



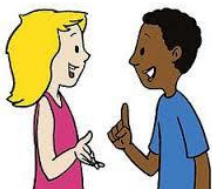
## GESTIÓN DE FORMACIÓN PROFESIONAL INTEGRAL PROCEDIMIENTO DESARROLLO CURRICULAR GUÍA DE APRENDIZAJE

### 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 los procesos contables en mipymes o empresas didácticas.
- Fase del Proyecto: Planeación.
- Actividad de Proyecto: establecer los elementos que conforman los procesos contables
- Competencia: Comprender textos en inglés en forma escrita y auditiva.
- Resultados de Aprendizaje Alcanzar: Comprender frases y vocabulario habitual sobre temas de interés personal y temas técnicos.  
Encontrar vocabulario y expresiones de inglés técnico en anuncios, folletos, páginas web, etc.  
Comprender la idea principal en avisos y mensajes breves, claros y sencillos en inglés técnico.  
Encontrar información específica y predecible en escritos sencillos y cotidianos.
- Duración de la Guía: 40 horas presenciales, 80 horas de aprendizaje autónomo y 1 hora en la plataforma BlackBoard. Total: 121 horas aproximadamente

### 2. PRESENTACION

La formación profesional integral reconoce la necesidad de dominar el inglés como *lingua franca*, esto es, como la lengua común para el intercambio cultural, tecnológico, científico y humanístico que conlleva a una comunicación exitosa coherente con los principios éticos que busca respetar y respetar-se.



El aprendizaje de esta lengua permitirá ampliar el horizonte profesional del aprendiz, además le ayudará a formarse como persona que vela por sus intereses y los de su comunidad. Este proceso formativo tiene en cuenta las competencias del Usuario A-2 incluidas en el Marco Común Europeo de Referencia para las lenguas.

### 3. FORMULACION DE LAS ACTIVIDADES DE APRENDIZAJE



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GUÍA DE APRENDIZAJE

### 3.1 Actividades de Reflexión inicial.

#### Why is English so important?

En grupos de trabajo, los aprendices van a discutir la siguiente pregunta: ¿Por qué aprender inglés es importante? Cada grupo debe dar un mínimo de cinco razones. Después de socializar las respuestas, los aprendices verán dos videos en los que se resume la importancia del inglés en la actualidad <https://www.youtube.com/watch?v=zm4dAr8tAOs> y <https://www.youtube.com/watch?v=D0VfGV-73yk>. Seguido a esto se realizará una actividad con cognados falsos, en donde se ejemplifica la necesidad de aprender inglés de la manera correcta, usando expresiones de la cotidianidad. Para concluir se les entrega por grupos de trabajo una expresión en español, y los aprendices sin hacer uso del celular o de un diccionario, deben de encontrar la frase correspondiente en inglés a esa expresión, por ejemplo “Dar papaya” tendría como equivalente en inglés “To ask for it”, sin embargo la idea es que ellos sean creativos e intenten diseñar expresiones a partir de lo que ellos conocen. Cada grupo lee la expresión que le correspondió y su equivalente. La idea es ejemplificar no solo la importancia del idioma inglés sino también la necesidad de aprenderlo correctamente para ser realmente competentes en el idioma.

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

Considering one of the strongest skills you have to develop in the program is directly related to customer service, we are going to check some important aspects when working for a company and/or creating your own company.

#### Reading Comprehension Activity:

**Please read the next text and work on the vocabulary activities described at the end of it. Take into account the vocabulary underlined to solve the activities.**

“No matter the size of your business, excellent customer service needs be at the heart of your business model if you wish to be successful. It is important to provide good customer service to all types of customers, including potential, new and existing customers.

Although it can take extra resources, time and money, excellent customer service can generate positive word-of-mouth for your business, keep your customers happy and encourage them to purchase from your business again. Good customer service can help your business grow and prosper.

Customer service is the service provided to customers before, during and after purchasing and using goods and services. Good customer service provides an experience that meets customer expectations. It produces satisfied customers. Bad customer service can generate complaints. It can result in lost sales, because consumers might take their business to a competitor.

Good customer service involves developing bonds with customers, hopefully leading to longterm relationships. It creates advantages for both customers and the business alike. Customers benefit because



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Procedimiento de Desarrollo Curricular  
GUÍA DE APRENDIZAJE

the business is providing a service that meets their needs. The business benefits because satisfied customers are likely to be repeat customers. They will stay with the business. However, good customer service is not easily achieved. It takes time to establish. It requires investment to deliver consistent standards.

At the heart of providing customer service is the notion of 'respect'. This involves respecting the business' employees, as internal customers within the organization, as well as external customers. Using this concept influences how colleagues and individuals act towards each other as well as how they deal with customers.

To maintain these standards it is important to identify what customers expect from the company in terms of customer service provision. It then builds these customer expectations into the services it provides. For example, this involves:

- ensuring colleagues are courteous and informed that they know about the products and services
- dealing with any complaints promptly and fairly
- following up sales
- offering informed guidance on any products that are available (subject to financial regulations). “

<http://businesscasestudies.co.uk/first-direct/using-customer-service-to-position-a-business/what-is-customer-service.html#ixzz41ldfObAR>

**Activities:**

1. Match the word in English with its synonym in Spanish.

a. Customer	___ Proporcionar
b. Provide	___ Queja
c. Purchase	___ Inversión
d. Goods	___ Disponible
e. Expectation	___ Ventajas
f. Complaint	___ Cliente
g. Available	___ Negocio
h. Business	___ Comprar
i. Advantages	___ Expectativa
j. Investment	___ Bienes



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Procedimiento de Desarrollo Curricular  
GUÍA DE APRENDIZAJE

2. Find the word that best matches each definition:

Need
Employee
Competitor
Advantage
Complaint
Achieve
Business
Investment
Benefit
Bond

- a. It's a formal or informal organization created to sell. \_\_\_\_\_
- b. A company in the same industry or a similar industry, which offers a similar product or service. \_\_\_\_\_
- c. Something required because it is essential or very important. \_\_\_\_\_
- d. The act of saying or writing that you are unhappy or dissatisfied with something. \_\_\_\_\_
- e. To accomplish something. \_\_\_\_\_
- f. It's something that will provide an advantage for others. \_\_\_\_\_
- g. To establish a close relationship to or with another. \_\_\_\_\_
- h. A person working for another person or for a company for a salary. \_\_\_\_\_
- i. Money committed of property acquired for future income. \_\_\_\_\_
- j. Something that helps to make someone or something better. \_\_\_\_\_



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**GUÍA DE APRENDIZAJE**

3. Choose the word(s) that best complete the sentences from the options given:

___ Lost sales
___ Satisfied
___ Expectations
___ Customer Service
___ Respect
___ Investment
___ Relationships
___ Promptly
___ Provides
___ Complaints

- a. Good \_\_\_\_\_ leads to gain more customers.
- b. It is important to have a good \_\_\_\_\_ with your colleagues.
- c. Bad service can lead to \_\_\_\_\_.
- d. To meet the customers' \_\_\_\_\_, you have to provide a good service.
- e. Dealing with complaints \_\_\_\_\_ ensures a good service.
- f. \_\_\_\_\_ Customers are likely to be repeat customers.
- g. Bad customer service can generate \_\_\_\_\_.
- h. Good customer service requires \_\_\_\_\_ to deliver consistent standards.
- i. Be sure you treat customers with \_\_\_\_\_ and courtesy.
- j. Good service \_\_\_\_\_ a good customer experience.

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



## PRESENT SIMPLE VS PRESENT CONTINUOUS

Read the examples and grammar rules.

### Positive

Charles is very honest, but he **sleeps** in the office. He **is risking** his job.

Currently he **has** two jobs. Probably he **is having** a hard time in one of his jobs.

### Negative

Charles **is not** honest; he **doesn't do** his work responsibly. He **is not** working properly.

Currently he **does not** have two jobs. He **is not** feeling tired right now.

### Question

Does he sleep at his job?

Does he work efficiently?

### Short answer

Yes, he does / No, he does not.

Yes, he does / No, he doesn't.

Look at the verb endings listed in the table below.

live	lives
work	works
take	takes
study	studies
buy	buys
love	loves

Can you say what the difference is between them?

Yes, the difference is \_\_\_\_\_ because \_\_\_\_\_

### Activity 1:

#### SIMPLE PRESENT

A. Choose the correct form of the verb.

1. We \_\_\_\_\_ sometimes books.



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Procedimiento de Desarrollo Curricular  
GUÍA DE APRENDIZAJE

- a. reading
- b. reads
- c. read

**2. Emily \_\_\_\_\_ to the disco.**

- a. go
- b. goes
- c. going

**3. It often \_\_\_\_\_ on Sundays.**

- a. rains
- b. rain
- c. raining

**4. Pete and his sister \_\_\_\_\_ the family car.**

- a. wash
- b. washing
- c. washes

**5. I always \_\_\_\_\_ to the bus stop.**

- a. runs
- b. running
- c. run

**A. Negative Sentences**

**Make negative sentences in simple present.**

- 1. My father makes breakfast. →
- 2. They are eleven. →
- 3. She writes a letter. →



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Procedimiento de Desarrollo Curricular  
GUÍA DE APRENDIZAJE

4. I speak Italian. →
5. Danny phones his father on Sundays. →

**B. Questions**

**Write questions in simple present.**

you / speak / English / ? →

when / he / go / home / ? →

they / clean / the bathroom / ? →

where / she / ride / her bike / ? →

Billy / to work / in the supermarket / ? →

**Activity 2:**

**PRESENT PROGRESSIVE**

**A. Change the verb into the correct affirmative form:**

1. Anna \_\_\_\_\_ (rest) right now.
2. I \_\_\_\_\_ (talk) on the phone at this moment.
3. Bella \_\_\_\_\_ (cook) dinner now.
4. They \_\_\_\_\_ (help) the teacher right now.
5. He \_\_\_\_\_ (run) very fast!

**B. Change the verb into the correct negative form:**

6. Julia \_\_\_\_\_ (bake) a chocolate cake at the moment.
7. I \_\_\_\_\_ (have) fun!
8. You \_\_\_\_\_ (dance) very nicely.
9. They \_\_\_\_\_ (answer) all the questions.
10. John \_\_\_\_\_ (eat) salad, and I am eating fish.





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**Procedimiento de Desarrollo Curricular**  
**GUÍA DE APRENDIZAJE**

**C. Change the verb into the correct question form:**

11. Marta \_\_\_\_\_ (drive), and Chris is sleeping (sleep).
12. It \_\_\_\_\_ (rain).
13. I \_\_\_\_\_ (write) my homework.
14. We \_\_\_\_\_ (work) on the new show right now.
15. Kate \_\_\_\_\_ (lie) in bed now.

**Activity 3:**

Los siguientes ejercicios fortalecen la competencia de “comprender textos en inglés en forma escrita y auditiva”. Los ejercicios presentados a lo largo de toda la guía de aprendizaje son ejercicios que le construyen como un profesional que es consciente de su iniciación en el aprendizaje del inglés en un contexto laboral. Por eso, todo lo que usted estudie debe ser estudiado bajo la filosofía de “estudiar para la vida”. Así que adelante con su formación profesional y ¡ánimo!

**1<sup>ST</sup> SENA ENGLISH WORKSHOP**

Para realizar el siguiente ejercicio se sugiere repasar las temáticas que se relacionan a continuación. Para repasarlas, haga uso de su libro favorito de inglés (cualquiera que este sea). También puede ingresar a google y a youtube.com para buscar: “everyday activities” o también “daily routines” para que observe los videos y lea material disponible bajo esos temas. También se sugiere buscar estos otros temas: traveling and transportation.

- A. Read about Timo Kekkonen’s typical day. Then complete the information about his day. Once you do that, complete the chart with your own information.

**Timo Kekkonen**

Hi. My name’s Timo Kekkonen. I’m Finnish and I live in Espoo. I live with my partner, Seija. She’s a receptionist at a hotel. We have a son, Matti. He’s two. I work for a bank in Helsinki. I get up very early – at six o’clock, and I leave home at 6:30. I go to work by train. It takes an hour and it’s very crowded. The normal time to start work at my company is eight o’clock. I get to work at 7:30 because I always have a lot of work. I finish work at 7 o’clock every day. I get home an hour later. It’s a long day, but I don’t work at the weekend.



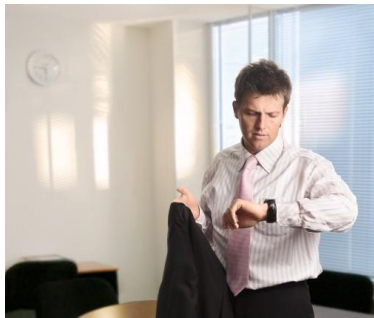
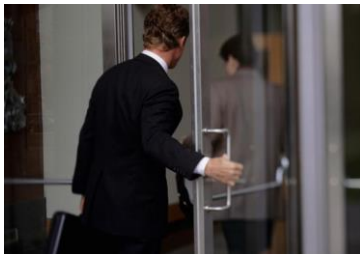
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A typical day	Time	You
I get up at		
I leave home at		
I go to work by		
I get to work at		
I finish work at		
I get home at		

**B. Speaking Activity:**



Match the expressions to the pictures and create a dialogue using them.





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Procedimiento de Desarrollo Curricular  
GUÍA DE APRENDIZAJE

1. I get to work at...
2. I get up at...
3. I finish work at ...
4. I go to work by...
5. I leave home at ...
6. I get home at...

**C. Put the words in the correct order to make the interviewer's questions.**

1. you / get up / do / what time? \_\_\_\_\_
2. do / leave / you / what time / home? \_\_\_\_\_
3. go / how / you / do / to work? \_\_\_\_\_
4. get / what time / to work / you / do? \_\_\_\_\_
5. finish / do / what time / work / you? \_\_\_\_\_
6. home / what time / you / do / get? \_\_\_\_\_

**D. Prepositions**

Complete the sentences with the correct preposition, **at, by, for, from, in**.

1. I get to work \_\_\_\_\_ 7:30 a.m.
2. We come \_\_\_\_\_ Spain.
3. I work \_\_\_\_\_ Air Europe.
4. They live \_\_\_\_\_ London.
5. We go to work \_\_\_\_\_ bus.
6. I need English \_\_\_\_\_ my job.
7. They finish work \_\_\_\_\_ 6:00 p.m.

**E. Now, let's check this website and practice some more "everyday activities" vocabulary:**  
<http://www.englishexercises.org/makeagame/viewgame.asp?id=6234>

**Activity 4:**

**Business Language**



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Procedimiento de Desarrollo Curricular  
GUÍA DE APRENDIZAJE

A. Starting a phone call

Complete the sentences and questions 1 - 8 with the words and phrases a - h.

1. Good morning. Orbit International. How...
2. Hello. Could...
3. Are you...
4. I'm calling...
5. Who's calling...
6. Hold...
7. This is ...
8. Just a ...

- a. *...Carol Brunner, how can I help you?*
- b. *...about the meeting?*
- c. *...please?*
- d. *...moment, please.*
- e. *...free on Monday afternoon?*
- f. *...can I help you?*
- g. *...on, please.*
- h. *...I speak to Mr. Johnson?*

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5 \_\_\_\_\_ 6 \_\_\_\_\_ 7 \_\_\_\_\_ 8 \_\_\_\_\_

B. Speaking activities



In pairs and using the expressions given in the previous activity, role play a phone conversation, one of you being the receptionist and the other one being the customer. Then get ready to present it in front of the class.

C. Do the phrases have the same meaning? Write **yes** or **no**.

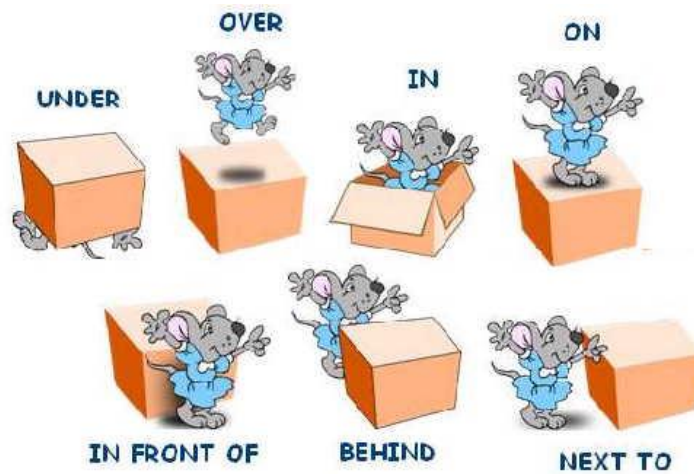
1. hold on, please = Just a moment, please \_\_\_\_\_
2. I'm calling about .... = Yes, speaking. \_\_\_\_\_



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Procedimiento de Desarrollo Curricular  
GUÍA DE APRENDIZAJE

3. It's ... = This is ... \_\_\_\_\_
4. How can I help you? = How are you? \_\_\_\_\_
5. Who's calling, please? = Is that Ingrid? \_\_\_\_\_
6. I'm phoning about ... = I'm calling about... \_\_\_\_\_
7. Can I speak to ...? = Could I speak to...? \_\_\_\_\_
8. Fine, thanks. = Good morning. \_\_\_\_\_

D. Look at the mouse and study the prepositions:



Now, look at the picture of the office. Complete the sentences with the correct preposition.



1. The computer is \_\_\_\_\_ the desk.
2. The agenda is \_\_\_\_\_ to the mouse.
3. The clock and the calendar are \_\_\_\_\_ the wall.



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**GUÍA DE APRENDIZAJE**

4. The computer screen is \_\_\_\_\_ the keyboard.
5. The pens and pencils are \_\_\_\_\_ the cup.
6. The desk is \_\_\_\_\_ all that office stuff.

**E. SPEAKING ACTIVITY: PREPOSITIONS**



Set up a classroom area displaying an environment according to your technical program. Then get ready to ask and answer questions about the area you or one of your partners organized using the given prepositions.

**Activity 5:**

**Business Cards**

Read the information on these business cards.

**PACIFIC**

ADVERTISING AGENCY | Yoshiro Takeo –Copywriter  
*Creative Division*  
12<sup>th</sup> floor, Mita-Kokusai Building  
3-1-6 Shinohara-Nakamachi, Minato-ku,  
Tokyo 176 0014  
Tel: (81) 03-5227-061 Fax: (81)03-5227-068/9  
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**A. Match the names on the left with the correct information on the right.**

Raj Software Design	is a teacher of engineering.
Elenena Finkelstein	is on the twelfth floor.
Florent Canaux	has offices in Dubai.
Vryce Anderson	is a book company.
Dr. Akanje	works in the Purchasing Department
Yoshiro Takeo's office	is an accountant.
Kangnam International	is a software designer.
Sanjay Shiraz	has branches in Rome and Paris.

**B. WRITTEN PRODUCTION: Design your own business card**

Following the examples of the business cards (see above) and using a piece of cardboard, design your own business card using your professional profile.

Sanjay Shiraz  
*Raj Software Design*  
Software Designer  
97 Jai Singh Road, PO BOX N° 28  
New Delhi 116 9974  
Tel: (91) 11 371 2922 / 2923 Fax: (91) 11 371  
1866  
TELEX: 472296 IND

**Activity 7:**

**Business Writing**

Read the following email message:

**E-mail message**

Dear Mr. Burton

The design for the new office is now ready, and I would like to show it to you. Would 3:00 p.m. on Friday, April 4th at your office be convenient?





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Procedimiento de Desarrollo Curricular  
GUÍA DE APRENDIZAJE

Best wishes

Jiro Nakamura

**A. Now answer the following questions:**

1. Who wrote it? \_\_\_\_\_
2. Who received it? \_\_\_\_\_
3. What is the intention of the email? \_\_\_\_\_

**B. You received this e-mail message today. Write a similar reply.**

**E-mail message**

Dear (your name)  
The market research figures are now ready, and I would like to show them to you. Would 10:00 a.m. on Wednesday, November 12 at your office be convenient for you?  
Best wishes,  
Betty Wang

**E-mail message**

Dear .....

.....  
.....  
.....  
.....  
.....

1.

**3.4 Actividades de transferencia del conocimiento.**



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Procedimiento de Desarrollo Curricular  
GUÍA DE APRENDIZAJE

**A PRESENTATION ACTIVITY:**

**El propósito de esta actividad es que usen los verbos en tiempo presente simple y vocabulario en inglés cotidiano y técnico.**

En equipos de trabajo Sena, diseñar un plegable que presente los servicios o productos que ofrece la Unidad Productiva y realizar la presentación del mismo a partir de los siguientes parámetros:

1. Describir la Unidad Productiva y explicar su misión.
2. Describir los productos y servicios que ofrece haciendo uso de vocabulario y expresiones vistas en la guía, además de imágenes que faciliten la comprensión de las mismas.
3. Estar preparados para resolver inquietudes de los oyentes. Se darán cinco minutos al final de la presentación para que en grupos de trabajo elaboren al menos una pregunta para el grupo expositor.
4. Subir la evidencia final al Portafolio Drive en la fecha acordada y compartir a la instructora SENA ([dmgrueso76@misena.edu.co](mailto:dmgrueso76@misena.edu.co)) ( [jgguzman69@misena.edu.co](mailto:jgguzman69@misena.edu.co)) .

**4. ACTIVIDADES DE EVALUACIÓN**

Evidencias de Aprendizaje	Criterios de Evaluación	Técnicas e Instrumentos de Evaluación
<b>Evidencias de Conocimiento :</b> Prueba de Conocimiento sobre inglés cotidiano y técnico (Presente Simple y Presente Continuo).	Interpreta un texto sencillo y puede construir un mapa conceptual basado en el mismo.  Pronuncia adecuadamente el vocabulario y modismos básicos del idioma.	<b>Técnica:</b> Prueba de Conocimiento <b>Instrumento:</b> Cuestionario



**SERVICIO NACIONAL DE APRENDIZAJE SENA**  
**Procedimiento de Desarrollo Curricular**  
**GUÍA DE APRENDIZAJE**

<p><b>Evidencias de Desempeño:</b></p> <p>Juego de roles o Sociodrama en un contexto de compras.</p>	<p>Sostiene conversaciones con vocabulario básico y técnico.</p>	<p><b>Técnica:</b> Socialización</p>
<p><b>Evidencias de Producto:</b></p> <p>El plegable utilizado para la presentación de la Unidad Productiva.</p>	<p>Estructura adecuadamente una opinión sobre un tema conocido de su especialidad.</p> <p>Escribe o presenta descripciones de sí mismo, su profesión y su entorno.</p> <p>Plantea y responde preguntas sobre sí mismo.</p>	<p><b>Instrumento:</b> Lista de verificación</p> <p><b>Técnica:</b> Valoración de Producto</p> <p><b>Instrumento:</b> Lista de chequeo</p>

**5. GLOSARIO DE TERMINOS:**

**Workshop**

**Business**

**Profile**

**Market**

**Customer**

**6. REFERENTES BIBLIOGRAFICOS:**

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**TAYLOR & LANE** *International Express Student's book Elementary.* Oxford University Press, 2007. Oxford.

**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.

**7. CONTROL DEL DOCUMENTO**



**SERVICIO NACIONAL DE APRENDIZAJE SENA**  
**Procedimiento de Desarrollo Curricular**  
**GUÍA DE APRENDIZAJE**

	<b>Nombre</b>	<b>Cargo</b>	<b>Dependencia</b>	<b>Fecha</b>
<b>Autor (es)</b>	Licenciados Diana Marcela Grueso Gómez y Juan Genaro Guzmán	Instructor Transversalidad inglés CGTS	CGTS	Febrero de 2017

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

	<b>Nombre</b>	<b>Cargo</b>	<b>Dependencia</b>	<b>Fecha</b>	<b>Razón del Cambio</b>
<b>Autor (es)</b>					