



PROCESO DE GESTIÓN DE FORMACIÓN PROFESIONAL INTEGRAL FORMATO GUÍA DE APRENDIZAJE

1. IDENTIFICACIÓN DE LA GUÍA DE APRENDIZAJE

- Denominación del Programa de Formación: ANALISIS Y DESARROLLO DE SOFTWARE
- Código del Programa de Formación: 3065533
- Nombre del Proyecto
- Fase del Proyecto : En ejecución
- 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 Alcanzar : DISCUTIR SOBRE POSIBLES SOLUCIONES A PROBLEMAS DENTRO DE UN RANGO VARIADO DE CONTEXTOS SOCIALES Y LABORALES.
- 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: 96 horas

2. PRESENTACIÓN

El idioma inglés, con el paso de los años y la exigencia del contexto, se ha venido esparciendo a lo largo y ancho del país; como una necesidad para alcanzar mejores condiciones de desarrollo social, económico y optimizar la calidad de vida. El aprendizaje y dominio del idioma inglés se constituye en un elemento importante para ofrecer mayores y mejores oportunidades en el campo laboral. En esta guía de aprendizaje se podrá comprender la idea principal en avisos y mensajes breves, claros y sencillos en inglés técnico.

Recomendaciones para tener en cuenta:

- Estudiar el material de apoyo entregado en cada una de las sesiones.
- La asistencia y participación en el desarrollo de la competencia son muy importantes para la adquisición correcta del saber.
- Consultar en internet u otro medio para profundizar los temas tratados.
- Para la apropiación de los contenidos de cada actividad desarrollada se recomienda tomar apuntes de la información más relevante.

3. FORMULACIÓN DE LAS ACTIVIDADES DE APRENDIZAJE

3.1 Actividades de reflexión inicial:

Observar el siguiente video “¿Por qué necesitamos aprender Inglés?” ,luego formule su punto de vista frente a la observado : <https://www.youtube.com/watch?v=r-J3rRyQf44>



3.2 Actividades de contextualización e identificación de conocimientos necesarios para el aprendizaje:

Establezca en forma grupal aquellas palabras y frases claves para usarse en el ambiente de aprendizaje 'commands'.

3.3 Actividades de apropiación:

- **PLURAL OF NOUNS**

- Explicar el plural de los sustantivos a través de ejemplos.
- Practicar la pronunciación de los plurales y realizar la actividad de completar dada por el Profesor.
- Completar la tabla siguiendo las reglas de formación del plural y en un archivo de audio enviar la pronunciación.

- **DEMONSTRATIVE ADJECTIVES**

- Explicación de los demostrativos this - that con ejemplos.
- Classroom objects, demonstratives this-that- y artículos a - an.
- ¿Gramática "what is...? It is..." se explica en el tablero con ejemplos.
- ¿Qué tienes en tu morral? identificar los objetos de clase que tiene en sus morrales y practicar la pronunciación.

- **DEFINITE AND INDEFINITE ARTICLES**

- Explicación de los artículos a - an y The con ejemplos.
- Realizar los ejercicios dados por el profesor para practicar.

- **CLOTHES AND COLORS**

- Hacer una lista en el tablero entre todos con el vocabulario de los colores. Practicar la pronunciación.
- Ver el video de las prendas de vestir y repetir el vocabulario en el siguiente link:
- <https://www.youtube.com/watch?v=XfQrv8A3Of0>
- Describe lo que lleva puesto uno de tus compañeros. He/She is wearing...
- Gramática: Adjetivos posesivos y adjetivos con 'S para hablar a quien le pertenece las prendas de vestir.
- Role play: Participar en el juego de roles donde uno será supervisor y el otro un vigilante en un almacén de residuos
- ropa donde practicara lo aprendido en clothes shopping.

- **PRESENT CONTINUOUS**

- discutir con sus compañeros todo lo relacionado con la gramática de present continuous dar ejemplos
- hablando de lo que se hace en el momento.
- Resolver ejercicios prácticos de present continuous en sus formas afirmativa, negativa e interrogativa.



- **PRESENT SIMPLE**
- Role play . practicar la conversación entre colegas de un área de trabajo
- Practicas las reglas para el uso de la tercera persona (es, ies, y s).
- Realizar ejercicios completando espacios con los verbos para practicar

Materiales: ambiente de aprendizaje, internet, televisor, Computador, tablero, marcador, fotocopias

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
En ejecución		<p>The cat and the cats :aprendizaje del uso del plural en los sustantivos.</p> <p>My day : adquisición del uso de presente simple</p> <p>I am working : use del presente continuo</p>	<p>Evidencias de Conocimiento: - Respuestas pertinentes del tema visto.</p> <p>Evidencias de Desempeño: - Escrita haciendo uso de los tiempos aprendidos y el vocabulario adquirido.</p> <p>Evidencias de Producto: - Presentación escrita y oral</p>		<p>Técnica: Pregunta</p> <p>Instrumento: Taller</p> <p>Técnica: Observación</p>

5. GLOSARIO DE TÉRMINOS

Accident Report - Informe de accidente
 Risk Assessment - Evaluación de riesgos
 Near Miss - Casi accidente



“Por favor, presta atención a la demostración de seguridad.”
“Remember, safety is everyone’s responsibility.”

“Recuerda, la seguridad es responsabilidad de todos.”
“We’ll be conducting a safety drill tomorrow.”

“Mañana realizaremos un simulacro de seguridad.”
“Please report any unsafe conditions to the safety officer.”

“Por favor, informa cualquier condición insegura al oficial de seguridad.”
“Today we will be talking about safe handling of hazardous materials.”

“Hoy hablaremos sobre el manejo seguro de materiales peligrosos.”

6. REFERENTES BIBLIOGRÁFICOS

American Headway Starter. Teacher’s Book.

Imágenes de Google.

Diccionario on line Word Reference.

WEBGRAFIA

<https://learnenglish.britishcouncil.org/general-english>

<https://learn.slangapp.com/org/sena/sign-in>

<https://www.youtube.com/watch?v=shd4ZxoXUC4>

<https://www.youtube.com/watch?v=h-VKSSd9hko>

<https://www.youtube.com/watch?v=XfQrv8A3Of0>

<https://learnenglishkids.britishcouncil.org/es/fun-games/match-the-kit>

<https://learnenglishkids.britishcouncil.org/es/fun-games/teddy-dresser>

http://www.grammar-quizzes.com/agr_finS-aud.html

7. CONTROL DEL DOCUMENTO

	Nombre	Cargo	Dependencia	Fecha
Autor (es)	Jorge Luis nisperuza beleño	Instructor	Bilinguismo	01/9/2024

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

	Nombre	Cargo	Dependencia	Fecha	Razón del Cambio
--	--------	-------	-------------	-------	------------------



5. GLOSARIO DE TÉRMINOS

Requirement
Analysis
Process
Model
Diagram
Specification
Client
User
Solution
Problem

Desarrollo

Code
Program
Module
Function
Variable
Class
Object
Method
Algorithm
Structure

Bases de Datos

Database
Table
Record
Field
Query
Data
Server
Connection
Storage
Backup

Herramientas



Framework
Library
Repository
Version
Git
Editor
Compiler
API
Platform
Environment

Pruebas y Calidad

Test
Error
Bug
Debugging
Validation
Integration
Deployment
Update
Performance
Security

Gestión del Proyecto

Project
Sprint
Task
Team
Meeting
Documentation
Report
Planning
Development
Delivery

EXPRESSIONS

Analyze the requirements.
Design the system.



Write the code.
Run the tests.
Fix the errors.
Update the database.
Review the documentation.
Deploy the application.
Create a module.
Connect to the server.
Validate the data.
Implement the solution.
Check the performance.
Start the project.
Finish the sprint.
Push the changes.
Pull the repository.
Test the integration.
Improve the security.
Deliver the software.

6. REFERENTES BIBLIOGRÁFICOS

American Headway Starter. Teacher's Book.
Imágenes de Google.
Diccionario on line Word Reference.

WEBGRAFIA

<https://learnenglish.britishcouncil.org/general-english>
<https://learn.slangapp.com/org/sena/sign-in>
<https://www.youtube.com/watch?v=shd4ZxoXUC4>
<https://www.youtube.com/watch?v=h-VKSSd9hko>
<https://www.youtube.com/watch?v=XfQrv8A3Of0>
<https://learnenglishkids.britishcouncil.org/es/fun-games/match-the-kit>
<https://learnenglishkids.britishcouncil.org/es/fun-games/teddy-dresser>
http://www.grammar-quizzes.com/agr_finS-aud.html

7. CONTROL DEL DOCUMENTO

	Nombre	Cargo	Dependencia	Fecha
Autor (es)	Jorge Luis nisperuza beleño	Instructor	Bilinguismo	01/2/2026



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

	Nombre	Cargo	Dependencia	Fecha	Razón del Cambio
Autor (es)					

ANEXOS INSTRUMENTOS DE EVALUACIÓN

1. Talleres
2. Quizzes



NAME: _____ DATE: _____

GRAMMAR WORKSHEET

PRESENT SIMPLE



I	cook.
You	cook.
He	cooks.
She	cooks.
It	cooks.
We	cook.
They	cook.

I	do		
You	do		
He	does		
She	does	not	cook.
It	does		
We	do		
They	do		

do not = don't
does not = doesn't



Do	I	
Do	you	
Does	he	cook?
Does	she	
Does	it	
Do	we	
Do	they	

Yes,

No,

I	do.	I	do	
you	do.	you	do	
he	does.	he	does	not.
she	does.	she	does	
it	does.	it	does	
we	do.	we	do	
they	do.	they	do	

- Fill in the blanks to complete the sentences. Use the words in the box below.

read	do	have	sings
does	watches	travel	drinks
walk	eat	don't	doesn't

- John eats breakfast at six o'clock in the morning.
- I often _____ books in my free time.
- A: _____ you like to study English? B: Yes, I do.
- My father always _____ songs in the shower.
- A: Does Julie work on Saturdays? B: No, she _____.
- Would you like to _____ to Hawaii on our next holiday?
- I live close to my company, so I can _____ to work.
- Mr. Smith always _____ tea in the afternoon.
- My classmate _____ his favorite TV show after class.
- I'm sorry. I _____ have time to talk to you now.
- A: _____ your cousin have a job? B: Yes, she does.
- I don't _____ a pen. Could I please borrow your pen?



Do vs. Does

When we are writing questions, we usually use **Do** or **Does**. **Do** and **Does** is usually found at the beginning of a question. For example –

Do you enjoy eating chocolate?
Does your mother cook dinner?

Use **DOES** with singular subjects and the pronouns: he, she and it.

Use **DO** with plural subjects and the pronouns: I, you, we and they.

1. you like spring?
2. the duck swim in the pond.
3. you play baseball on Mondays?
4. dogs bark at night?
5. children love the computer?
6. Jack and Paulo eat pineapple?
7. Stephen usually come late for class?
8. the students speak English well?
9. they practice every day?
10. Susan play with friends?

11. Where the Browns eat dinner?
12. Why cats like milk?
13. Why we work at the same workstation?
14. What the teacher look for in her students?
15. Who you think is responsible for this mess?
16. Where birds fly in the wintertime?
17. What it mean?
18. Why they speak English instead of Spanish?
19. How an airplane fly?
20. How an orange taste?

21. he use a pen at school?
22. Yes he use a pen at school?
23. you like horror films?
24. I like horror films.
25. these jeans make me look fat?
26. These jeans make me look fat!
27. parents travel together?
28. Yes, parents travel together.
29. you chat with friends on facebook?
30. I chat with friends on facebook.

Do!

Write three questions using Do and three questions using Does.

1. _____
2. _____
3. _____

4. _____
5. _____
6. _____

does!

ISLCollective.com



PRESENT SIMPLE

POSITIVE SENTENCES



1. I _____ (walk) the dog every day.
2. We _____ (have) dinner at eight every night.
3. My brother and my sister _____ (go) dance classes every weekend.
4. Mary _____ (meet) her friends every month.
5. You never _____ (sleep) late.
6. My father _____ (go) to work early in the morning.

NEGATIVE SENTENCES



1. I _____ (not / take) usually pictures.
2. We _____ (not / live) in Güngören.
3. She _____ (not / like) cooking.
4. My mother and my father are teachers; but they _____ (not / teach) at the same school.
5. You and your friend _____ (not / do) your homework on time.

QUESTIONS (Short and Long Answers)



1. _____ you watch DVD in your free time? Yes, _____. No, _____.
2. _____ Jane read a newspaper ever day?
Yes, _____.
3. _____ Jane and Jack write e-mails? Yes, _____. No, _____.
4. _____ your cousin listen to rock music?
Yes, _____. No, _____.



GRAMMAR DICTATION

PRESENT CONTINUOUS

- Listen to your teacher and complete these sixteen statements with the Present Continuous forms of the verbs you hear.

“watch”



1. My sister is watching TV in the living room.
2. Mrs. Smith _____ English to her students.
3. I _____ for a bus.
4. My friends _____ tennis.
5. It _____ not _____ outside. It's sunny!
6. The cat _____ its food.
7. My husband _____ in the garden.
8. I _____ not _____ to school today. I am sick.
9. Kelly is very tired. She _____.
10. My neighbor is busy. She _____ her yard.
11. Mr. Brown _____ a cup of coffee.
12. Sam and Frodo _____ over the bridge.
13. I think we _____ the game! We have ten points!
14. No one _____ the telephone.
15. We _____ the sixteen statements.
16. You _____ the answer to question number 16.



GRAMMAR Word Search

S	F	O	G	W	B	E	A	G	N	I	V	I	R	D	Y	E	I
G	H	M	A	K	I	N	G	Z	A	E	I	G	N	U	O	I	N
D	N	I	G	H	A	Q	J	U	N	G	E	T	T	I	N	G	G
M	O	L	I	G	N	R	A	R	E	X	B	I	N	N	G	D	E
G	N	I	S	G	S	I	T	T	I	N	G	I	F	F	N	B	B
Y	I	G	N	A									E	R	I	U	H
E	A	M	U	G									G	I	G	Y	N
A	T	R	X	A									I	N	A	I	H
H	E	T	H	C									G	P	Y	N	S
I	G	N	E	G									N	J	T	G	N
O	N	D	L	L									I	O	X	Z	O
W	I	N	P	L									N	F	T	Y	W
D	M	S	I	T									N	U	A	I	I
K	M	I	N	C									U	K	L	W	N
G	I	V	G	M									R	E	K	A	G
O	W	S	T	R									F	N	I	N	G
K	S	G	S	F									K	G	N	U	B
U	I	G	N	S									K	D	G	E	V
F	M	H	E	I									F	O	P	K	C
M	I	E	D	F									G	H	F	N	G
K	R	X	A	I									V	E	T	G	N
H	O	R	I	N	E	G	J	K	E	A	T	I	N	G	A	M	I
R	T	W	U	N	G	N	I	H	G	I	V	N	N	L	W	D	Y
D	F	N	G	U	G	P	E	E	A	T	A	K	I	N	G	I	A
C	D	T	N	J	Y	H	V	I	T	T	R	E	H	M	E	L	L
R	E	A	D	I	N	G	E	C	W	R	I	T	I	N	G	E	P

Present Continuous

Below are 18 present tense verbs.
Find their **PRESENT CONTINUOUS** forms.

18 words ... 12 minutes!

buy	read
do	run
drive	sit
eat	snow
fix	speak
get	swim
help	take
make	talk
play	write



It's ... o'clock.
What are you doing?



PRESENT CONTINUOUS



I	am	
You	are	
He	is	
She	is	cooking.
It	is	
We	are	
They	are	

I	am		
You	are		
He	is		
She	is	not	cooking.
It	is		
We	are		
They	are		

Am	I	
Are	you	
Is	he	
Is	she	cooking?
Is	it	
Are	we	
Are	they	

Yes,		No,		
I	am.	I	am	
you	are.	you	are	
he	is.	he	is	
she	is.	she	is	not.
it	is.	it	is	
we	are.	we	are	
they	are.	they	are	

- Correct the grammar mistakes below. The first one is done for you. There are 12 more.

At Home on Saturday



are

Today is Saturday and my family and I ~~relaxing~~ ^{are} relaxing at home. My father usually washes his car on weekdays but he not washing the car now. Now, he is read a book about cars. My mother usually bakes cookies on weekdays, but she not baking now. Now, she watching a cooking show on TV. My older sister usually does her homework on weekdays but she isn't do her homework now. Now, she paint some pictures. My little brother usually helps my father wash the car but he not helping my father now. Now, he plays with his toys. And me? Usually I clean the yard but I not clean the yard now. Now, I tell you about my family! How about you? What you doing now?



PRESENT CONTINUOUS



I	am		
You	are		
He	is		
She	is	traveling	tomorrow.
It	is		
We	are		
They	are		

I	am			
You	are			
He	is			
She	is	not	traveling	tomorrow.
It	is			
We	are			
They	are			

Am	I	
Are	you	
Is	he	
Is	she	traveling?
Is	it	
Are	we	
Are	they	

Yes.

I	you	
he	she	
she	it	
it	we	
we	they	

No.

I	you	am	
he	are.	is.	
she	is.	she	is
it	is.	it	is
we	are.	we	are
they	are.	they	are

1. Fill in the blanks with IS or ARE.

Ann reading a book.

My sister playing tennis.

We listening to music.

My brother sleeping.

They studying.

I doing my homework.

You speaking.

They cleaning the house.

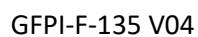
Tom going to the cinema.

My mother running.



2. Look and choose the correct answer.







DEMONSTRATIVE ADJECTIVES

Fill in the blanks with this, that, these, those.

1- _____ shoes are nice!



2- What about _____ jeans?



3- I really don't like _____ belt...



4- I want _____ scarf, it's so pretty!



5- Do you like _____ pants?



6- Look at _____ jacket, I want it for my dad.



7- What do you think about _____ backpack?



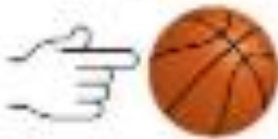
8- Look! _____ dress was made for you!





This That These Those

Look at the picture and choose the correct word.

this	that	this	that
			
these	those	these	those
			
this	these	that	those
			
this	that	these	those
			

www.Games4esl.com

CONVERSATION 1 — VERB TO BE + DEMONSTRATIVES



Instructor: This is the system model.

Student: It is very clear.

Instructor: These are the project requirements.

Student: They are detailed.

Instructor: That is the database server.

Student: It is secure.

Instructor: Those are the developers.

Student: They are part of the team.

 CONVERSATION 2 — THERE IS / THERE ARE + PLURALS

Analyst A: Is there a problem in the system?

Analyst B: Yes, there is an error in the module.

Analyst A: Are there tasks for today?

Analyst B: Yes, there are five tasks in the sprint.

Analyst A: Is there a database backup?

Analyst B: Yes, there is a backup on the server.

Analyst A: Are there diagrams in the documentation?

Analyst B: Yes, there are several diagrams.

 CONVERSATION 3 — PRESENT CONTINUOUS

Instructor: What are you doing?

Student: I am analyzing the requirements.

Instructor: Are you writing the code?

Student: Yes, I am implementing a function.

Instructor: What is Laura doing?

Student: She is testing the application.

Instructor: Are they working on the database?

Student: Yes, they are updating the tables.

 CONVERSATION 4 — INTEGRATED (TODAS LAS ESTRUCTURAS)



Instructor: Look at this project. It is very complex.

Student: Are those the system modules?

Instructor: Yes, they are.

Student: There are many variables in this program.

Instructor: Yes, there are also several classes.

Student: What are the developers doing?

Instructor: They are debugging the software.

Student: Is there a delivery today?

Instructor: Yes, there is a deployment this afternoon.