algo con atención.



5. REFERENTES BIBLIOGRÁFICOS

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6. CONTROL DEL DOCUMENTO

	Nombre	Cargo	Dependencia	Fecha
Autor (es)				

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

	Nombre	Cargo	Dependencia	Fecha	Razón del Cambio
Autor (es)					