

PROCESO DIRECCIÓN DE FORMACIÓN PROFESIONAL INTEGRAL
FORMATO GUÍA DE APRENDIZAJE

IDENTIFICACIÓN DE LA GUIA DE APRENDIZAJE

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1. IDENTIFICACIÓN DE LA GUIA DE APRENIZAJE

- Denominación del Programa de Formación: Cocina
- Código del Programa de Formación: 635503
- Nombre del Proyecto: Aplicación de técnicas y procedimientos de cocina en establecimientos gastronómicos.

2. PRESENTACIÓN

En los últimos años el SENA viene desarrollando iniciativas tanto pedagógicas como académicas para que los aprendices logren un nivel competitivo en inglés. Las iniciativas pedagógicas comprenden cambios continuos en la manera de transmitir el conocimiento para que sea más efectivo, significativo y aplicable en los diferentes campos laborales y personales del aprendiz donde requiere comunicarse. Y las iniciativas académicas incluyen por ejemplo el programa “Volunteachers” en el cual personas extranjeras hacen acompañamiento en la formación con el fin de crear un espacio de inmersión donde los aprendices estén más expuestos a la lengua. Todo este trabajo, tiene un mismo objetivo, que los aprendices puedan comunicarse en otra lengua y desenvolverse en el mundo laboral que les espera, donde seguramente hablar otro idioma los hará ser aprendices de clase mundial.

English importance during the last years.

It is paramount to speak English nowadays since it gives all kinds of opportunities in communication, life quality, and education. First of all, English breaks down communication barriers because it is a lingua franca. In other words, English is the most commonly used language among foreign language speakers. Throughout the world, when people with different languages come together they commonly use English to communicate. That also means that a vast majority of people around the world can speak use this language for different purposes; for example, a multicultural meeting and a chat with a foreigner unable to speak the local language are some of the situations where English is used as lingua franca. Second, English speakers are very likely to have good job opportunities. For instance, most of the English-speaking countries, such as England and the United States are countries with a high gross domestic product and where speaking English is the best

way to get job opportunities. Therefore, the standard of living of these people can improve considerably. Finally, English- speaking countries have the best education offer in the world

3. FORMULACIÓN DE LAS ACTIVIDADES DE APRENDIZAJE

- **Multiple task.** This activity presents a “plug in” structure to use with any number of tasks, from spelling bees to sing-alongs. You adapt and change content according to current lessons being learned.
- **Target language culture.** These activities [stimulate your students’ understanding of the culture](#) behind the new language they’re learning.
- **Everyday language.** These activities help your students acquire and practice the most common language of [day-to-day](#) situations.
 - 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

THE ALPHABET

https://www.youtube.com/watch?v=_pRczvC7aNI

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:]	[ˈdʌbəlju:]		
X	Y	Z		
[eks]	[waɪ]	[zed / zi:]		

TOPICS

1- NUMBERS

<u>Numbers</u>			
<u>1 one</u>	<u>11 eleven</u>	<u>21 twenty-one*</u>	<u>31 thirty-one</u>
<u>2 two</u>	<u>12 twelve</u>	<u>22 twenty-two</u>	(etc.)
<u>3 three</u>	<u>13 thirteen</u>	<u>23 twenty-three</u>	<u>40 forty</u>

4 four	14 fourteen	24 twenty-four	50 fifty
5 five	15 fifteen	25 twenty-five	60 sixty
6 six	16 sixteen	26 twenty-six	70 seventy
7 seven	17 seventeen	27 twenty-seven	80 eighty
8 eight	18 eighteen	28 twenty-eight	90 ninety
9 nine	19 nineteen	29 twenty-nine	100 one hundred
10 ten	20 twenty	30 thirty	

2- PRESENT CONTINUOUS + TO BE

- [Home](#)
- [English Grammar](#)
- Present Continuous Spelling Rules | Useful -ING Rules

BASE FORM	"ING" - FORM
Cook - Eat - Speak	Cooking - Eating - Speaking
Buy - Enjoy - Try	Buying - Enjoying - Trying (Final letter "Y" is in the same place)
Go - Do	Going - Doing
Drive - Share - Write	Driving - Sharing - Writing (Final letter "E" is eliminating)
Lay - Lie	Lying - Lying
Skip* - Put* - Swim*	Skipping - Putting - Swimming

- *The final three letters are "consonant - vowel - consonant", that's why we have

Positive Sentences - Part 1

Choose the correct present progressive form.

1. Look! Andy in the garden.
2. I TV at the moment.

3. We a book.
4. She the piano.
5. Listen! Sue and John .

1- AFFIRMATIVE AND NEGATIVE SENTENCES

Yes / No Questions

am I **eating** chocolate ?

are you **studying** now ?

is he **working** ?

is she **doing** her homework ?

is it **raining** ?

are we **meeting** at six ?

are they **coming** ?

FORMACIÓN DEL "SIMPLE PRESENT": TO THINK

Afirmativa	Interrogativa	Negativa
I think	Do I think?	I do not think
You think	Do you think?	You do not think
He thinks	Does he think?	He does not think
She thinks	Does she think?	She does not think

Afirmativa	Interrogativa	Negativa
It thinks	Does it think?	It does not think
We think	Do we think?	We do not think.
They think	Do they think?	They do not think.

NOTAS SOBRE LA TERCERA PERSONA DEL SINGULAR DEL "SIMPLE PRESENT"

- En la tercera persona del singular, el verbo **siempre termina en -s**:
he wants, she needs, he gives, she thinks.
- Para las formas negativa e interrogativa, se emplea DOES (= tercera persona del auxiliar 'DO') + el infinitivo del verbo.
*He wants ice cream. **Does** he want strawberry? He **does** not want vanilla.*
- Verbos que terminan en **-y** : en la tercera persona del singular, se cambia la **-y** por **-ies**:
*fly --> **flies**, cry --> **cries***
Excepción: cuando una vocal precede a la **-y**:
*play --> **plays**, pray --> **prays***
- Añadimos **-es** a los verbos que terminan en: **-ss, -x, -sh, -ch**:
*he **passes**, she **catches**, he **fixes**, it **pushes***

EJEMPLOS

- He goes** to school every morning.
- She understands** English.
- It mixes** the sand and the water.
- He tries** very hard.
- She enjoys** playing the piano.

1. Questions without question words in *Simple Present*

Auxiliary	Subject	Verb	Rest	Yes/No	Subject	Auxiliary (+ n't)
Do	you	read	books?	Yes, No,	I I	do. don't.
Does	Peter	play	football?	Yes, No,	he he	does. doesn't.

2. Questions with question words in *Simple Present*

Question word	Auxiliary	Subject	Verb	Rest	Answer
What	do	you	play	on your computer?	I play games on my computer.
When	does	your mother	go	to work?	She goes to work at 6 o'clock.
Where	do	you	meet	your friends?	I meet them at the bus stop.

Question words	Meaning	Examples
who	person	Who's that? That's Nancy.

where	place	Where do you live? In Boston
why	reason	Why do you sleep early? Because I've got to get up early
when	time	When do you go to work? At 7:00
how	manner	How do you go? By car
what	object, idea or action	What do you do? I am an engineer
which	choice	Which one do you prefer? The red one.
whose	possession	Whose is this book? It's Alan's.
whom	object of the verb	Whom did you meet? I met the manager.
what kind	description	What kind of music do you like? I like quiet songs
what time	time	What time did you come home?
how many	quantity (countable)	How many students are there? There are twenty.
how much	amount, price (uncountable)	How much time have we got? Ten minutes
how long	duration, length	How long did you stay in that hotel? For two weeks.
how often	frequency	How often do you go to the gym? Twice a week.
how far	distance	How far is your school? It's one mile far.
how old	age	How old are you? I'm 16.
how come	reason	How come I didn't see you at the party?

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 : Evidencias de Desempeño Evidencias de Producto:		

5. GLOSARIO DE TÉRMINOS

6. REFERENTES BIBLIOGRÁFICOS



Construya o cite documentos de apoyo para el desarrollo de la guía, según lo establecido en la guía de desarrollo curricular

7. CONTROL DEL DOCUMENTO

	Nombre	Cargo	Dependencia	Fecha
Autor (es)				

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

	Nombre	Cargo	Dependencia	Fecha	Razón del Cambio
Autor (es)	David Andres Gaitan Arias			20/04 /2020	