December 4th., 2024



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AGENDA: ONLINE SESSION – THURSDAY 4TH., DECEMBER, 2024

1. Greeting and Welcome
2. Cognitive Activator
3. General Aspects of the Evidence to present
4. Assessment Instrument
5. Evidence Development
6. Material
7. Questions, Suggestions or Comments
8. Deadline and Farewell

2. WARM UP



CORRECT THE MISTAKE

CORRECT THE MISTAKE

1. ~~This~~ scissors ~~is~~ very sharp.

1. These scissors are very sharp.

2. My father ~~don´t~~ ~~has~~ a pet.

2. My father doesn´t have a pet

3. We ~~eat~~ a delicious lunch yesterday.

3. We ate a delicious lunch yesterday.

4. Sandra should ~~to~~ send the email before leaving the office.

4. Sandra should send the email before leaving the office.

5. Juan will ~~goes~~ to Canada.

5. Juan will go to Canada.

3. GENERAL ASPECTS OF THE EVIDENCE– DATE OF PRESENTATION

AP (Project Activity) : Analyze and develop the storyboard proposal according to the techical script.

Phase 2: Analysis.

GA4-240202501-AA1: To establish improvement actions related to expressions and structures according to the training program.

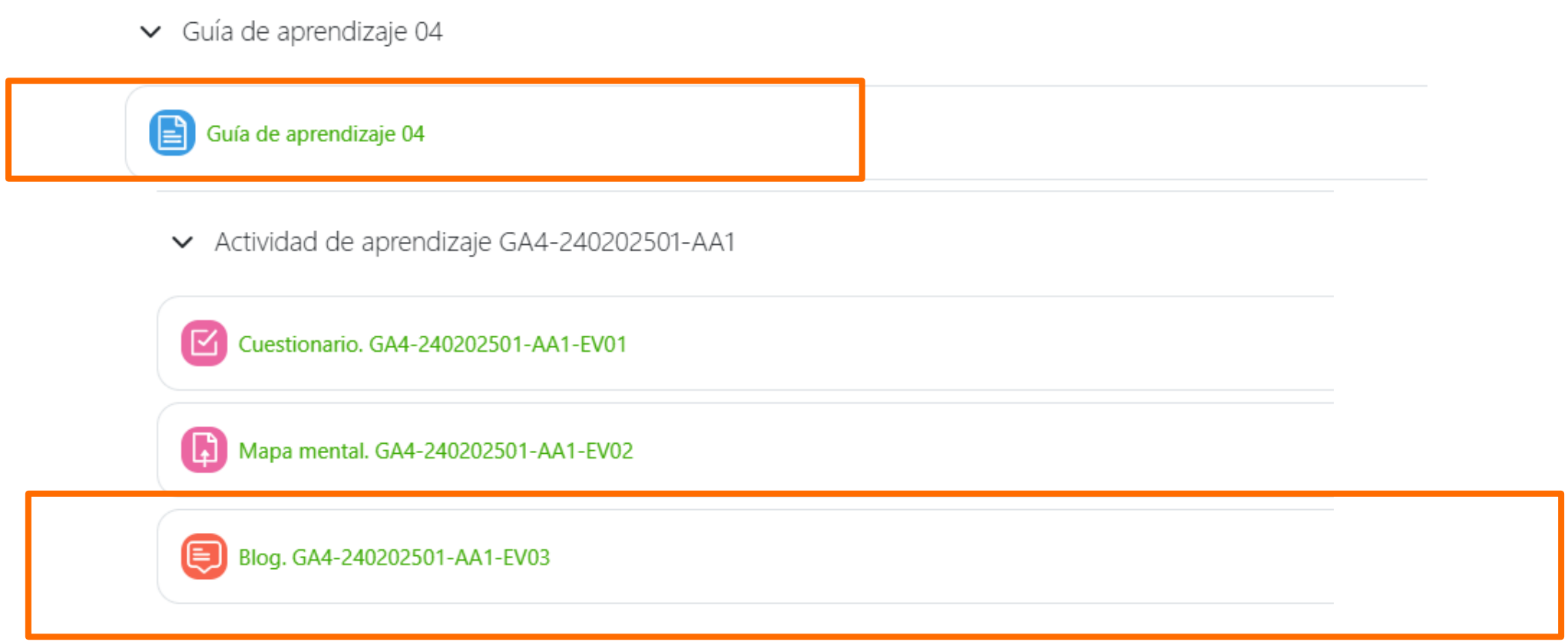
GA4-240202501-AA1-EV03. Blog

240202501-04 To implement improvement actions related to the use of expressions and structures according to the learning outcomes formulated for the program.

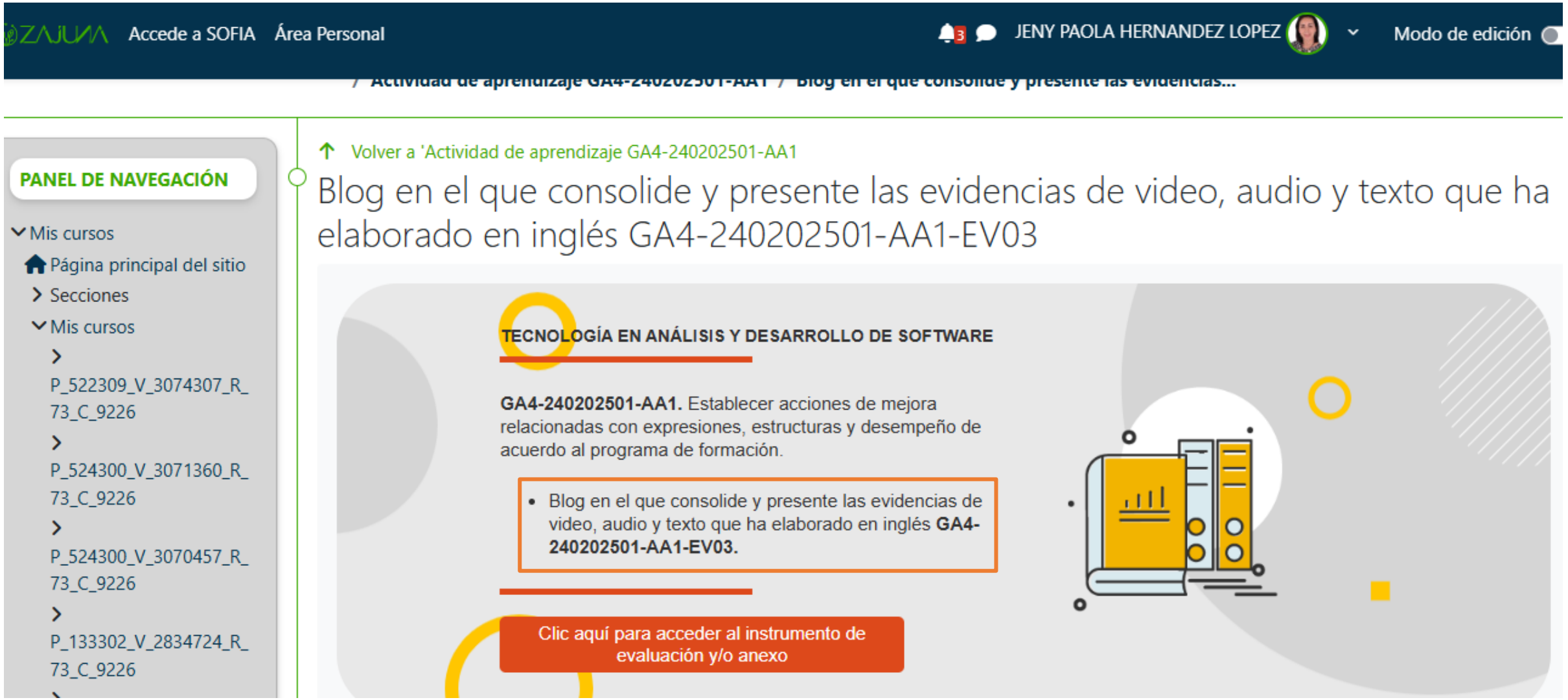
3. GENERAL ASPECTS OF THE EVIDENCE



3. GENERAL ASPECTS OF THE EVIDENCE



3. GENERAL ASPECTS OF THE EVIDENCE



3.1. ASSESSMENT

2. LISTA DE CHEQUEO

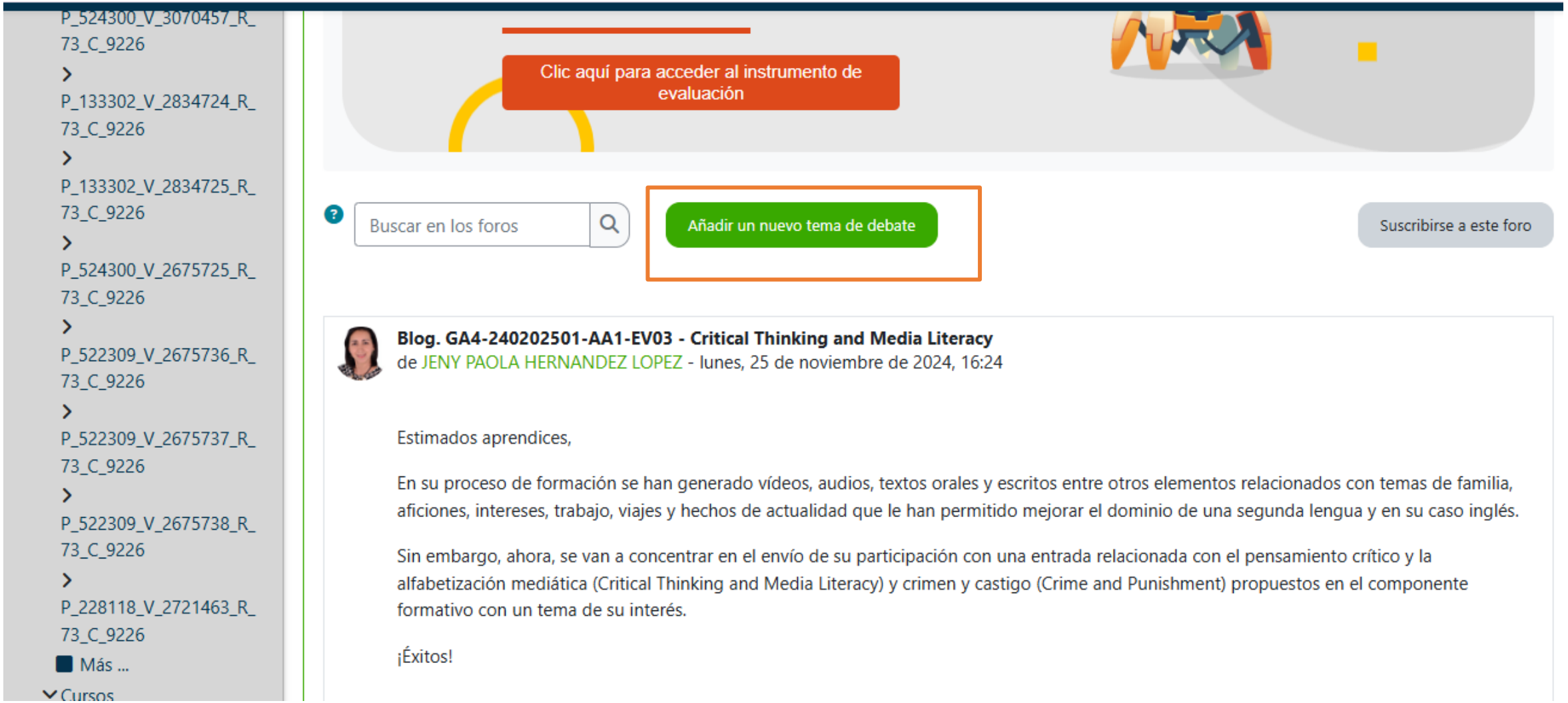
No.	VARIABLES/INDICADORES DE LOGRO	CUMPLE		Observaciones
		SÍ	NO	
1	El blog presenta al menos 5 entradas de forma creativa mostrando vídeos, audios, textos orales y escritos entre otros elementos relacionado con temas de familia, aficiones, intereses, trabajo, viajes sobre un sitio turístico de la región y hechos de la actualidad haciendo buen uso del idioma inglés.			
2	Se disponen dos entradas relacionadas con el componente formativo sobre pensamiento crítico y alfabetización mediática (*Critical thinking and media literacy*) y crimen y castigo (*Crime and punishment*).			20%
3	El aprendiz ha asimilado el sistema fonológico del inglés, fonemas, ritmo y entonación, y es evidente durante la presentación del blog.			15%
4	La pronunciación es clara y formula frases de acuerdo con lo propuesto en el componente formativo.			15%
5	La organización de la información y entradas en el blog dan cuenta de la coherencia y cohesión entre los conceptos y uso del vocabulario del idioma.			5%
6	Cumple con todos los requisitos y la URL del blog se puede visualizar sin inconvenientes.			5%
7	La entrega se realiza en las fechas establecidas por el instructor.			5%
8	Desarrolla la evidencia según indicaciones del instructor y la envía la URL del blog a través de la plataforma virtual de aprendizaje.			5%

3.1. ASSESSMENT

2. Lista de chequeo

No.	Variables/Indicadores de logro	Cumple		Observaciones
		Sí	No	
1	El mapa representa (*Personal Learning Environment*) PLE a partir de sus estrategias de aprendizaje de una lengua extranjera y su aplicación a su entorno laboral inmediato haciendo buen uso del idioma inglés.			30 %
2	Se representan ideas, textos y algunos elementos gramaticales que permiten evidenciar el manejo del idioma extranjero inglés.			20 %
3	El aprendiz en el esquema del mapa mental hace una muestra evidente el espaciamiento para acomodar de manera equilibrada las ideas o subtemas.			15 %
4	Los temas y subtemas están articulados y jerarquizados, según el sentido de las manecillas del reloj,			15%
5	La organización de la información da cuenta de la coherencia y cohesión entre los conceptos y uso del vocabulario propuesto en el componente formativo.			5%
6	Cumple con todos los requisitos para el desarrollo del PLE.			5 %
7	La entrega se realiza en las fechas establecidas por el instructor.			5 %
8	Desarrolla la evidencia según indicaciones del instructor y la envía a través de la plataforma virtual de aprendizaje.			5 %

3. GENERAL ASPECTS OF THE EVIDENCE



3. GENERAL ASPECTS OF THE EVIDENCE

3.4. Actividades de aprendizaje de la 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 (240202501)

Durante el desarrollo de las actividades de esta competencia se debe comprender vocabulario y expresiones en inglés en contextos personales acorde con nivel principiante e intermedio A2.2 y B1.1 de acuerdo con el MCERL (la construcción de los diferentes programas de la formación en inglés emplea el MCERL como instrumento de referencia para proveer los conocimientos requeridos para alcanzar el nivel)

3. GENERAL ASPECTS OF THE EVIDENCE

3.4.1 Actividad de aprendizaje GA4-240202501-AA1 - Establecer acciones de mejora relacionadas con expresiones, estructuras y desempeño de acuerdo al programa de formación.



El manejo de una segunda lengua como el inglés es una de las habilidades contemporáneas que mayor se valoran y de alto impacto en el mundo laboral, por eso, en esta actividad se plantean actividades generales y específicas para el desarrollo de la competencia, teniendo en cuenta el aprendizaje articulado de las 4 habilidades de la lengua (leer, escribir, hablar y escuchar) alineado al MCERL (Marco Común Europeo de Referencia para Lenguas) como estándar del nivel de conocimiento de lengua y categorización de los conocimientos en niveles de competencia en un idioma.

Duración: 48 horas.

Material de formación: el contenido de soporte para el desarrollo de la actividad es **“Level 6 - MCE B1,1+”.**

4. EVIDENCE DEVELOPMENT

DESCRIPCIÓN DE LA EVIDENCIA.

Evidencia GA4-240202501-AA1-EV03. Blog

En su proceso de formación se han generado videos, audios, textos orales y escritos entre otros elementos relacionados con temas de familia, aficiones, intereses, trabajo, viajes y hechos de actualidad que le han permitido mejorar el dominio de una segunda lengua y en su caso el inglés.

De acuerdo con lo anterior elabore un blog de forma creativa en el que consolide y muestre diferentes entradas o posts. **Adicionalmente, organice dos entradas relacionadas con el pensamiento crítico y alfabetización mediática (Critical thinking and media literacy) y crimen y castigo (Crime and punishment) propuestos en el componente formativo.**



4. EVIDENCE DEVELOPMENT



Lineamientos para la entrega de la evidencia:

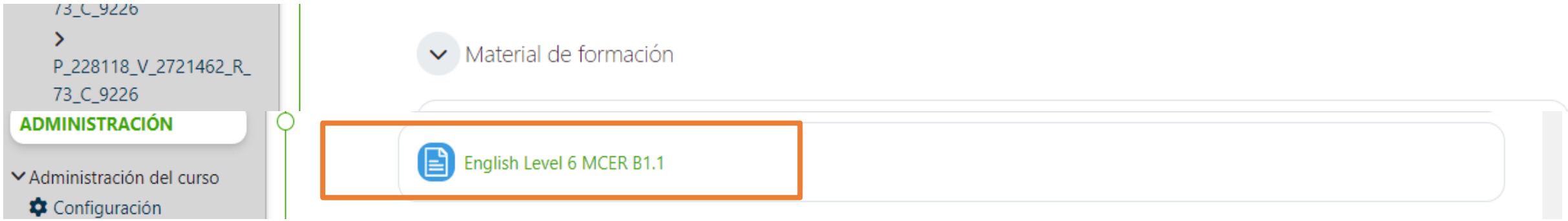
o Producto a entregar: archivo de texto o documento con la URL de acceso al blog donde se mostrarán los diferentes post o entradas.

Formato: web**.**

Extensión: 5 a 7 entradas.

Para hacer el envío de la evidencia remítase al área de la actividad correspondiente y acceda al espacio **Blog. GA4-240202501-AA1-EV03.**

5. MATERIAL


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P_228118_V_2721462_R_
73_C_9226
ADMINISTRACIÓN
Administración del curso
Configuración
Material de formación
English Level 6 MCER B1.1

5. MATERIAL


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Área Personal
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Modo de edición
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P_524300_V_3070457_R_73_C_9226
Volver a 'Material de formación
ENGLISH LEVEL 6 MCER B1.1
TECNÓLOGO EN ANIMACIÓN DIGITAL
The road towards selfactualization
Cultural literacy
Hidden messages mass media
Reporting what somebody said
6

5. MATERIAL

Cultural Literacy

How much do you know about the world and other cultures? Do you know how many countries in the world speak your language? Can you tell which countries speak English as a native language? What time is it on the other side of the world right now? What religion do the people there practice? What is their culture like? How does their education and economy work? Do you find any similarities within these aspects and your own culture?

Cultural literacy is about understanding the world from different perspectives and contributing together to find solutions for common issues we face every day. In this learning activity we are going to analyze important aspects of cultural literacy and its role in building a better society. Also, we are going to study *adjective clauses* to describe people things and places.



Fuente: SENA

5. MATERIAL

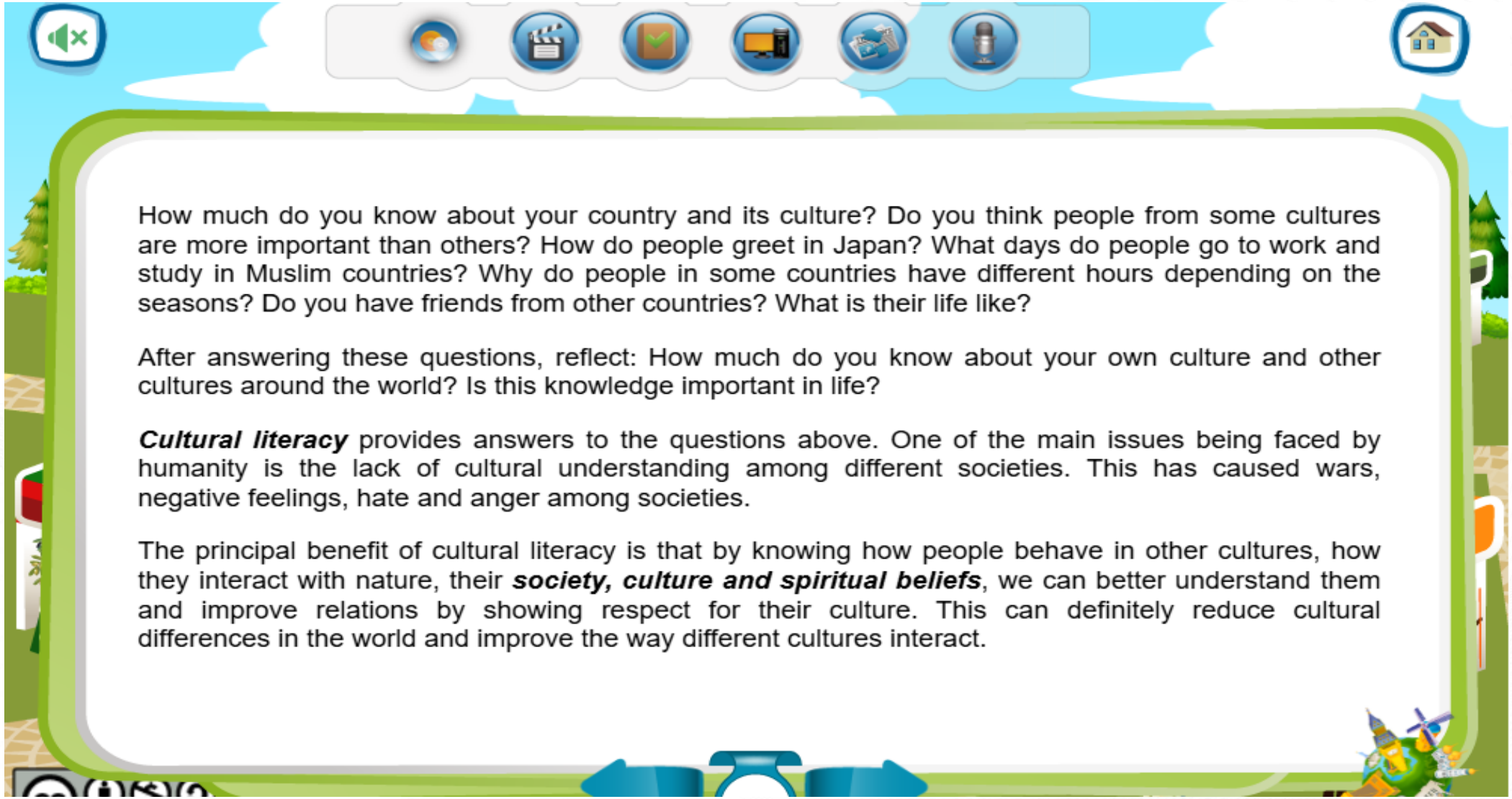
2. Cultural Literacy

"We have ignored ***cultural literacy*** in thinking about education. We ignore the air we breathe until it is thin or foul. Cultural literacy is the oxygen of social intercourse". Eric Donald Hirsch JR.



Fuente: SENA

5. MATERIAL



How much do you know about your country and its culture? Do you think people from some cultures are more important than others? How do people greet in Japan? What days do people go to work and study in Muslim countries? Why do people in some countries have different hours depending on the seasons? Do you have friends from other countries? What is their life like?

After answering these questions, reflect: How much do you know about your own culture and other cultures around the world? Is this knowledge important in life?

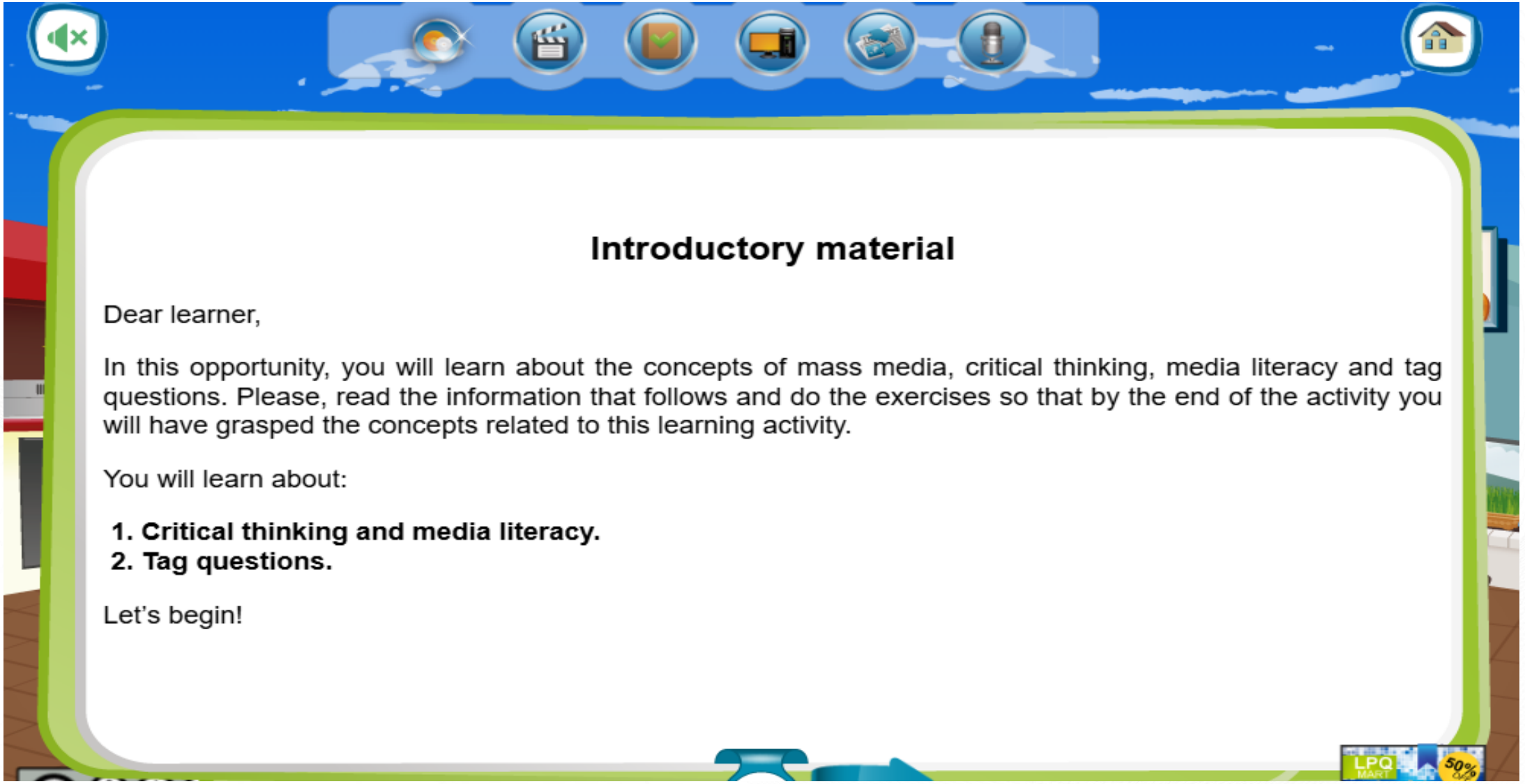
Cultural literacy provides answers to the questions above. One of the main issues being faced by humanity is the lack of cultural understanding among different societies. This has caused wars, negative feelings, hate and anger among societies.

The principal benefit of cultural literacy is that by knowing how people behave in other cultures, how they interact with nature, their ***society, culture and spiritual beliefs***, we can better understand them and improve relations by showing respect for their culture. This can definitely reduce cultural differences in the world and improve the way different cultures interact.

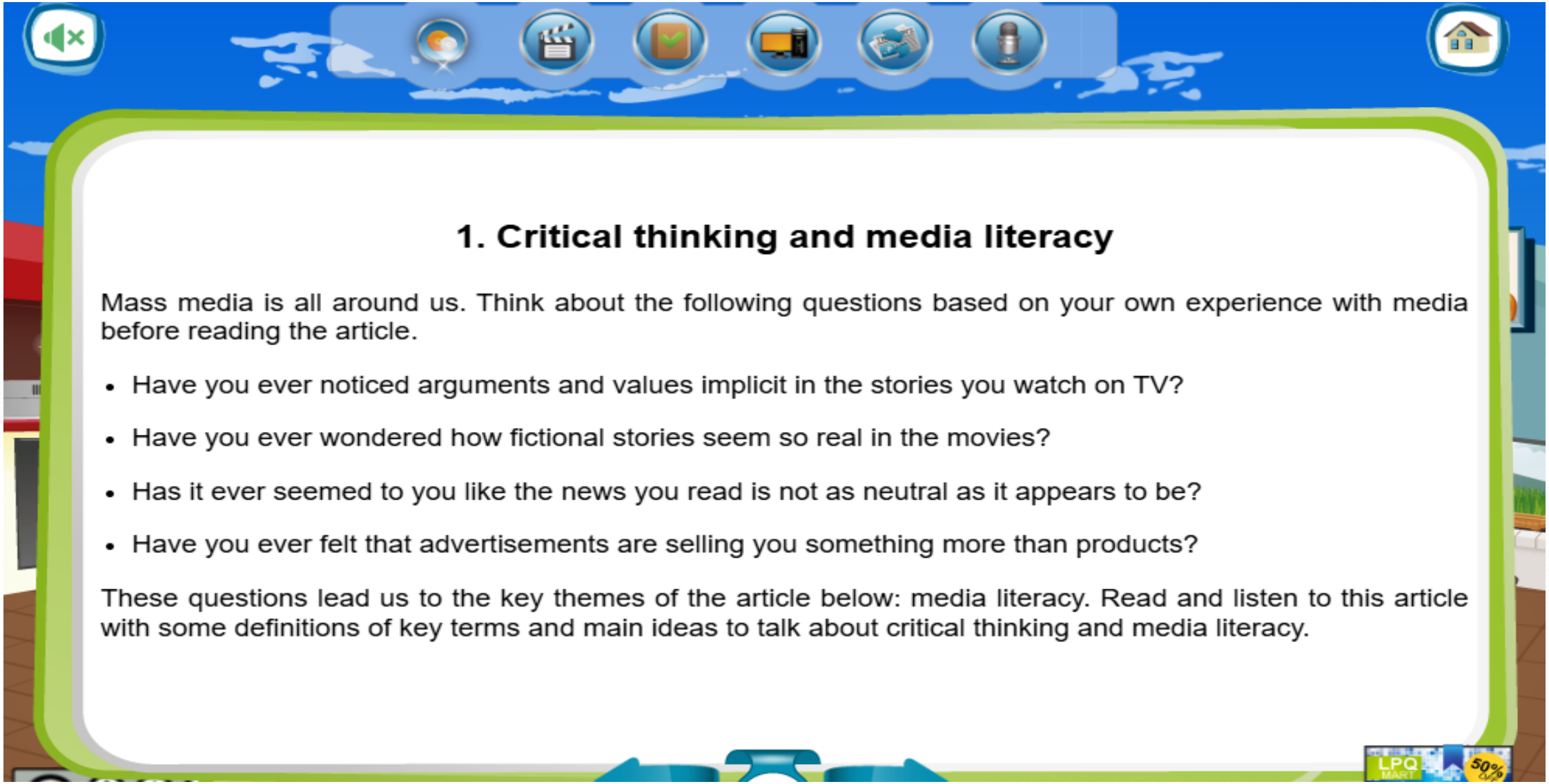
5. MATERIAL


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5. MATERIAL


Introductory material
Dear learner,
In this opportunity, you will learn about the concepts of mass media, critical thinking, media literacy and tag questions. Please, read the information that follows and do the exercises so that by the end of the activity you will have grasped the concepts related to this learning activity.
You will learn about:
1. Critical thinking and media literacy.
2. Tag questions.
Let's begin!

5. MATERIAL



1. Critical thinking and media literacy

Mass media is all around us. Think about the following questions based on your own experience with media before reading the article.

- Have you ever noticed arguments and values implicit in the stories you watch on TV?
- Have you ever wondered how fictional stories seem so real in the movies?
- Has it ever seemed to you like the news you read is not as neutral as it appears to be?
- Have you ever felt that advertisements are selling you something more than products?

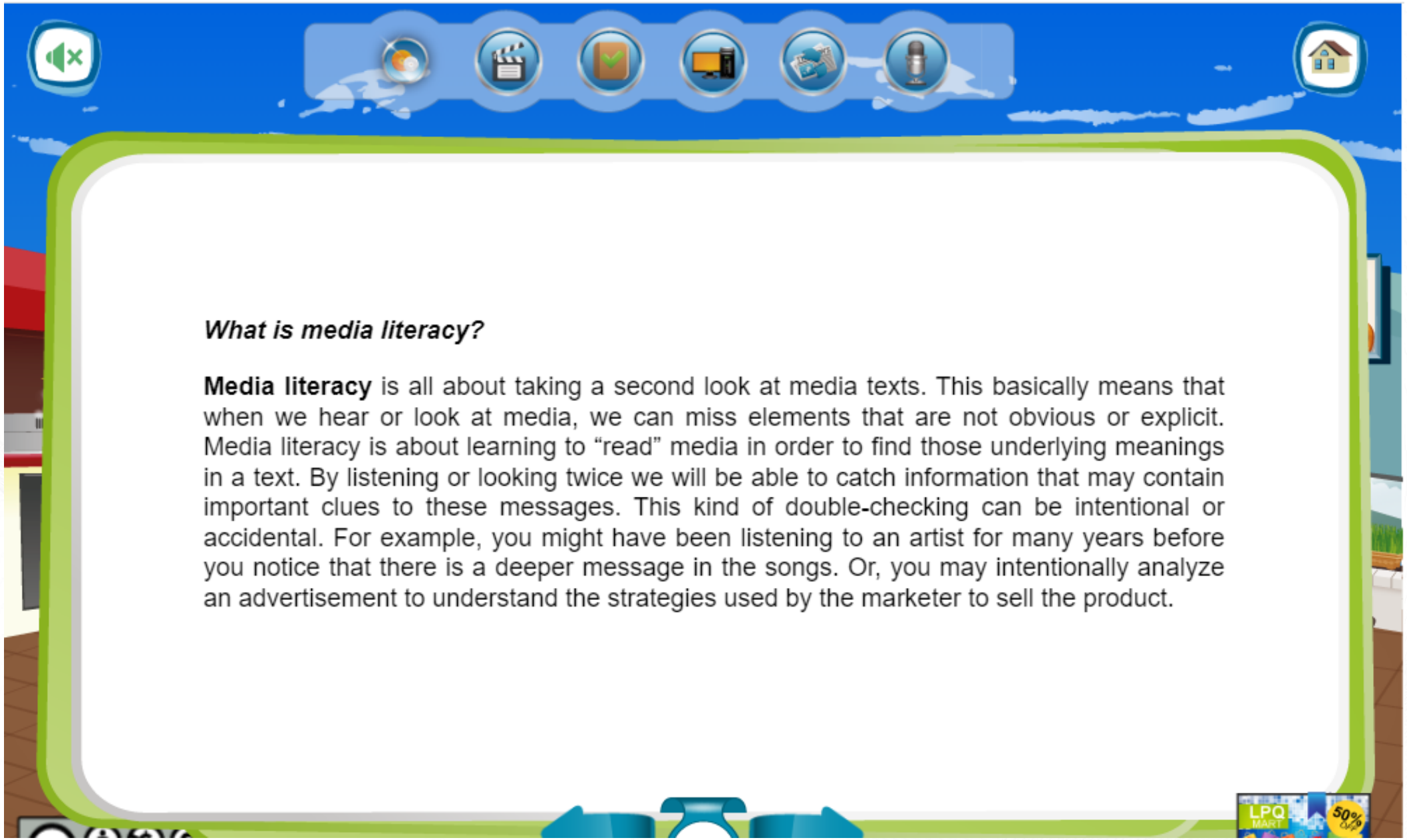
These questions lead us to the key themes of the article below: media literacy. Read and listen to this article with some definitions of key terms and main ideas to talk about critical thinking and media literacy.

Believing what you see?

Developing a critical eye through media literacy

First, some key terms…

Media are the channels through which humankind communicates. Media conveys meaning through different **mediums** such as television **broadcasts**, **newspapers** or **films**. Media includes radio, videos, recorded music, magazines, junk mail, comic books, computer software, the internet, video games, and advertisements. The word **mass** refers to a large number of elements, so **mass media** is a means of communicating to numerous audiences. All media present a message in a **text**. In the context of media analysis, a text is not only as something that is written. A text is anything that communicates a message. Some examples of non-conventional texts are: commercials, webpages, songs, billboards, advertisements, or even illustrations.


What is media literacy?
Media literacy is all about taking a second look at media texts. This basically means that when we hear or look at media, we can miss elements that are not obvious or explicit. Media literacy is about learning to “read” media in order to find those underlying meanings in a text. By listening or looking twice we will be able to catch information that may contain important clues to these messages. This kind of double-checking can be intentional or accidental. For example, you might have been listening to an artist for many years before you notice that there is a deeper message in the songs. Or, you may intentionally analyze an advertisement to understand the strategies used by the marketer to sell the product.
LPQ MART
50% OFF

5. MATERIAL


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Introductory material

Dear learner,

This material will help you study the topics related to learning activity 4.

You will learn about:

1. **Reported speech.**
2. **Crime and punishment vocabulary.**

Let's begin!


Let´s check the explanation

THE POLITE ROBBER



REPORTED SPEECH

What did Gregory say to John?

Hello Sir.
Jesus, I have never done this before, but....



Gregory

John

What did Gregory ask John?

Can you do me a favour?



Gregory John

What did John say?



Gregory

John

What did Gregory tell John to do?

Empty the till for me, please. Put it right here.



Gregory

John

What did John ask Gregory?



Gregory

John

What did Gregory tell John to do?

Empty the till and put it right here, because I'm robbing you, sir.



Gregory

John

What did John ask Gregory?



Gregory John

What did Gregory say?



Gregory John

What did John ask Gregory?



Gregory

John

What did Gregory say?

Because I need the money.
I have kids and I have to feed them, sir.



I'm really sorry that I have to do this.

Gregory John

What did John offer Gregory?



Gregory

John

What did Gregory say?

I'm sorry, I can't do that, sir.

I have rent to pay, I have bills, and my kids need to eat.



Gregory

John

What did Gregory say?

Thank you very much. I appreciate it, and I am really sorry.



If I ever get back on my feet again sir, I'll bring it back.

Gregory

John

FROM DIRECT TO REPORTED OR INDIRECT SPEECH

1. Reported Verbs

2. Backshift Tenses

2. Change Pronouns

2. Change Time & Place

What did Gregory say to John?

Hello Sir.
Jesus, I have never done this before, but....



Gregory John

He said to him that he hadn´t done that before, but....

What did Gregory ask John?



Gregory John

He asked him if he could do him a favour.

What did John say?



Gregory John

He said yes.

What did Gregory tell John to do?

Empty the till for me, please. Put it right here.



IMPERATIVE

Gregory John

He told him to empty the till for him and put it right there.

What did John ask Gregory?



Gregory John

He asked him what he meant.

What did Gregory tell John to do?



Gregory John

He told him to empty the till and put it right there, because he was robbing him.

What did John ask Gregory?



Gregory John

He asked him if he was sure.

What did Gregory say?



Gregory John

He said that he was sure.

What did John ask Gregory?



Gregory John

He asked him why he wanted to do that.

What did Gregory say?

Because I need the money. I have kids and I have to feed them, sir.



I'm really sorry that I have to do this.

Gregory John

He said that he needed the money, that he had kids and he had to feed them.

He said that he was really sorry that he had to do that.

What did John offer Gregory?



Gregory John

He asked him what if he gave him $40 dollars.

He offered to give him $40 dollars.

What did Gregory say?



Gregory John

He said that he was sorry, he couldn't do that.

He said that he had rent to pay, he had bills, and his kids needed to eat.

What did Gregory say?

Thank you very much. I appreciate it, and I am really sorry.



If I ever get back on my feet again sir, I'll bring it back.

Gregory John

He thanked him and said that he appreciated it, and he was really sorry.

He said that if he ever got back on his feet again he would bring it back.



REPORTED VERBS

ASK	EXPLAIN	ADVICE
TELL	INFORM	DECIDE
SAY	ANSWER	OFFER

TIME CHANGES

Direct speech		Reported speech
• now	→	• then
• Today / tonight	→	• That day / that night
• yesterday	→	• The day before
• This morning	→	• That morning
• Tomorrow	→	• The next / following day
• Last month	→	• The month before

PRONOUNS

Direct speech	Reported speech
• I	• HE -SHE
• YOU	• I- HE- SHE- WE- THEY
• WE	• THEY
• ME	• HIM - HER
• YOU	• HIM – HER – US - THEM
• US	• THEM

POSSESSIVE PRONOUNS

Direct speech		Reported speech
• MY	→	• HIS -HER
• YOUR	→	• MY- HIS –HER- OUR- THEIR
• OUR	→	• THEIR
• MINE	→	• HIS - HERS
• YOURS • OURS	→	• MINE – HIS- HERS –OURS - THEIRS

Other tenses change like this:

Direct speech		Reported speech	
Tense	**Sentence**	**Tense**	**Sentence**
Present simple	*"I work at night."*	**Past simple**	*He said he worked at night.*
Present continuous	*"I am reading a book."*	**Past continuous**	*He told me he was reading a book.*
Past simple	*"I lost my wallet."*	**Past perfect**	*He said he had lost his wallet.*
Past continuous	*"I was jogging."*	**Past perfect continuous**	*He told me he had been jogging.*
Present perfect	*"I have seem the film."*	**Past perfect**	*He said he had seen the film.*
Present perfect continuous	*"I have been working out."*	**Past perfect continuous**	*He told me he had been working out.*

Past perfect	*"I had cut myself."*	Past perfect	*He said he had cut himself.*
Past perfect continuous	*"I had been dancing."*	Past perfect continuous	*He told me he had been dancing.*
Will	*"I will buy a car."*	Would	*He said he would buy a car.*



CC BY NC SA

Modal verbs change like this:

Direct speech		Reported speech	
Modal verb	**Sentence**	**Modal verb**	**Sentence**
Can	*"I can speak English."*	**Could**	*He told us he could speak english.*
May	*"I may arrive late."*	**Might**	*He said he might arrive late.*
Must	*"I must apply for a scholarship."*	**Must / Had to**	*He told her he must / had to apply for a scholarship.*



Note: time expressions also change in reported speech.

Direct speech		Reported speech	
Time expression	**Sentence**	**Time expression**	**Sentence**
Today	*"I had a date today"*	**That day**	*He said he had a date that day*
Now	*"I must leave now"*	**Then**	*He said he must / had to leave then*
Yesterday	*"I didn't work yesterday"*	**The day before**	*He said he hadn't worked the day before*
...Days ago	*"I saw her some days ago"*	**...Days before**	*He said he had seen her some days before*
Last day / week / month / year	*"I traveled to London last year"*	**The day / week / month / year before**	*He said he had traveled to London the year before*
Next day / week /	*"I will take my final*	**The day / week /**	*He said he would take his*

Note: places also change in reported speech.			
Direct speech		**Reported speech**	
Place	**Sentence**	**Place**	**Sentence**
Here	*"I'll wait here"*	**There**	*He said he would wait there*

Note: Questions also change in reported speech. (where, when, what, etc.) or if / whether.			
Types of questions		**Direct Speech**	**Reported speech**
With question word (where, when, what...)	*"What are you doing?"*	**That**	*He asked me what I was doing*
Without question word (yes or no)	*"Did you call her?"*	**Those**	*He asked me if / whether I had called her.*



5. MATERIAL



1. Camilo has an expensive laptop.

My mom said that Camilo had an expensive laptop.

2. We went to the disco last night.

Jorge and Nata told me that They had gone to the disco the night before.

3. I´m taking my dog to the vet.

Derly said She was taking her dog to the vet

6. QUESTIONS, SUGGESTIONS OR COMMENTS







December 8,2024

THANK YOU

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