PROCESO DE GESTIÓN DE FORMACIÓN PROFESIONAL INTEGRAL

FORMATO GUÍA DE APRENDIZAJE

1. IDENTIFICACIÓN DE LA GUIA DE APRENDIZAJE

- Denominación del Programa de Formación:
- Código del Programa de Formación:
- Nombre del Proyecto Formativo (si aplica):
- Fase del Proyecto (si aplica): Análisis
- Actividad de Proyecto Formativo (si aplica):
- Competencia: INTERACTUAR EN LENGUA INGLESA DE FORMA ORAL Y ESCRITA DENTRO DE CONTEXTOS SOCIALES Y LABORALES SEGUN LOS CRITERIOS ESTABLECIDOS POR EL MARCO COMUN EUROPEO DE REFERENCIA PARA LAS LENGUAS.
- Resultados de Aprendizaje: IMPLEMENTAR ACCIONES DE MEJORA RELACIONADAS CON EL USO DE EXPRESIONES, ESTRUCTURAS Y DESEMPEÑO SEGÚN LOS RESULTADOS DE APRENDIZAJE FORMULADOS PARA EL PROGRAMA.
- Duración de la Guía de Aprendizaje (horas): 18 presencial, 10 de trabajo autónomo

2. PRESENTACIÓN

Objetivo General:

Desarrollar en los aprendices la capacidad de utilizar estructuras gramaticales en inglés relacionadas con el futuro, como *will* y *be going to*, así como el uso de *would like to*, para expresar planes, intenciones y deseos de manera clara y coherente. Además, fortalecer sus habilidades comunicativas al enlazar ideas de forma secuencial y cohesionada, permitiéndoles redactar invitaciones formales, describir edificaciones, construcciones y características personales, y emplear expresiones temporales en su contexto laboral específico.

Metodología:

El curso se desarrollará mediante una combinación de metodologías activas y participativas que fomenten el aprendizaje significativo. Se implementarán actividades interactivas como debates, simulaciones y ejercicios de role-play para que los aprendices practiquen la construcción de oraciones en futuro con *will* y *be going to*, así como el uso de *would like to* en contextos formales e informales. Además, se emplearán recursos audiovisuales y ejercicios de escritura guiada para fortalecer la cohesión y coherencia en la producción de textos. A través del análisis de descripciones de edificaciones, comportamientos y personalidades, los estudiantes ampliarán su vocabulario y comprensión de estructuras gramaticales. Finalmente, la etapa formativa y de tranferencia contemplará presentaciones orales, actividades en grupo y tareas escritas, asegurando la aplicación efectiva de los conocimientos adquiridos en situaciones comunicativas reales.

Resultados de Aprendizaje Esperados:

Al finalizar el curso, los aprendices serán capaces de:

✅ Realizar una invitación formal a un evento empleando las estructuras del futuro y would like to. hablar de planes futuros para su trabajo y su carrera.

✅ Enlaza una serie de elementos breves, concretos y sencillos para crear una secuencia cohesionada y lineal.

Producto Final: Colleague's Interiew Role play

En la última sesión, los aprendices presentarán un evento comunicativo real o simulado, por medio de una entrevista a un colega que se encuentre trabajando en el área al que el aprendíz aspira, demostrando su capacidad para aplicar el inglés técnico en un contexto profesional. Este curso no solo mejorará las habilidades lingüísticas de los aprendices, sino que también les dará herramientas clave para desenvolverse en entornos académicos y laborales de manera efectiva.

Gramática: Saberes de conceptos y principios

- Futuro con las fórmulas: will, be going to
- Apariencia de las personas.
- Comportamientos y personalidades
- Cualidades y defectos personales
- Expresiones de tiempo en el pasado y futuro.

Ambiente requerido: Aula con espacio para discusiones en grupo, pizarra digital o proyector.

Materiales de formación: Artículos sobre problemas laborales y sociales.

Material de apoyo: Pizarra, marcadores, diapositivas.

Duración de la actividad: 6 sesiones.

3. FORMULACIÓN DE LAS ACTIVIDADES DE APRENDIZAJE

3.1 ACTIVIDADES DE CONTEXTUALIZACIÓN E IDENTIFICACIÓN DE CONOCIMIENTOS NECESARIOS PARA EL APRENDIZAJE:

SESIÓN 1

1. **Actividad de apertura: Activación de conocimientos previos: Futuro modal: WILL**

✅ Objetivo: Identificar la gramámtica y el uso del futuro modal: WILL

https://avi.cuaed.unam.mx/uapa/avi/ing_5/U_4/ing5_u4_t3/index.html

Material de apoyo: Inglés Fácil con Monica Cely (Director). (2024, septiembre 10). *FUTURO SIMPLE CON WILL EN INGLES. Fácil Practico y EFICIENTE. All Verb Tenses.* [Video recording]. https://www.youtube.com/watch?v=A8nSJO2GbYg

Quiz: Futuro Simple con "Will" en Inglés

1. **¿Cuál es la estructura básica para formar una oración afirmativa en futuro simple con "will"?**
   - A) Sujeto + verbo en pasado + complemento
   - B) Sujeto + "will" + verbo en base + complemento
   - C) Sujeto + "going to" + verbo en infinitivo
2. **¿Cómo se forma una oración negativa en futuro simple?**
   - A) Sujeto + "will" + "not" + verbo en base + complemento
   - B) Sujeto + "will" + verbo en pasado + complemento
   - C) Sujeto + "not" + "will" + verbo en base + complemento
3. **¿Cuál es la estructura correcta para hacer preguntas en futuro simple?**
   - A) "Will" + sujeto + verbo en base + complemento + "?"
   - B) Sujeto + "will" + verbo en base + complemento + "?"
   - C) Sujeto + "do" + verbo en infinitivo + complemento + "?"
4. **¿Cuál de estas opciones NO es un uso correcto del futuro simple con "will"?**
   - A) Hacer predicciones
   - B) Hablar de eventos espontáneos
   - C) Hablar de hábitos del pasado
5. **¿Cuál de las siguientes oraciones está correctamente escrita en futuro simple?**
   - A) I will go to the store tomorrow.
   - B) I will going to the store tomorrow.
   - C) I will to go to the store tomorrow.
6. **¿Cómo se contrae "will not" en inglés?**

- A) Willn't
- B) Won't
- C) Willn’t

7. **¿En qué situaciones se usa el futuro simple con "will"? (Selecciona la opción incorrecta)**
   - A) Para hacer promesas
   - B) Para expresar planes fijos con fecha exacta
   - C) Para tomar decisiones espontáneas
8. **Completa la oración con la opción correcta:**
   She _____ call you when she arrives.
   - A) will
   - B) will not
   - C) does
9. **¿Cuál de estas frases es una predicción usando "will"?**
   - A) "Look at those clouds! It is going to rain."
   - B) "I think she will be famous one day."
   - C) "We are meeting at 7 PM."
10. **¿Qué se recomienda en el video para aprender mejor el uso del futuro simple?**

- A) Memorizar listas de palabras sin contexto
- B) Practicar con ejercicios de traducción y ejemplos
- C) Solo leer sobre la estructura gramatical sin practicar

El instructor explicará en el tablero el uso y del modal WILL en inglés por medio de videos y flashcards (45 minutos):

2. **Actividad de clase**
   - **Read the opinions about learning languages**
   - **Which do you think are thee three best ideas?**

WHAT'S THE BEST WAY TO ...?
Learn a language

This week we ask students and teachers, from all over the world for their ideas.

Péter, student, Hungary

Find something interesting to read in the language you're studying. Reading really helps you leam new vocabulary and grammar I'm studying French, and I try to read a little French every day - you don't have to spend a long time doing it, maybe just five minutes looking at a French newspaper or website

Ana, student, Spain

I think you have to concentrate on pronunciation from the beginning You don't have to pronounce words perfectly, but you mustn't pronounce them in a way that people won't understand I practise English pronunciation by repeating words after the tape or by saying the words in my head

Elke, language teacher, Sweden

You have to listen to the language as much as you can In Sweden a lot of people speak very good English, and I think it's partly because there are TV programmes in English, so you hear the language a lot.

Sompong, IT consultant, Thailand

I don't have a lot of time for studying, but I think that the Internet is an incredible resource for leamers of English around the world Everybody with a computer has access to millions of pages of English, and you dont have to leave home - in a few seconds you can find something interesting to read You don't have to be studying to leam a language you can be enjoying yourself

Konrad, student, Poland

I think you have to have a good dictionary, it can really help you leam a language It tells you what words mean, but it also gives you information about how words are used together, phrases expressions, and pronunciation

3. **Classwork/Homework (optional)**
   Write a 5 lines text where you talk (in future: WILL) about the way you will study English language. You can use expression from the past opinions.

3.2 ACTIVIDADES DE APROPIACIÓN:
SESION 2

1. **Read aloud the paragraph you have written last class, about the studying decision you will make.**

b Complete the sentences with the people's names

1 ___Ana___ says that you don't need to have perfect pronunciation

2 _____ and _____ think that having a computer will help you learn

3 _____ thinks that a good reference book is important

4 _____ thinks that if you hear a language, you'll get better at speaking it

5 _____ says that reading can improve your vocabulary

More Words to Learn

Write translations and try to remember the words

2.

Word	Pronunciation	Translation
experiment *noun*	/ɪkˈsperɪmənt/	
great-grandmother *noun*	/greɪt grænmʌðə/	
guide *noun*	/gaɪd/	
phrase book *noun*	/ freɪzbʊk/	
complicated *adjective*	/ˈkɒmplɪkeɪtɪd/	
obligatory *adjective*	/ə blɪgətrɪ/	
unbelievable/incredible *adjective*	/ʌnbɪ liːvəbl/ /ɪn kredəbl/	
be good at *verb*	/biː gʊd æt/	
against (the rules) *preposition*	/ə geɪnst/	
permitted	/pəˈmɪtɪd/	

3. Read the following text: Highlight the phrases that evoke the future tense.

Technology in the Future

Can you imagine what life will be like in one hundred years? How will things change? What new inventions might we have?

It's been reported that computers will continue to get smaller, faster, and store more information than ever before. If computers keep advancing, you might be able to surf the Web and do homework just by thinking about it. There will be new gaming and video systems that might allow you actually to live what you are seeing. You could experience sensations the characters in movies, and video games are feeling, in the same setting and landscape, through holographic images.



(n. d.) (2017). *Hologram* [photo]. Taken from https://pixabay.com/es/holograma-smartphone-ciudad-2090318/

Transportation will continue improving and will become more efficient. This could include faster automatic cars, or even cars that are like jets. Air travel will also continue to grow with faster, sleeker designs. Space travel and teleportation could also be possible. A lot of people will be pleased!



(n. d.) (2012). *Train* [photo]. Taken from https://pixabay.com/es/tren-bala-500-serie-jr-west-tren-1336233/

One new invention is the wrist phone, which will let you communicate faster and better, using voice commands. Someday, each one might be customised to fit the user's arm perfectly. It might include features such as a hologram that lets you chat with your family and friends as if they were right next to you.



(n. d.) (2015). *Smart watch* [photo]. Taken from https://pixabay.com/es/reloj-inteligente-apple-tecnolog%C3%ADa-821559/

Another new invention are Google Glasses. These glasses let you basically wear your computer on your face. You can take pictures and videos, send messages, translate your voice, get directions, and share with others what you are seeing online at the moment.



Brown, M. (2014). *Google Glass* [photo]. Taken from https://flic.kr/p/oMZHy1

As you can see, many new and practical things are being invented which will make our lives more comfortable in the future.

CUAED, U. (s. f.). *Opción múltiple V2.7*. Opción múltiple. Recuperado 10 de febrero de 2025, de https://avi.cuaed.unam.mx/uapa/avi/ing_5/U_4/ing5_u4_t3/Act_01/index.html

4. Answer the questions:

1. What will transport be like?

a) More efficient means of transport will be created, faster automatic cars, or even cars that are like jets. Air travel will continue to improve with faster, sleeker designs.

b) More efficient means of transport will be created, faster automatic cars, or even cars that are like jets. Air travel will continue to improve with faster, sleeker designs for the wealthy.

c) More efficient means of transport will be created, faster automatic cars, or even cars that are like jets. Air travel will continue to improve with faster, sleeker designs. Space travel and teleportation could also be possible.

2. What might you be able to do with video and gaming systems in the future?

a) That might allow you to actually live what you are seeing, you could experience all the sensations the characters in movies and video games are feelings, in the same setting and landscape and create your own video systems.

b) That might allow you to actually live what you are seeing, you could experience all the sensations the characters in movies and video games are feelings, in the same setting and landscape through holographic images.

c) That might allow you to actually live what you are seeing, you could experience all the sensations the characters in movies and video games are feelings, in the same setting and landscape through real images.

3. What might you be able to do with it?

a) You might be able to surf the Web and do homework jut by asking about it.

b) You might be able to surf the Web and do homework just by thinking about it.

c) You might be able to surf the Web and do homework juts by writing about it.

4. How might phones work in the future?

a) They will work faster and better, using voice commands. Each one might be customized to fit the user's arm perfectly. It might include features that let you chat with your family and friends as if they were right next to you.

b) They will work faster and better, using voice commands. Each one might be customized to fit the user's arm perfectly. It might include features that let you chat with your family and friends at the same time.

c) They will work faster and better, using voice commands. Each one might be customized to fit the user's arm perfectly. It might include features that let you chat with your family and friends all the time.

5. What are you able to do with Google Glass?

a) You can take pictures and videos, send messages, translate your voice, get directions, and share with others what you are saying at the moment of speaking.

b) You can take pictures and videos, send messages, translate your voice, get directions, and share with others what you are seeing online at the moment.

c) You can take pictures and videos, send messages, translate your voice, get directions, and share with others what you are listening online at the moment.

6. What will computers be like in the future?

a) Computers will continue to get bigger, faster, and store more information than ever before.

b) Computers will continue to get smaller, brighter and store more information than ever before.

c) Computers will continue to get smaller, faster and store more information than ever before.

5. **Workshop**

Practice **/10**

A. Fill in the gaps with the correct form of Simple Future Tense.

EXAMPLE:

_____ they _____the match? (to win)

ANSWER:

Will they win the match?

1. They _____ back by 6:30 pm. (to be)
2. _____you _____me? (to help)
3. When _____ I _____you again? (to see)
4. His parents _____ him for being late. (not/to punish)
5. _____ they _____ the contract tonight? (to sign)
6. It _____ us three hours to get there. (to take)
7. _____ this concert _____ money for our school club? (to raise)
8. This van _____ with 8 people in it. (not/to break down)
9. The meeting _____ before tomorrow morning. (not/to close)
10. When _____ she _____ me a copy of her essay? (to send)

SESIÓN 3: Idiomatic Future

B. 'BE GOING TO' FUTURE

It is used for:

- **planned** actions in the future

e.g. We ***are going to*** Tim`s party.

- To express an action that you are **certain** that is going to happen in the future

e.g. Look at that car! It ***is going to*** crash into the yellow one.

Look at the clouds! It *is going to* rain soon.

FORMS OF THE 'BE GOING TO' FUTURE

to **be (am, are, is)** + *going to* + **infinitive**

1. Affirmative sentences in the *'be going to' future*

Long forms	Contracted forms
I am *going to* play handball.	I'm *going to* play handball.
You are *going to* play handball.	You're *going to* play handball.

2. Negative sentences in the *'be going to' future*

Long forms	Contracted forms
I am not *going to* play handball.	I'm not *going to* play handball.
You are not *going to* play handball.	You're not *going to* play handball.
	You aren't *going to* play handball.

3. Questions in the *'be going to' future*

Long forms	Contracted forms
Am I *going to* play handball?	not possible
Are you *going to* play handball?	

ATTENTION!!

Do not mix up with the Present Progressive!

'be going to' future	Present Progressive
He's *going to* **read** the book.	He's **reading** the book.

Retrieved from: https://uomustansiriyah.edu.iq/media/lectures/12/12_2020_03_02!09_44_01_PM.pdf

Tip:

Use be going to talk about future plans or intentions. When the verb is go or come, we often use the present continuou

Examples:

We're going to (go to) Spain.
We're going to Spain.
I'm going to come and see you later.
I'm coming to see you later.

1. Practice: /10

B. Please fill in the gaps with the right form of "going-to-future"

Example: I _____ (buy) some milk this afternoon.

Answer: I am going to buy some milk this afternoon.

1) This is taking ages. How much longer _____(it / take)?

2) We _____(visit) my parents at the weekend.

3) The naughty children _____(not / ring) up any more, because I asked them not to.

4) Look at those clouds! It certainly looks as if it _____(rain).

5) _____(you / spend) your holidays in England?

6) No, I _____(travel) to Australia this year.

7) I don't want to go to the party. Peter _____(invite) my old boyfriend!

8) Whatever shall I do? Peter _____ (play) football, although he is still injured.

9) I _____(take) this bus into town today.

10) Do you know whether anybody _____(pick up) Sarah this afternoon?

2. What this video, take notes meanwhile. *Bill Gates—Business Magnate | Mini Bio | BIO - YouTube*. (s. f.). Recuperado 10 de febrero de 2025, de https://www.youtube.com/watch?v=mR7Dskv0dKY&t=61s&ab_channel=Biography

3. **Writing:**

Let's suppose Bill Gates is coming to Bogotá City. Predict the activities he is going to do, and the places he is going to visit. Also what kind of food he will eat. Remember to use accurate information about the city using correct tenses when writing about predictions: will and going to. Write a minimum of 200 to 250 words. Good luck!!

You can help yourself by using the following expressions to talk about the future using will:

I think I'll, I'll probably, I don't think I'll, I doubt I'll, Maybe I'll, I'm sure I won't, I hope to, I'm sure.
e.g., I think I'll get married
I doubt I'll be famous

4. **Homework:**

My life

Can you imagine where you will be in ten years? What will you be doing? Are you going to be married? Have children?

Time to talk. You are going to talk about your future. Think about the following aspects: get married, have children, doing a masters, get a good job, learn to drive, become famous and live abroad.

Predict your future life. Design 5 slides just formed by pictures where you present the prediction for your future life. This presentation should last 2.5 min Good luck!

SESIÓN 4:

1. **Presentations**
2. **Homework: Read the following text, prepare its vocabulary and take written ideas in your notebook.**

The Future of Work: Insights and Predictions

Introduction

The future of work is a topic that generates considerable debate and speculation. With the rapid advancement of technology, particularly artificial intelligence (AI), many are questioning what work will look like in the coming years. This resource explores various perspectives on the future of work, as discussed in the "What is the future of work?" episode of BBC Learning English's 6 Minute English.

Key Perspectives on the Future of Work

1. The Role of Artificial Intelligence

Elon Musk has made bold predictions regarding the impact of AI on the workforce, suggesting that advancements in technology could lead to a scenario where no work is necessary. This perspective raises questions about the role of human labor in an increasingly automated world.

Example:

- **Automation in Manufacturing**: Many factories have adopted robotic systems that can perform tasks previously done by human workers, leading to increased efficiency but also raising concerns about job displacement.

2. Skepticism About Reduced Working Hours

Professor Brendan Burchell from the University of Cambridge expresses skepticism regarding the notion of drastically reduced working hours. He argues that while technology may change the nature of work, it is unlikely to lead to a significant reduction in the total hours worked by individuals.

Example:

- **The Gig Economy**: Many workers in the gig economy, such as ride-share drivers or freelance workers, often work long hours to make ends meet, despite the flexibility that gig work offers.

3. The Emergence of New Jobs

Andrew Palmer from The Economist suggests that while some jobs may disappear due to technological advancements, new jobs will emerge to replace them. This cyclical nature of job creation and destruction is a hallmark of economic evolution.

Example:

- **Tech Industry Growth**: As AI and machine learning technologies develop, there is a growing demand for data scientists, AI ethicists, and cybersecurity experts—fields that did not exist a few decades ago.

4. The Four-Day Working Week

The trend of a four-day working week has gained traction in various companies, with proponents arguing that it can lead to improved employee well-being and productivity. However, the episode reveals that only 52% of participating companies plan to continue with this model, indicating uncertainty about its long-term viability.

Example:

- **Trial Programs**: Some companies in countries like Iceland and New Zealand have conducted trials of a four-day work week, reporting increased productivity and employee satisfaction, yet the sustainability of this model remains to be seen.

Vocabulary to Enhance Understanding

The episode introduces several key phrases that are useful in discussing the future of work:

- **Take it with a pinch of salt**: To view something with skepticism or not take it too seriously.
- **Come to pass**: To happen or occur.
- **Dystopian**: Relating to an imagined society that is undesirable or frightening.
- **Getting rid of something**: To eliminate or dispose of something.
- **If something crops up**: If something unexpected arises or occurs.

Conclusion

The future of work is characterized by uncertainty and diverse opinions. While technological advancements, particularly in AI, are poised to reshape the workforce, the extent and nature of these changes remain to be fully understood. As we navigate this evolving landscape, it is essential to consider various perspectives and remain adaptable to the changes that lie ahead.

By engaging with these concepts and vocabulary, students can better prepare for discussions about the future of work and the implications of ongoing technological advancements.

SESIÓN 5

Actividad 1: Quiz: Understanding the Future of Work

✅ Objetivo: Los aprendices harán uso de su competencia de *listening Comprehension* para responder a la preguntas a continuación.

Instructions: Choose the best answer for each question.

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1. **What is the main theme discussed in the "What is the future of work?" episode of 6 Minute English?**

A) The reliability of predictions about the future of work

B) The impact of artificial intelligence on job availability

C) The importance of maintaining traditional work hours

D) The benefits of remote work

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2. **Which prominent figure's prediction is mentioned regarding the future of work?**

A) Andrew Palmer

B) Brendan Burchell

C) Elon Musk

D) A BBC Learning English host

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3. **According to Brendan Burchell, what is his stance on the reduction of working hours?**

A) He fully supports it and believes it will happen soon.

B) He is skeptical about drastic reductions in working time.

C) He believes it is essential for employee well-being.

D) He thinks it will lead to increased productivity.

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4. **What does Andrew Palmer suggest about the future of jobs?**

A) All jobs will eventually disappear.

B) Some jobs may vanish, but new ones will emerge.

C) The number of jobs will remain constant.

D) Job availability will be determined solely by technology.

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5. **What trend related to work hours is mentioned in the episode?**

A) The five-day work week

B) The four-day working week

C) The rise of freelance work

D) The increase of part-time jobs

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6. **What percentage of companies that participated in the four-day working week plan to continue with it?**

A) 25%

B) 52%

C) 75%

D) 100%

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7. **What phrase is suggested to be taken with caution when discussing predictions about the future?**

A) "Come to pass"

B) "Take it with a pinch of salt"

C) "If something crops up"

D) "Dystopian"

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8. **Which of the following best describes the term "dystopian" as used in the context of the discussion?**

A) A hopeful future with advanced technology

B) A society characterized by human misery and oppression

C) A balanced approach to work and life

D) A utopia where work is no longer necessary

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9. **How might the discussions in this episode influence students' views on their future careers?**

A) They may feel discouraged about job security.

B) They may recognize the importance of adaptability in the workforce.

C) They may decide to avoid technology-related fields.

D) They may believe that all predictions are irrelevant.

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10. **Reflecting on the episode, which of the following statements is most accurate regarding the future of work?**

A) Predictions are always accurate and should be followed closely.

B) The future of work is uncertain, and various factors will influence it.

C) The discussion is irrelevant to current job seekers.

D) Only technological advancements will shape the future of work.

End of Quiz

Please review your answers before submitting.

3.3 ACTIVIDADES DE TRANSFERENCIA DE CONOCIMIENTO

Tarea final: Colleagues interview

En parejas, los aprendices deben realizar una entrevista a una persona asociada a su area de trabajo, idealmente a un profesional que tenga el mismo rol al que ellos aspiran a tener. Luego presentan esta entrevista durante la formación en juego de roles en inglés, donde uno de los aprendices es el entrevistador y el otro, el entrevistado, no obstante, se deja la opción de que el aprendiz presente una grabación de su entrevista (real) con el entrevistado de su elección, que permita alcanzar el objetivo comunicativo y gramatical de la guía. La entrevista debe oscilar entre los 5 min -15 min.

SESIÓN 6: Evaluación y aplicación de la rubrica par actividad de transferencia

Interviewer					
Interviewed					
Criteria	weig	4	3	2	1
Introduction	20 %	Greeting is present. Use of eye contact is appropriate. Body language used is pleasant.	Greeting is present. Use of eye contact is appropriate.	Greeting is present. Begins with little or no eye contact.	Greeting absent. Begins with little or no eye contact.
Appearance	20 %	Appropriate dress and manners are used; appropriate body language.	Student wears appropriate clothing; little Inappropriate body language.	Student wears Appropriate clothing; some inappropriate body language.	Student is not dressed appropriately; inappropriate body language.
Voice	20 %	Good volume, grammar, and vocabulary used. Spoken with a determined confidence.	Good volume, grammar, and vocabulary used.	Speech is too soft or mumbles. Poor grammar is used.	Inappropriate vocabulary and grammar is used. Speech is difficult to understand.
Poise	20 %	Good posture is used. Eye contact is maintained. No nervous habits are exhibited.	One of the following: Posture, eye contact, or uneasy behaviors was Inappropriately demonstrated.	Two of the following: Posture, eye contact, or uneasy behaviors were Inappropriately demonstrated.	Posture, eye contact, and uneasy behaviors were inappropriately demonstrated.
Preparation	20 %	It is obvious that a great deal of preparation was used.	It is obvious that above average preparation was used.	It is obvious that some preparation was used.	It is obvious that no preparation was used.
Comments:					

4. PLANTEAMIENTO DE EVIDENCIAS DE APRENDIZAJE PARA LA EVALUACIÓN EN EL PROCESO FORMATIVO.

Fase del proyecto formativo	Actividad del proyecto formativo	Actividad de Aprendizaje	Evidencias de Aprendizaje	Criterios de Evaluación	Técnicas e Instrumentos de Evaluación
			Sesión 1 (Act 3) 10% **Sesión 2 (Act 4-5) 10%** **Sesión 3 (Act 1,2,3) 10%** **Sesión 4 (Act 1) 10%** **Sesión 5 (Quiz) 20%** **Sesión 6 (Act Transferencia) 40%**		

5. GLOSARIO DE TÉRMINOS

1. Futuro con "Will" y "Be Going To"

1. **Will** – Se usa para decisiones espontáneas, promesas, predicciones sin evidencia, ofertas y amenazas. *(Ejemplo: "I will help you with your homework.")*
2. **Be going to** – Se usa para planes o intenciones ya decididas y predicciones basadas en evidencia. *(Ejemplo: "Look at the clouds! It's going to rain.")*
3. **Prediction (Predicción)** – *(Ejemplo: "I think she will win the competition.")*
4. **Decision (Decisión)** – *(Ejemplo: "I will call him later.")*
5. **Intention (Intención)** – *(Ejemplo: "We are going to buy a new house.")*
6. **Plan (Planificación)** – *(Ejemplo: "She is going to study abroad.")*
7. **Offer (Oferta)** – *(Ejemplo: "I will help you with that.")*
8. **Promise (Promesa)** – *(Ejemplo: "I won't tell anyone.")*

9. **Evidence-based future (Futuro basado en evidencia)** – *(Ejemplo: "He is going to fall!")*
10. **Spontaneous decision (Decisión espontánea)** – *(Ejemplo: "I'll get the door.")*

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2. Apariencia de las Personas

11. Tall (Alto/a) – Persona de gran estatura.
12. **Short (Bajo/a)** – Persona de baja estatura.
13. **Slim (Delgado/a)** – Persona delgada.
14. **Overweight (Con sobrepeso)** – Persona con más peso del saludable.
15. **Blonde (Rubio/a)** – Persona con cabello claro.
16. **Brunette (Castaño/a)** – Persona con cabello marrón.
17. **Curly hair (Cabello rizado)** – Cabello con rizos.
18. **Straight hair (Cabello liso)** – Cabello sin ondas ni rizos.
19. **Freckles (Pecas)** – Manchas en la piel.
20. **Wrinkles (Arrugas)** – Líneas en la piel por la edad.

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3. Comportamientos y Personalidades

21. Friendly (Amigable) – Persona sociable y cordial.
22. **Shy (Tímido/a)** – Persona que evita el contacto social.
23. **Outgoing (Extrovertido/a)** – Persona que disfruta socializar.
24. **Lazy (Perezoso/a)** – Persona que no le gusta trabajar o esforzarse.
25. **Hardworking (Trabajador/a)** – Persona dedicada y comprometida.
26. **Generous (Generoso/a)** – Persona que comparte con los demás.
27. **Selfish (Egoísta)** – Persona que solo piensa en sí misma.
28. **Honest (Honesto/a)** – Persona que dice la verdad.
29. **Liar (Mentiroso/a)** – Persona que no dice la verdad.
30. **Rude (Grosero/a)** – Persona con malos modales.

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4. Cualidades y Defectos Personales

31. Brave (Valiente) – Persona que enfrenta el peligro sin miedo.
32. **Coward (Cobarde)** – Persona que evita situaciones difíciles.
33. **Creative (Creativo/a)** – Persona con muchas ideas nuevas.
34. **Boring (Aburrido/a)** – Persona sin energía ni emoción.
35. **Patient (Paciente)** – Persona que sabe esperar sin enojarse.
36. **Impulsive (Impulsivo/a)** – Persona que actúa sin pensar.
37. **Optimistic (Optimista)** – Persona que ve el lado positivo.
38. **Pessimistic (Pesimista)** – Persona que siempre espera lo peor.
39. **Responsible (Responsable)** – Persona que cumple con sus deberes.
40. **Irresponsible (Irresponsable)** – Persona que no se compromete con sus tareas.

5. Expresiones de Tiempo en el Pasado y Futuro

Pasado

41. **Yesterday (Ayer) –** *(Ejemplo: "I went to the park yesterday.")*
42. **Last week/month/year (La semana/mes/año pasado)** – *(Ejemplo: "She traveled last summer.")*
43. **A long time ago (Hace mucho tiempo)** – *(Ejemplo: "Dinosaurs lived a long time ago.")*
44. **In 2010 (En 2010)** – *(Ejemplo: "They moved to Spain in 2010.")*
45. **When I was a child (Cuando era niño/a)** – *(Ejemplo: "I played soccer when I was a child.")*

Futuro

46. **Tomorrow (Mañana) –** *(Ejemplo: "I will visit my grandma tomorrow.")*
47. **Next week/month/year (La próxima semana/mes/año)** – *(Ejemplo: "We are going to Paris next month.")*
48. **In the future (En el futuro)** – *(Ejemplo: "In the future, cars will fly.")*
49. **Soon (Pronto)** – *(Ejemplo: "I will see you soon.")*
50. **By 2030 (Para 2030)** – *(Ejemplo: "By 2030, we will use more renewable energy.")*

6. REFERENTES BILBIOGRÁFICOS

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- Rubrica para la evaluación de la entrevista: https://www.txcte.org/sites/default/files/resources/documents/Mock-Interview-Rubric.pdf

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7. CONTROL DEL DOCUMENTO

	Nombre	Cargo	Dependencia	Fecha
Autor (es)	**Alan Moreno Marín**	**Instructor**	**Transversales y básicas**	**10-02-2025**

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

	Nombre	Cargo	Dependencia	Fecha	Razón del Cambio
Autor (es)					