

<b>PROCESO DE GESTIÓN DE FORMACIÓN PROFESIONAL INTEGRAL</b> <b>FORMATO TALLER – EVIDENCIA DE APRENDIZAJE</b>			
<b>Programa de formación</b>	PREVENCIÓN Y CONTROL AMBIENTAL	<b>Ficha</b>	3419379
<b>Grupo</b>	18TGPCAD	<b>Competencia</b>	Interactuar en lengua inglesa de forma oral y escrita dentro de contextos sociales y laborales
<b>Evidencia</b>	Evidencia 1. Presenting a classmate	<b>Fecha</b>	22 / ABR / 2026

## EVIDENCIA 1: INTERVIEW AND ORAL PRESENTATION OF A CLASSMATE

*Topics from the guide: personal information, describing people, professions, likes and dislikes, simple present, adverbs of frequency, and environmental vocabulary.*

### 1. Presentación del tema

In this first evidence, apprentices will use English to interview a classmate and prepare a more demanding oral presentation in third person. The activity strengthens speaking, listening, vocabulary range, coherence, and pronunciation in a real classroom interaction.

Although the guide starts with personal information, descriptions, professions, and basic interaction, this version requires longer answers, more specific vocabulary, and better organization of ideas. The task is also contextualized to the Environmental Control program, so students are expected to include academic, occupational, and environmental information when they describe their partner.

The final product will not be a written paragraph. Instead, each apprentice will submit an individual audio in English presenting another member of the group, based on a structured interview.

### 2. Práctica guiada

#### A. Model for introducing a classmate

Today I am going to present my classmate Laura Méndez. She is 20 years old and she is from Fusagasugá, but she currently lives in Bogotá. She is studying Environmental Prevention and Control, and she is especially interested in waste management.

Laura is responsible, organized, and proactive. She usually studies before class, and she prefers working in groups because she likes sharing ideas. In her free time, she enjoys listening to music and spending time with her family.

She says that environmental control is important because it helps protect natural resources and improve people's quality of life. One environmental action she would like to promote in her community is better recycling habits. In my opinion, she is an excellent classmate because she participates actively and works well with others.

#### B. Interview bank: 40 questions grouped by theme

##### Theme 1. Basic personal information

1. What is your full name?
2. How old are you?
3. Where are you from?
4. Where do you live?

5. What program are you studying?
6. What semester are you in?

#### **Theme 2. Study and routine**

7. Why did you choose this program?
8. What subjects do you like the most?
9. What do you usually do before class?
10. How often do you study English?
11. Do you prefer working alone or in groups?
12. What is your favorite classroom activity?

#### **Theme 3. Personality**

13. How do you describe yourself?
14. What are your best qualities?
15. Are you shy or outgoing?
16. Are you organized?
17. What makes you a good classmate?

#### **Theme 4. Likes and interests**

18. What do you like doing in your free time?
19. What kind of music do you like?
20. Do you like sports? Which ones?
21. What is your favorite food?
22. What do you do on weekends?

#### **Theme 5. Skills and goals**

23. What are you good at?
24. What skills do you want to improve?
25. What are your goals for this year?
26. What job would you like to have in the future?
27. Why is English important for your future?

#### **Theme 6. Program-related / environmental focus**

28. What environmental problem worries you the most?
29. What can people do to protect the environment?
30. What do you do to care for the environment?
31. Do you recycle at home?
32. Why is environmental control important?

#### **Theme 7. More demanding questions**

33. What kind of person are you in academic settings?
34. How would your classmates describe you?
35. What motivates you to continue studying?
36. What challenge have you faced as a student?
37. How do you contribute to teamwork?
38. What have you learned from this program so far?
39. What environmental action would you like to promote in your community?
40. What personal achievement are you most proud of?

### 3. Práctica libre – descripción de la evidencia

Interview a classmate in English and record an individual audio presenting that person to the group, in order to exchange detailed personal, academic, and environmental information in a face-to-face training context.

#### Entregable de la evidencia

- One individual audio in English presenting a classmate from the group.
- Recommended length: 4 to 6 minutes.
- The audio must be recorded clearly and sent through the platform or the channel indicated by the instructor.

#### Instrucciones

41. Work in pairs during class and use the complete bank of 40 questions as interview support.
42. From each theme, choose 2 questions only. There are 7 themes, so your final audio must include information based on 14 selected questions.
43. Do not read isolated answers. Organize the information as a connected oral presentation in third person.
44. Mention the classmate's name, program, personal profile, study habits, personality, interests, skills, goals, and environmental perspective.
45. Use complete sentences, connectors, and specific vocabulary. Avoid one-word answers or very short ideas.
46. Speak naturally, with clear pronunciation, good rhythm, and enough detail to show a solid command of English.

#### Mandatory language requirements

- Use the simple present accurately.
- Include at least 3 adjectives to describe the classmate.
- Include at least 2 adverbs of frequency.
- Include at least 3 connectors such as and, but, because, so, also, or however.
- Include at least 4 words related to the Environmental Control program.

#### Clear example of the evidence

##### Selected questions by theme (example):

Theme 1: Where is she from? / What program is she studying?

Theme 2: Why did she choose this program? / How often does she study English?

Theme 3: How does she describe herself? / What makes her a good classmate?

Theme 4: What does she like doing in her free time? / What does she do on weekends?

Theme 5: What is she good at? / What job would she like to have in the future?

Theme 6: What environmental problem worries her the most? / Why is environmental control important?

Theme 7: How does she contribute to teamwork? / What environmental action would she like to promote in her community?

**Sample oral opening:** Today I am going to present my classmate Andrea. She is from Soacha and she is studying Environmental Prevention and Control. She chose this program because she wants to help reduce pollution in her community. She is responsible and creative, and she often studies English after class. In her free time, she likes listening to music and reading. She is good at teamwork, and in the future she would like to work in environmental education projects. She thinks waste pollution is one of the biggest environmental problems, and she would like to promote recycling campaigns in her neighborhood.

#### 4. Criterios de valoración

- Fluency and clarity in oral production.
- Accurate use of grammar structures.
- Pertinent and varied vocabulary.
- Coherent organization of ideas.
- Good pronunciation and intelligibility.
- Effective integration of environmental content.

**Observation for the apprentice:** The 40 questions are an interview bank. You are not required to answer all of them in the audio. You must select 2 questions from each theme and transform that information into a connected oral presentation about your classmate.