



GESTIÓN DE FORMACIÓN PROFESIONAL INTEGRAL PROCEDIMIENTO DESARROLLO CURRICULAR GUÍA DE APRENDIZAJE

1. IDENTIFICACIÓN DE LA GUIA DE APRENDIZAJE

- Denominación del Programa de Formación: Tecnólogo en Gestión de Destinos Turísticos
- Código del Programa de Formación: 122149
- Nombre del Proyecto: Estructuración de protocolos de mejoramiento e innovación para la gestión del turismo.
- Fase del Proyecto: Planeación
- Actividad de Proyecto: Planear propuesta de mejoramiento de la gestión turística, teniendo en cuenta las políticas: económica, social, cultural y ecológica en consecución con el desarrollo turístico sostenible.
- Competencia: Producir textos en inglés en forma escrita y oral.
- Resultados de Aprendizaje Alcanzar:
 - Comprender una amplia variedad de frases y vocabulario en inglés sobre temas de interés personal y temas técnicos.
 - Relacionarse con hablantes nativos en un grado suficiente de fluidez y naturalidad, de modo que la comunicación se realice sin esfuerzo por parte de los interlocutores.
 - Comprender las ideas principales de textos complejos en inglés que tratan de temas tanto concretos como abstractos, incluso si son de carácter técnico, siempre que estén dentro de su campo de especialización.
- Duración de la Guía: 60 horas

2. PRESENTACION

En el mundo moderno la competitividad entre empresas se hace con el servicio de calidad en la atención al usuario. Es imprescindible que el personal encargado de la prestación de servicios, en los distintos ámbitos turísticos y hoteleros, se encuentre altamente calificado en el manejo del idioma inglés, con el fin de ofrecer servicios de óptima calidad capaces de situar a Colombia dentro del mercado laboral mundial.

La presente guía de aprendizaje se desarrolla con base en las necesidades del aprendiz de desenvolverse en inglés dentro del ámbito laboral de manera verbal, para atender solicitudes, quejas, sugerencias, etcétera; de clientes extranjeros, de manera efectiva, eficiente y empática.

La temática particular de esta guía se centra en el pasado y sus tiempos gramaticales, conocimientos que le permitirán al aprendiz comprender relatos de situaciones previas que pondrán en contexto la importancia de un evento histórico y su atractivo turístico (lugar, monumento, edificación, etc.)



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3. FORMULACION DE LAS ACTIVIDADES DE APRENDIZAJE

3.1. Actividades de Reflexión inicial

Primer componente: "Past simple"

- a) GUESS WHO. Look at the pictures and try to guess the name of the character. (at least 1 character per apprentice - characters of the universal history)



Fragon. Desconocido. Cartoon brilliant scientist physicist Isaac Newton, funny illustration [JPEG]. Recuperado de https://stock.adobe.com/es/images/cartoon-brilliant-scientist-physicist-isaac-newton-funny-illustration/343501296?as_campaign=ftmigration2&as_channel=dpcft&as_campclass=brand&as_source=ft_web&as_camp_type=acquisition&as_audience=users&as_content=closure_asset-detail-page



Shutterstock. (2019). Albert Einstein en fondo negro [JPEG]. Recuperado de <https://publicdomainvectors.org/es/vectores-gratuitas/Albert-Einstein-en-fondo-negro/82294.html>



Juandramirez. Desconocido. Gabo [JPEG]. Recuperado de https://stock.adobe.com/es/search?k=%22gabriel+garc%C3%ADa+marquez%22&asset_id=81726126



Robin_ph. Desconocido. Portrait of Mexican or Spanish woman minimalist with earrings and red hibiscus flowers, vector isolated [JPEG]. Recuperado de https://stock.adobe.com/es/search?filters%5Bcontent_type%3Aphoto%5D=1&filters%5Bcontent_type%3Aillustration%5D=1&filters%5Bcontent_type%3Azip_vector%5D=1&filters%5Bcontent_type%3Avideo%5D=1&filters%5Bcontent_type%3Atemplate%5D=1&filters%5Bcontent_type%3A3d%5D=1&filters%5Bcontent_type%3Aimage%5D=1&k=FRIDA+KHALO&order=relevance&safe_search=1&search_page=1&search_type=usertyped&acp=&aco=FRIDA+KHALO&get_facet_s=0&asset_id=241446338

- b) Compare your responses with your classmates and reach a general agreement.
- c) Tell your instructor what you know about the character and look for something in common.

Time: 2 hours

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

- a) In pairs choose one character from the previous exercise a look for information about his/her life a death (at the library if you need to).



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Frida Kahlo

Biography
(1907–1954)

UPDATED: FEB 24, 2020 ORIGINAL: FEB 28, 2018

Painter Frida Kahlo was a Mexican artist who was married to Diego Rivera and is still admired as a feminist icon.

Who Was Frida Kahlo?

Artist Frida Kahlo was considered one of Mexico's greatest artists who began painting mostly self-portraits after she was severely injured in a bus accident. Kahlo later became politically active and married fellow communist artist Diego Rivera in 1929. She exhibited her paintings in Paris and Mexico before her death in 1954.

- b) Search for the verbs and underline the ones in past.
- c) Check their simple present form.
- d) Talk about your character to the class.

Time: 3 hours

3.3. Actividades de apropiación del conocimiento (Conceptualización y Teorización)

- a) Pay attention to your teacher's basic grammar explanation at the board.

PAST SIMPLE TENSE

TO BE	VERBS
+ S + Was/were They were friends.	S + V-ed She worked yesterday.
- S + was not/were not + ... They weren't friends.	S + did not + verb (base form) She didn't work yesterday.
? Was/Were + S + ...? They weren't friends.	Did + S + verb (in base form)? Did she work yesterday?

Usage	Example
To express completed action in the past	I saw a ghost last Friday.
To describe a series of completed actions in the past	I finished work, walked to the beach, and found a nice place to swim.
To express habits in the past	When I was young, I watched lots of television every day after school.
For stative verbs (have (own), be, think (believe), know, dislike, need, owe, wish	He had a small cottage in the woods.

TESOL.COM

WAS = I SHE HE IT
WERE = THEY WE YOU

+ S + to be + compl
- S + to be + not + compl
y/n? To be + s + compl + ?
Short + Yes, s + to be
Answers - No, s + to be + not
WH? WH + to be + s + compl + ?

was + not = wasn't

Laura was in the school.
Laura wasn't in the school.
Was Laura in the school?
Yes, she was.
No, Laura wasn't.
Where was Laura?

DID/ DID NOT= DIDN'T	REGULAR/ IRREGULAR
+ S + verb past + compl - S + aux + not + verb base + compl y/n? Aux + s + verb base + compl + ? Short + Yes, s + aux Answers - No, s + aux + not WH? WH + aux + s + verb base + compl + ?	Antonio played a violin Antonio didn't play a violin Did Antonio play a violin? Yes, Antonio did No, Antonio didn't What did Antonio play?
+ S + verb past + compl - S + aux + not + verb base + compl y/n? Aux + s + verb base + compl + ? Short + Yes, s + aux Answers - No, s + aux + not WH? WH + aux + s + verb base + compl + ?	We played a violin We didn't play a violin Did We play a violin? Yes, We did No, We didn't What did We play?



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- b) Identify from the underlined verbs which ones are regular and which ones are irregular.

101 Irregular Past Tense Verbs									
PRESENT TENSE	PAST TENSE	PRESENT TENSE	PAST TENSE	PRESENT TENSE	PAST TENSE	PRESENT TENSE	PAST TENSE	PRESENT TENSE	PAST TENSE
1 be	was/were	23 give	gave	69 shake	shook	91 stand	stood	113 write	wrote
2 become	became	24 go	went	70 share	shared	92 start	started	114 wish	wished
3 begin	began	25 grow	grew	71 shoot	shot	93 stay	stayed	115 work	worked
4 bend	bent	26 hang	hung	72 shut	shut	94 stop	stopped	116 wrap	wrapped
5 bet	bet	27 have	had	73 sing	sang	95 stir	stirred	117 wake	woke
6 bite	bite	28 hear	heard	74 sink	sank	96 stir	stirred	118 wear	wore
7 bleed	bled	29 hit	hit	75 sit	sat	97 surround	surrounded	119 wake	woke
8 blow	blew	30 hurt	hurt	76 sleep	slept	98 surround	surrounded	120 wear	wore
9 break	broke	31 hold	held	77 slide	slid	99 surround	surrounded	121 wear	wore
10 bring	brought	32 keep	kept	78 speak	spoke	100 surround	surrounded	122 wear	wore
11 build	built	33 know	knew	79 spend	spent	101 surround	surrounded	123 wear	wore
12 buy	bought	34 lead	led	80 spend	spent	102 surround	surrounded	124 wear	wore
13 catch	caught	35 leave	left	81 spin	spun	103 surround	surrounded	125 wear	wore
14 choose	chose	36 lend	lent	82 spread	spread	104 surround	surrounded	126 wear	wore
15 come	came	37 let	let	83 stand	stood	105 surround	surrounded	127 wear	wore
16 cost	cost	38 lie	lay	84 steal	stole	106 surround	surrounded	128 wear	wore
17 cut	cut	39 light	lit	85 stick	stuck	107 surround	surrounded	129 wear	wore
18 deal	dealt	40 lose	lost	86 sting	stung	108 surround	surrounded	130 wear	wore
19 dig	dug	41 make	made	87 strike	struck	109 surround	surrounded	131 wear	wore
20 do	did	42 mean	meant	88 sweep	swept	110 surround	surrounded	132 wear	wore
21 draw	drew	43 meet	met	89 swim	swam	111 surround	surrounded	133 wear	wore
22 drink	drank	44 pay	paid	90 swing	swung	112 surround	surrounded	134 wear	wore
23 drive	drove	45 put	put	91 take	took	113 surround	surrounded	135 wear	wore
24 eat	ate	46 quit	quit	92 teach	taught	114 surround	surrounded	136 wear	wore
25 fall	fell	47 read	read	93 tear	tear	115 surround	surrounded	137 wear	wore
26 feed	fed	48 ride	rode	94 tell	told	116 surround	surrounded	138 wear	wore
27 feel	felt	49 ring	rang	95 think	thought	117 surround	surrounded	139 wear	wore
28 fight	fought	50 rise	rose	96 throw	threw	118 surround	surrounded	140 wear	wore
29 find	found	51 run	ran	97 understand	understood	119 surround	surrounded	141 wear	wore
30 fly	flew	52 say	said	98 value	valued	120 surround	surrounded	142 wear	wore
31 forget	forgot	53 see	saw	99 wear	wore	121 surround	surrounded	143 wear	wore
32 freeze	froze	54 sell	sold	100 wear	wore	122 surround	surrounded	144 wear	wore
33 freeze	froze	55 send	sent	101 wear	wore	123 surround	surrounded	145 wear	wore
34 get	got	56 set	set	102 wear	wore	124 surround	surrounded	146 wear	wore

If the base verb ends in one of these sounds	example base verb*	example with -ed	pronounce the -ed as	extra syllable?
/t/	want	wanted	/ɪd/	yes
/d/	end	ended		

If the base verb ends in one of these sounds	example base verb*	example with -ed	pronounce the -ed as	extra syllable?	
unvoiced	/p/	hope	hoped	/t/	no
	/t/	laugh	laughed		
	/s/	fax	faxed		
	/ʃ/	wash	washed		
	/tʃ/	watch	watched		
voiced	/b/	like	liked	/ɪd/	
	all other sounds , eg play	played			
	allow	allowed			
	beg	begged			

- c) Tell them aloud practicing the pronunciation rules.

- d) Answer the worksheet.

<https://es.liveworksheets.com/jq870779od>

1. Complete the blanks (1-19) with the past simple of the verbs in the box.

be (x6) discover move go (x2) form play
work write (x2) change give start have

2. Complete the red blanks with the correct preposition:
in-on-at

Biography

FREDDIE MERCURY

Freddie Mercury 1) _____ a British singer, a composer, pianist, graphic designer and singer. He 2) _____ born in Stone Town, Tanzania, _____ the 5th September, 1946. His full name was Farrokh Bulsara. He was born in Africa because his father 3) _____ a job there, but when he 4) _____ seven, he 5) _____ to India and 6) _____ to study _____ St Peter's School, _____ this school, a teacher 7) _____ that he had a fantastic talent for music so he 8) _____ a letter to his parents and Freddie 9) _____ to have piano lessons. While he was _____ school, he 10) _____ the band Hectics. They 11) _____ in the school celebrations and _____ some parties. Freddie 12) _____ the pianist and the leader of the band.

When he was eighteen, the family moved to London, England. Freddie 13) _____ to college and studied Art. He had excellent marks. He also 14) _____ in a shop, designed clothes and 15) _____ articles for some magazines.

_____ 1970, Freddie joined Smile _____ a band with Brian May and Roger Taylor. They 16) _____ fascinated with Freddie's voice. They 17) _____ the name of the band and the new name was Queen. They 18) _____ a lot of concerts. The most famous one was Live Aid _____ Wembley Stadium, _____ 13th July, 1985. Some of his most famous songs 19) _____ Love Of My Life, Bohemian Rhapsody and We Are The Champions.

He was very ill during his last years and died _____ 24th November, 1991 when he was 45 years old.

[Terminado]

Time: 2 hours

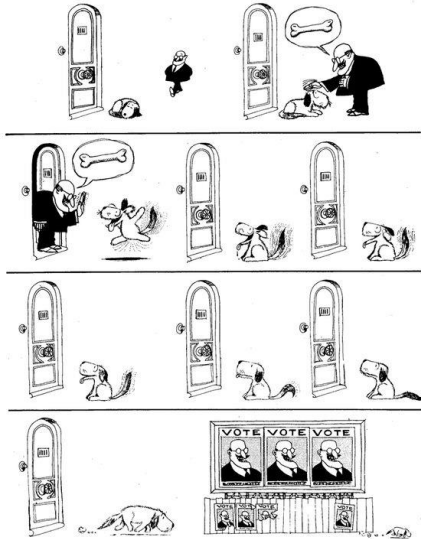


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3.1. Actividades de Reflexión inicial

Segundo componente: *"Past continuous"*

- a) Look at the comic strip carefully.



Lavado, Joaquín Salvador. (2011). Quino-Argentina [Caricatura]. Recuperado de <https://www.irancartoon.com/2010/daily/comic/aug2011/comicaug2011.htm>

- b) Tell with your own words what was happening in the story.
c) Write your story and underline the verbs ending with ING.

Time: 2 hours

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

- a) Using the strip as an example create your own story only with drawings. (At least a set of ten drawings).
b) Exchange your strip with the partner on your right.
c) Make a story up of your partner's comic.
d) Identify if you need to use verbs ending with ING.

Time: 3 hours



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3.3. Actividades de apropiación del conocimiento (Conceptualización y Teorización)

- a) Pay attention to teacher's basic grammar explanation at the board.

— PAST CONTINUOUS TENSE —
(SUBJECT + BE (WAS/WERE) + V_{ING})

English Study Page

interrupted actions in the past
Ex:
When I arrived, Lisa **was reading** newspaper.

specific time as an interruption
Ex:
Last night at 11 o'clock, I **was sleeping**.

a series of parallel actions
Ex:
When I came to the school, the school bell **was ringing**, many students **were running** towards the garden, teachers **were going** out from classrooms

parallel actions
Ex:
My family **was eating** the dinner while I **was working**.

arrangements in the past
Ex:
I was upset because I **was leaving** this place that morning.

STRUCTURE

Was-were

Was+not wasn't

Were+not weren't

+ S + to be(past) + ing + comp

- S + to be(past) + not + ing + comp

Yes/No? To be(past) + s + ing + comp + ?

Short + Yes, s + to be(past)

Answers - No, s + to be(past) + not

WH? Wh + to be(past) + s + ing + comp + ?

We were singing karaoke.

I wasn't sleeping in your bed.

Were they drawing a novel?

Yes, they were

No, they weren't

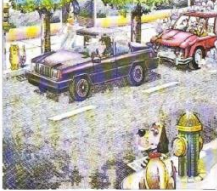
What were you singing?

- b) Identify which of the verbs in your story are in past simple and which in past continuous.
- c) Tell them aloud.
- d) Answer the worksheet.

<https://www.liveworksheets.com/fo1192655ot>

An accident

Two cars were going down Second Street in Lawrence, Kansas. A middle-aged woman was driving a Chevrolet. Right behind her, a teenage student was driving an old Ford. The woman was driving slowly and carefully. The student wasn't driving carefully. He was worrying about his classes in Spanish and physics. He was worrying about the final exams, so he wasn't paying attention to the road. The traffic light was green. A young woman was walking down the street. A cat was sitting on the corner near the traffic light. A dog was sitting on the opposite corner.



The dog was thinking about a bone.
Suddenly the dog saw a cat.
It ran across the road.

The woman saw the dog.
She quickly put her foot on the brakes.
The Ford crashed into the Chevrolet.

A young woman saw the accident.
She ran to a telephone booth.
The police and an ambulance came immediately.

1 Read the text and answer these questions:

1. Was the woman driving the Chevrolet or the Ford?
2. Was the student driving a new Ford or an old one?
3. Was the woman driving fast or slowly?
4. Was the student driving carefully or carelessly?
5. Was the student worrying about money or school?
6. Was the traffic light red or green?
7. Was the dog sitting in the middle of the street or on the corner?
8. Was the cat sitting on the same corner or on the opposite corner?

2 Look at the pictures and answer the questions below

	6:00 a.m.	11:15 a.m.	2:00 p.m.	5:30 p.m.	7:45 p.m.
Jake	play soccer	prepare breakfast	play computer games	wash the car	swim in a pool
Jake's father	play with the dog	play a guitar	do the laundry	get up	

1. Was Jake reading a magazine at 8:00 a.m.?

2. What was Jake doing at 8:00 a.m.?

3. Was Jake's father doing the housework at 5:30 p.m.?

4. What was Jake's father doing at 5:30 p.m.?

5. Was Jake's father washing the dishes at 11:15 a.m.?

6. What was Jake doing at 2:00 p.m.?

7. What was Jake's father doing at 8:00 a.m.?

8. Was Jake playing computer games at 11:15 a.m.?

9. Was Jake's father watching TV at 2:00 p.m.?

10. What was Jake's father doing at 2:00 p.m.?

11. What was Jake doing at 7:45 p.m.?

12. Was Jake playing football at 5:30?

13. What was Jake's father doing at 7:45 p.m.?

Finish!

Time: 3 hours



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3.1. Actividades de Reflexión inicial

Tercer componente: "Can and could for ability"

- THE MOST SKILLED ANIMAL. Make two groups.
Take 8 cards from the instructor's box without peeking. (Each card has a different skill: fly, swim, breath underwater, etc.). Then from those 8 choose only 4 to create your most skilled animal.
- Prepare for the battle, each group choose a warrior (the warrior is the animal personification and its powers). The instructor proposes a sort of challenges, the warrior who conquers all of them by using its skills wins.
- At the end all the class says what each animal can do and what its most important skill was.

Time: 3 hours

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

- Make a list of all the things you could not do 15 years ago and know you can.
- Make a list of all the things you could do 15 years ago and know you cannot.
- Make a list of things you didn't know how to do before you started studying and now you know.
- Tell them aloud in front of the class.

Time: 3 hours

3.3. Actividades de apropiación del conocimiento (Conceptualización y Teorización)

- Pay attention to teacher's basic grammar explanation at the board.

CAN AND COULD

Can and could are modal auxiliary verbs.

CAN

Can is an auxiliary verb, a modal auxiliary verb. We use can to:

- talk about possibility and ability
- make requests
- ask for or give permission

Structure of can

The basic structure for can is:

subject	auxiliary verb can	main verb
I	can	fly

The main verb is always in base form.

subject	auxiliary verb can	main verb
I	can	fly
you	can	fly

subject	auxiliary verb can	main verb
I	can	fly
you	can	fly

Notes that:

- can is impossible: There is only one form: can
- The main verb is always in base form

We cannot say: *can't be flying home.

Use of can

can for possibility and ability

We use can to talk about what is possible, what we are able or free to do:

- I can drive a car
- John can speak Spanish
- I cannot hear you (I can't hear you)
- Can you hear me?

Normally, we use can for the present. But it is possible to use can when we make present decisions about future ability.

If you can help me with my homework? (present)

If: Sorry I'm busy today but I can help you tomorrow (future)

COULD

Could is an auxiliary verb, a modal auxiliary verb. We use could to:

- talk about past possibility or ability
- make requests

Structure of could

subject	auxiliary verb could	main verb
I	could	fly

The main verb is always in base form.

subject	auxiliary verb could	main verb
I	could	fly
you	could	fly

subject	auxiliary verb could	main verb
I	could	fly

Notes that:

- could is impossible: There is only one form: could
- The main verb is always in base form

We cannot say: *couldn't be flying home.

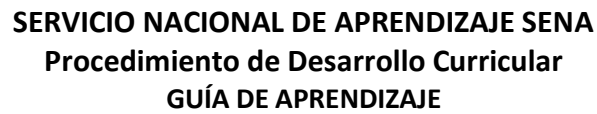
Use of could

could for past possibility or ability

We use could to talk about what was possible in the past, what we were able or free to do:

- I could swim when I was 5 years old
- My grandfather could speak many languages
- When we arrived home, we could not open the door
- (*couldn't open the door)
- Could you understand what he was saying?

We use could (positive) and couldn't (negative) for general ability in the past. But when we talk about one special occasion in the past, we use be able to (positive) and couldn't (negative). Look at these examples:



The diagram illustrates the relationship between the general concept of **ABILITY** and its specific forms in the **PRESENT** and **PAST**.

- ABILITY** (Green box) branches into:
 - PRESENT** (Blue box): **CAN / CAN'T**
 - PAST** (Orange box): **COULD / COULDN'T**
- Arrows point from the **PRESENT** and **PAST** boxes to their respective examples:
 - PRESENT** (Blue box) examples:
 - I can cook
 - She can ride a horse
 - Can we run for 1 hour?
 - PAST** (Orange box) examples:
 - I could cook very well
 - She could ride a horse
 - Could you run for an hour when you were younger?

- <https://www.liveworksheets.com/vq1005020jh>

Time: 2 hours

Cuarto componente: “Jobs related to tourism”

- Time: 2 hours**



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

- Look for other Jobs on internet (use the library if necessary) and its duties.
- Present with a partner the job you like the most and tell to the group its duties.

Time: 2 hours

3.3. Actividades de apropiación del conocimiento (Conceptualización y Teorización)

- Review all the different Jobs related to Tourism and then answer the worksheet.
<https://www.liveworksheets.com/eb1522269ye>



Time: 2 hours

3.4. Actividades de transferencia del conocimiento.

Tercer y cuarto componente: “Can and could for ability and Jobs related to tourism”

- Read the article <https://www.fluentu.com/blog/english/english-for-tourism-and-hospitality/> By MAUREEN STIMOLA and prepare a slide presentation about JOBS AT TRAVEL AND TOURISM COMPANIES and JOBS IN ECOTOURISM AND VOLUNTEER TOURISM. The presentation must have:



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- At least ten slides or images as a visual help.
- The slides should not have words.
- Explanation about what each worker can do (acquired abilities).
- Use of flash cards is allowed.
- The presentation cannot last less than 10 min.

Time: 12 hours

*** Rubric attached to this folder.**

3.1. Actividades de Reflexión inicial

Quinto componente: “Animals and nature vocabulary”

- a) Can you describe what do you see? – Try to describe the most number of pictures.



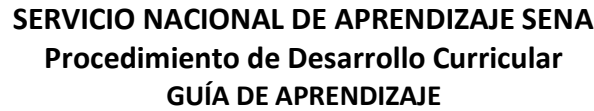
Fotoru.gmail.com. (2016). Collage de muchas fotos de la naturaleza sobre un fondo blanco [JPEG]. Recuperado de <https://sp.depositphotos.com/122099816/stock-photo-collage-of-many-photos-the.html>

- b) Look for the unknown words and make a list.
c) Try to describe the rest of the pictures with the new vocabulary.

Time: 2 hours

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

- a) Create a picture with different wild animals in a Colombian landscape.
b) Name each part of it.
c) Share your picture with the class and explain it.



3.3. Actividades de apropiación del conocimiento (Conceptualización y Teorización)

[illegible]

- | | Where do they live?
(states - min. 1 item) | What do they eat?
(min. 2 items) | What do they like?
(min. 1 item) |
|-------------|---|-------------------------------------|-------------------------------------|
| Lemurs | <i>Madagascar</i> | | |
| Gorillas | | | |
| Elephants | | X | <i>fruit and short trees</i> |
| Chimpanzees | X | | X |

- Example:
- ① The African rainforests cover the area from the west coast to the lowlands in Kenya and Tanzania.
- F – They cover the area from the west coast to the mountains in Kenya and Tanzania.

5) The lemmings on Madagascar are not protected.

- The *salubrious* (7) eat a very large part of Africa and Indochina. It is known for easy access, some of which cannot be found anywhere else in the (8). The *leuca* look like a (9). It has got a long (10) and large central eye. Its larvae ingest various kinds of (11), for example bamboo. In the *monocera* *gallula* live as (12); consisting of a shell and several other members. Because their weight is too (13), they cannot climb the trees and have to look for food near the ground. The *fraxin* *elyptus* is (14) like the African *elyptus*. The colour of an *inocy* is consistent between white and (15). *Chlamys* are very delicate - they can open and with heat and (16). They are in the case and on the ground (16).

- 1) a large wet area covered with trees is called a ... rainforest
- 2) when an animal is strong and can kill you easily, it is ... _____
- 3) a soft coat which covers the animals' bodies is ... _____
- 4) a part of the elephant's head _____
- 5) a very high hill _____
- 6) a small, thin part of a tree _____

*Autorem materiálu a všech jeho částí, není-li uvedeno jinak, je Kšárka Rozsávanová.
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3.4. Actividades de transferencia del conocimiento.

- Its history.
- Tell one myth or legend of the region.
- Describe what kind of landscapes you can find and their flora and fauna.

* Rubric attached to this folder.



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4. ACTIVIDADES DE EVALUACIÓN

Evidencias de Aprendizaje	Criterios de Evaluación	Técnicas e Instrumentos de Evaluación
<p>Evidencias de conocimiento:</p> <p>Presentaciones orales y escritas de ejercicios en la formación.</p> <p>Evidencias de desempeño:</p> <p>Desarrollo de talleres escritos y orales.</p> <p>Evidencias de producto:</p> <p>Presentaciones orales estructuradas (Diapositivas, imágenes, videos).</p>	<ul style="list-style-type: none">• Dramatiza en inglés una historia breve utilizando verbos regulares e irregulares• Traduce del inglés documentos técnicos sencillos en tiempo presente y pasado• Puede iniciar un discurso, tomar la palabra, y terminar una conversación técnica de su profesión.• Puede completar frases basado en información leída previamente en un texto.• Puede realizar actividades de verdadero o falso, basados en una conversación que ha escuchado o en un texto que ha leído.• Realiza resúmenes de la información relevante y detallada de un texto técnico en inglés.• Puede relacionar textos en inglés con imágenes o con títulos que le sean adecuados.	<ul style="list-style-type: none">• Revisiones grupales de talleres en clase.• Autoevaluación comparativa.• Rubrica para presentaciones orales.• Técnicas didácticas activas que comprenden: Entrevista, juego de roles, exposición, simulación.



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	<ul style="list-style-type: none">• Puede inferir el significado de una palabra u oración dentro de un texto en inglés, así este no esté explícito.	
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5. GLOSARIO DE TERMINOS

Recurrir a la página adjunta: Diccionario. <https://www.linguee.es/>

Esta página se encuentra disponible para el público en general como herramienta ofimática en el laboratorio de bilingüismo y/o biblioteca.

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7. CONTROL DEL DOCUMENTO

	Nombre	Cargo	Dependencia	Fecha
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8. CONTROL DE CAMBIOS (diligenciar únicamente si realiza ajustes a la guía)

	Nombre	Cargo	Dependencia	Fecha	Razón del Cambio
Autor (es)					