



GESTIÓN DE FORMACIÓN PROFESIONAL INTEGRAL PROCEDIMIENTO DESARROLLO CURRICULAR GUÍA DE APRENDIZAJE

1. IDENTIFICACIÓN DE LA GUIA DE APRENDIZAJE

- Denominación del Programa de Formación: Técnico en Contabilización de operaciones comerciales y financieras
- Código del Programa de Formación: 133146
- Nombre del Proyecto: Organización de la Información Contable y Financiera de una mipyme.
- Fase del Proyecto: Ejecución
- Actividad de Proyecto: Implementación de las acciones correctivas real o simulado.
- Competencia: Comprender textos en inglés en forma escrita y auditiva.
- Resultados de Aprendizaje Alcanzar: Comunicarse en tareas sencillas y habituales que requieren un intercambio simple y directo de información cotidiana y técnica.
Leer textos muy breves y sencillos en inglés general y técnico.
Realizar intercambios sociales y prácticos muy breves, con un vocabulario suficiente para hacer una exposición o mantener una conversación sencilla sobre temas técnicos.
- Duración de la Guía: 120 horas.

2. PRESENTACION

- Esta guía de aprendizaje promociona especialmente los resultados de aprendizaje (RAP) relacionados con el inglés técnico. Para el desarrollo de dichos RAP, el SENA busca promover las cuatro habilidades de la comunicación, el pensamiento crítico y creativo, junto con el aprendizaje autónomo y cooperativo, los cuales son parte de la Formación Profesional Integral del aprendiz Sena desde la perspectiva del aprendizaje significativo.
- Esos componentes de la formación, permiten un acercamiento básico a la competencia en inglés, la cual es necesaria en cualquier ocupación. El ser competente en esta *lingua franca* permite a quien sea competente en ella, ampliar su horizonte profesional y humano. En lo profesional porque en la actualidad, las humanidades, la ciencia, el comercio, las finanzas, la tecnología, etc., “hablan” inglés, y este aspecto facilita una permanente actualización en su campo profesional.

3. FORMULACION DE LAS ACTIVIDADES DE APRENDIZAJE

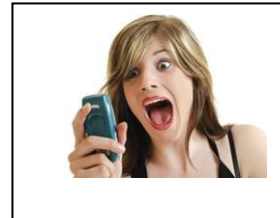
3.1 Actividades de Reflexión inicial



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Part I

Can you connect the pictures with some of the sentences below? There are two you don't need.



Miguel, Fernando, Mario and Victor were smoking.

Olga helped people with financial problems.

Vanessa read very surprising news on her cell phone!

Steven wrote an e-mail.

Fernando worked in a new company.

Vicky and Sara ate together at the restaurant last night.

Part 2:

SPEAKING ACTIVITY



Now, observe each picture in page 2 and write two sentences per each one. Then, in groups of 4 share the sentences you wrote. Use the Past Simple and / or Past Continuous in your descriptions. No repetitions allowed.

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

Activity 1

Surprising Box!

Inside the box there are some pieces of paper containing sentences. Take one and read it aloud. Observe



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if the sentence is correctly written. If not, correct it. Once the question is corrected, answer it.

Now let's debate about these questions:

1. Does you know people who are honest? Who is they?
2. What is people honest doing for their city?
3. What does people do so you know they're honest?
4. is your what opinion about honest people?
5. Do what things people irresponsible do?
6. is your what opinion about people who are dishonest?
7. In your neighborhood, what actions did notice were incorrect you?
8. You cheat did in the last test?
9. Were Gabriel Garcia Marquez a songwriter?
10. Invented who did Internet?

SPEAKING ACTIVITY



In your daily life, do you behave as an honest person? If yes, please say what you do to prove it. Get together with a classmate and talk about that. Then, share your ideas with your class.

3.3 Actividades de apropiación del conocimiento (Conceptualización y Teorización).
PAST SIMPLE VS PAST CONTINUOUS



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Read the examples and grammar rules.

Positive

Charles **was** very honest, because he **slept** in the office. He **was risking** his job.

A year ago, he **had** two jobs. Back then, he **was having** a hard time in one of them.

Negative

Charles **was not** honest; he **didn't do** his work responsibly. He **wasn't** working properly.

In the past, he **did not** have two jobs. He **was not** feeling tired right now.

Question

Short answer

Did he sleep at his job?

Yes, he did / No, he did not.

Did he work efficiently?

Yes, he did / No, he did.

PAST SIMPLE EXERCISES

Put the verbs into the correct form (simple past).

1. Last year I (spend) _____ my holiday in Ireland.
2. It (be) _____ great.
3. I (travel) _____ around by car with two friends and we (visit) _____ lots of interesting places.
4. In the evenings we usually (go) _____ to a pub.
5. One night we even (learn) _____ some Irish dances.
6. We (be) _____ very lucky with the weather.
7. It (not / rain) _____ a lot.
8. But we (see) _____ some beautiful rainbows.
9. Where (spend / you) _____ your last holiday?

Write the sentences in the simple past.

1. We move to a new house. →
2. They bring a sandwich. →
3. He doesn't do the homework. →



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4. They sell cars. →
5. Does he visit his friends? →

Write sentences in simple past.

1. Janet / miss / the bus →
2. she / tidy / her room →
3. Nancy / watch / not / television →
4. she / read / a book →
5. Edwin / write / a letter →

NOTE: To study the past form of the verbs in English, you can check <https://www.englishclub.com/vocabulary/irregular-verbs-list.htm>; there you will find a very useful list of irregular verbs; or you can google "list of irregular verbs in English" and you will find different websites to download these lists..

SPEAKING ACTIVITY



Memory chain

En grupos de 7 hacer un círculo. Nombrar un monitor. El monitor, en sentido de las manecillas del reloj, le pregunta a cada uno: "*What did you do yesterday?*" Cuando una persona responda, debe responder usando el pasado simple del verbo que quiera usar. Todos deben memorizar las respuestas porque cuando a uno le toque responder, se debe incluir las respuestas de todos los que han participado.

Por ejemplo:

Monitor: Adriana, what did you do yesterday?

Adriana: I went to the park.

Monitor: Fernando, what did you do yesterday?

Fernando: I went to the park and I ran.

Monitor: Isabel, what did you do yesterday?

Isabel: I went to the park, I ran and I bought an ice cream.

Fill the gaps with past simple /continuous



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- 1) Mr. Stevenson _____ (drive) his car while he was listening to some music.
- 2) Robert _____ (type) the letter last week because his computer was broken.
- 3) Louis fell asleep while he _____ (study).
- 4) Lydia was drinking a glass of coke when Peter _____ (come) in.
- 5) While Michael was jogging, the dog _____ (chase) him.
- 6) Mrs. Parker _____ (make) some muffins 2 days ago.
- 7) Sam and Pam _____ (ride) their bikes when they were small.
- 8) Joe _____ (run) as he was phoning his wife.

Past Continuous: Which sentence is the correct one?

- 1) a) The men were studying on the new project all day yesterday
 b) The men was studying on the new project all day yesterday
 c) The men studied on the new project all day yesterday
- 2) a) When were you finishing your project?
 b) When did you finish your project?
 c) When were you finish your project?
- 3) a) You didn't be in the party yesterday
 b) you didn't were in the party yesterday
 c) You weren't in the party yesterday
- 4) a) My sister watched TV while his husband was playing with the children
 b) My sister was watching TV while his husband was playing with the children
 c) My sister was watching TV while his husband played with the children
- 5) a) The students were talking when the teacher was arriving
 b) The students talked when the teacher was arriving
 c) The students were talking when the teacher arrived



FUTURE WITH WILL

Work in pairs. Ask and answer questions.

Answer Yes, definitely. / Yes, I think so. / Maybe. I'm not sure. / No, I don't think so.

In your working life do you think you will...

1. change jobs more than three times?
2. study to get two careers?
3. spend more than a year working in another country?
4. Start your own company?
5. Work freelance?

Future: will

Positive

John will start his own company.

Negative

John won't start his own company.

Question

Will John start his own company?

Remember:

Use **will** to predict future situations and actions.

will + base form

Will not = Won't

Practice using contractions with will. Write the correct contraction for the words in parentheses.

Practice pronunciation.

For example: (I will) I'll be home at eight tonight.

1. (We will) _____ see you tomorrow.
2. (You will) _____ succeed because you work hard.



Make a sentence using will in the **positive, negative, question** forms where necessary.

I / go / tomorrow / school: _____.

We / take a test / next week. _____.

Helen / study / tonight: _____.

I / see you / later: _____.

I / not / go / school / tomorrow: _____.

We / not / take a test next week: _____.

Steve / not / study tonight: _____.

You / go / school / tomorrow / ?: _____.

We / take a test next week / ?: _____.

Steve / study tonight/ ?: _____.

SPEAKING ACTIVITY



Group Work: Get together in groups of 3 and reflect about this statement:

In the year 900 D.C a wise man wrote a proverb for the people. It says: *“What is desirable in a person is kindness, and it is better to be poor than a liar.”* What is important here is not only understanding the words, but applying those words in one’s life.

Now answer the following questions:

1. Do you agree or disagree? Why?
2. What is the main idea of the text?
3. Who wrote it?
4. What can you infer is the intention of the author?



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1. By working together in the project groups, develop the abstract, the introduction, the objectives and the conclusions of your project in English in order to be socialized when finishing the program.
2. **Considerando el diseño del folleto en la primera guía, y con el fin de practicar las habilidades comunicativas orales y escritas, van a realizar un video en el que representen la oferta del producto descrito en el plegable o de otro que sea de su interés. Esta actividad la realizarán en grupos y la evidencia deberá ser subida a su portafolio Drive y compartida a su instructora de Inglés SENA (dmgrueso76@misena.edu.co) (jgguzman69@misena.edu.co)**

4. ACTIVIDADES DE EVALUACIÓN

Tome como referencia las técnicas 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 : Prueba de inglés sobre el presente y el pasado en sus formas simples y continuas, y el futuro WILL.	Interpreta un texto sencillo y puede construir un mapa conceptual basado en el mismo.	Técnica: Prueba de conocimiento Instrumento: Cuestionario
Evidencias de Desempeño: Exposición en inglés sencillo de alguna de las siguientes secciones del proyecto formativo: introducción, objetivos, conclusiones.	Pronuncia adecuadamente el vocabulario y modismos básicos del idioma Sostiene conversaciones con vocabulario básico y técnico aprendido.	Técnica: Exposición Instrumento: Lista de chequeo
Evidencias de Producto: Video ofreciendo los productos de la unidad productiva.	Estructura adecuadamente una opinión sobre un tema conocido de su especialidad. Elabora resúmenes cortos sobre textos sencillos, y con	Técnica: Socialización Instrumento: Lista de Chequeo.



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	contenido técnico. Escribe o presenta descripciones de sí mismo, su profesión y su entorno.	
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5. GLOSARIO DE TERMINOS

Statement

Abstract

Project

6. REFERENTES BIBLIOGRAFICOS

BARNARD, R & CADY, J. Business Venture 1 Workbook. Oxford University Press; New York 2008.

TAYLOR, L & LANE, A. International Express Student's and Workbook Elementary. Oxford Press 2013.

Cibergraphy

<http://www.britannica.com/quiz/309/exploring-latin-america-fact-or-fiction/questions>

7. CONTROL DEL DOCUMENTO

	Nombre	Cargo	Dependencia	Fecha
Autor (es)	Licenciados Diana Marcela Grueso Gómez y Juan Genaro Guzmán	Instructores transversalidad inglés.	CGTS	Febrero de 2017



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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)					