PROCESO DE GESTIÓN DE FORMACIÓN PROFESIONAL INTEGRAL

FORMATO GUÍA DE APRENDIZAJE

1. IDENTIFICACIÓN DE LA GUIA DE APRENDIZAJE

- **Denominación del Programa de Formación**: Tecnología en Gestión de la Seguridad y Salud en el Trabajo
- **Código del Programa de Formación:** 226236
- **Nombre del Proyecto:** PROPUESTA PARA LA FORMULACIÓN DEL SISTEMA DE GESTIÓN DE SEGURIDAD Y SALUD EN EL TRABAJO (SG-SST) PARA EMPRESAS DE LOS DIFERENTES SECTORES ECONOMICOS DE PAIS.
- **Fase del Proyecto**:
- **Actividad de Proyecto:** Recopilar información para el análisis y diagnóstico de la situación inicial del SG-SST en la empresa proyecto.
- **Duración de la Guía:** 60 horas

COMPETENCIA: COMPRENDER TEXTOS EN INGLÉS EN FORMA ESCRITA Y AUDITIVA

- **Resultados de Aprendizaje por alcanzar y evaluar (diurno y nocturno):**

- 24020150102 - Comprender la idea principal en avisos y mensajes breves, claros y sencillos en inglés técnico
- 24020150106 - Comunicarse en tareas sencillas y habituales que requieren un intercambio simple y directo de información cotidiana y técnica

2. PRESENTACIÓN

Aprender inglés en estos tiempos de exigencias de toda índole, más que un deber o implicar un esfuerzo impuesto, debe ser una motivación para que nosotros como aprendices del Sena, y aún, más allá como personas, que queremos ser cada vez más competentes, tenemos en el área de bilingüismo la posibilidad de mostrar nuestra excelencia y competitividad en el mundo laboral

El aprender un idioma extranjero nos permite conocer otras culturas y por ende contar con diversidad de herramientas para dar respuesta a situaciones laborales innovadoras y exigentes, a través de otros contextos ricos en posibilidades para ampliar nuestra visión de futuro y para recrearnos en los contextos del yo entiendo, yo puedo y yo propongo métodos y soluciones.

El siglo XXI es sinónimo de globalización, de comunicación instantánea, de comprensión de signos y símbolos estandarizados, es el encuentro de personas que hablan idiomas

diferentes con necesidades y metas laborales comunes. Las respuestas fluyen constantemente en textos en inglés y en español y somos las personas, las que les damos significado, somos los que empleados esa información para solucionar gran variedad de problemáticas.

I. ACTIVIDADES DE REFLEXIÓN INICIAL: WARM UP

1. Fill in the blanks using your personal information:

Name _____

Last name _____

Age _____ **Nationality** _____

Occupation _____

Phone Number _____

Birth place _____

Email Address _____

1. Match the questions to the answers

What is your name?	I'm 20 years old
Where are you from?	My name is Mary
Where do you live?	My birthday is on January 26th
Who is your favorite Singer?	I live in Bogota
How old are you?	My favorite Singer is J Balvin
When is your birthday	I'm from Colombia

2. Fill in the blank spaces using the correct personal pronoun (subject): I, you, he, she, it, we, you, and they.

1. Hello! How are _____? _____ am fine, thanks.
2. Peter and I aren't in the same class but _____'re good friends.
3. Mrs. Graf isn't my mother. _____'s my teacher.
4. Mr. Park is Portuguese. _____ lives in Lisbon.
5. Tim and Mark aren't singers. _____ are football players.
6. That computer isn't modern. _____ is an old one.
7. You and John look so young! _____ are handsome.

3. Read the text carefully and answer.



Rihanna is a singer. She's from Barbados but now she works all over the world. She's thirty-three years old and she's very famous. She has got big brown eyes and she's tall.



She has got a lot of hit songs: *Umbrella, Don't stop the music, Disturbia*, etc. The songs are so good that she has many fans all over the world. They love her music.

Rihanna's mother is called Monica and her father's name is Ronald.

Mark the sentences as true (T) or false (F).

a) Rihanna isn't a teacher. ___
b) Rihanna is Barbadian. ___
c) She isn't very famous. ___
d) Rihanna is very short. ___
e) She hasn't got many fans. ___
f) Monica and Ronald are her grandparents. ___

Answer the questions:

a) What's Rihanna's job?

_____

b) Where is she from?

_____

c) How old is she?

_____

d) Is she famous?

_____

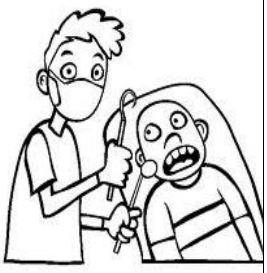
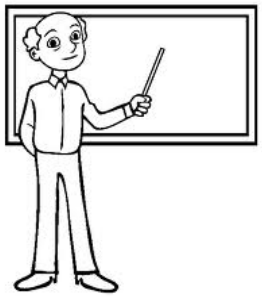
e) What color are her eyes?

_____

f) What's her mother's first name?

_____

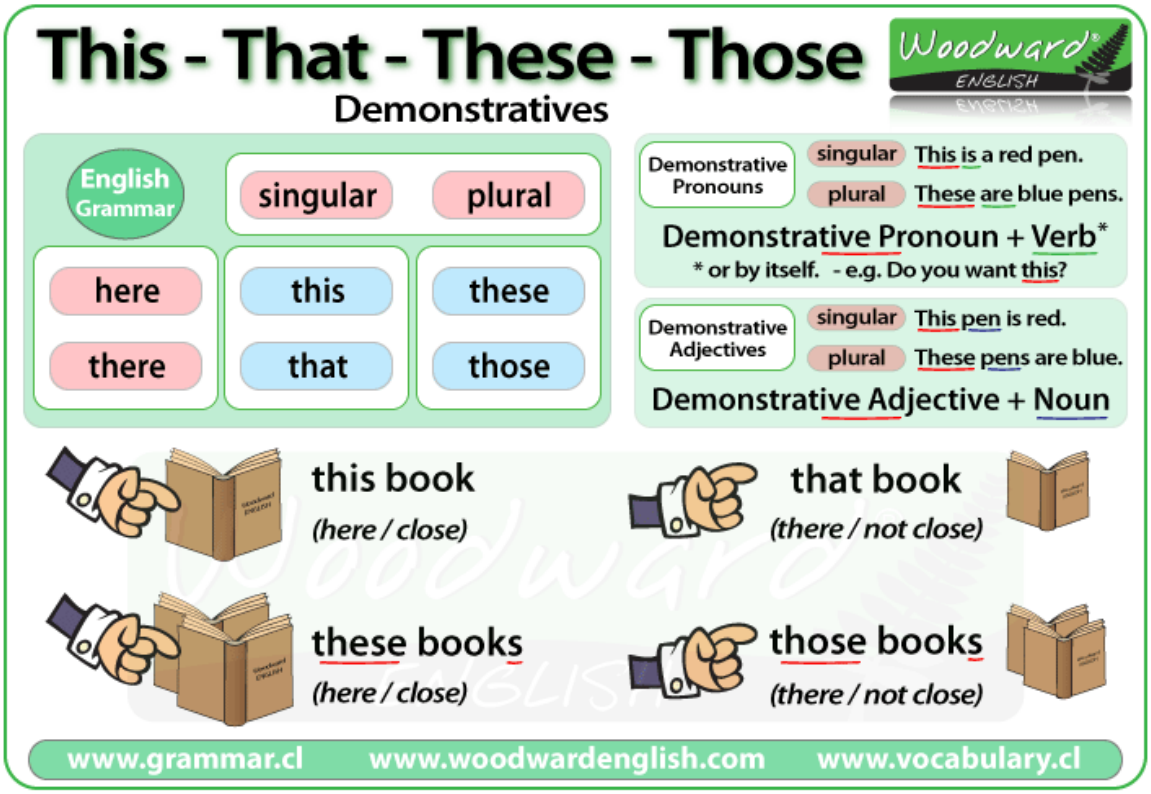
II. PROFESSIONS

 1.	 2.	 3.	 4.	 5.
 6.	 7.	 8.	 9.	 10.
 11.	 12.	 13.	 14.	 15.

What do they do? Match the words and the pictures!

Chef	Dentist	Doctor	Farmer	Unemployed	Hairdresser
Lawyer	Painter	Retired	Secretary	Singer	Student
Teacher	Waiter	Gym instructor			

III. DEMOSTRATIVE PRONOUNS



Go to the next page and fill in the blanks.

THIS/THAT/THESE/THOSE

1. _____ the Christmas card we got from our friends.



2. _____ my little cousin's favourite building blocks.



3. _____ my brother's coloured pencils.



4. _____ a deckchair I use to sunbathe.



5. _____ my favourite blue jeans.



6. _____ the only Spanish books I have.



7. _____ a nice watering can I bought last week.



8. _____ Linda's silk scarf she bought in London.



9. _____ orange tulips. My mum's favourite.



10. _____ a basket full of juicy apples.



11. _____ my sister's new guitar.



12. _____ new basketballs the teacher has brought today.



13. _____ a vase my grandma got for her birthday.



14. _____ my new skis I'm going to use this winter.



15. _____ my dad's pins that he uses at work.



16. _____ our new computer.



17. _____ my toys soldiers I like to play most.



18. _____ Mike's tortoise, Iggy.



19. _____ beautiful butterflies that are flying over me.



20. _____ my leather belt I worn with jeans yesterday.



21. _____ Maggie's key ring she lost last week.



22. _____ my favourite teddy.



23. _____ blue envelopes I'm going to use today.



24. _____ my mum's handbag I gave her last Christmas.



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IV. CLOTHES

Jacket		Cardigan		Trousers		Underpants	
Coat		T-Shirt		Jeans		Bra	
Raincoat		Top		Shorts		Socks	
Jumper		Shirt		Skirt		Pyjamas	
Sweatshirt		Tracksuit		Dress		Dressing Gown	

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Study the vocabulary and solve the activity:

https://learnenglishkids.britishcouncil.org/word-games/clothes-1

V. SIMPLE PRESENT TENSE

SIMPLE PRESENT TENSE

The simple present tense is used to describe habits, unchanging situations, general truths, and fixed arrangements.

Forms

+	S + V(s/es) + O.
−	S+ don/t/doesn/t + V (base form) + O.
?	Do/does + S + V(base form) + O ?



Affirmative (+)	Negative (-)	Interrogative (?)
• I run fast.	I don't run fast.	Do I run fast?
• You run fast.	You don't run fast.	Do you run fast?
• He runs fast.	He doesn't run fast.	Does he run fast?
• She runs fast.	She doesn't run fast.	Does she run fast?
• It runs fast.	It doesn't run fast.	Does it run fast?
• They run fast.	They don't run fast.	Do they run fast?
• We run fast.	We don't run fast.	Do we run fast?

Read and complete:

1. Who _____ Sally _____ in Spain? (visit)
   She _____ her aunt and uncle. (visit)

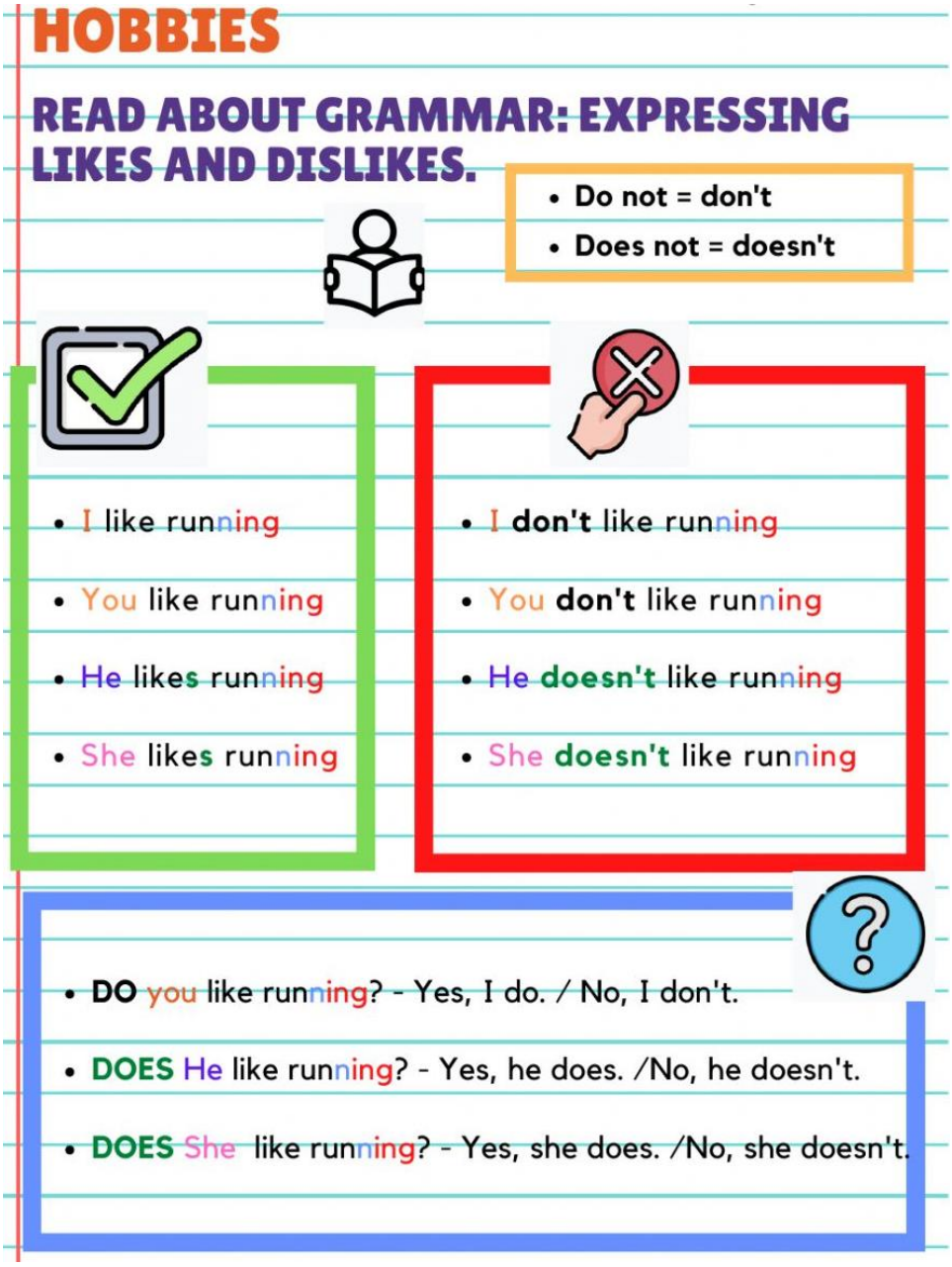
2. _____ Tom _____ to school by bus? (go)
   No, he doesn't. He _____ to school on foot. (go)

3. What _____ she _____ on TV? (watch)
   She _____ the news but she _____ soap operas.
   (watch) (not watch)

4. _____ they _____ swimming? (like)
   Yes, they do, but they _____ running. (not like)

5. When _____ you _____ to a football match? (go)
   I _____ to a football match on Sundays. (go)

VI. FREE TIME ACTIVITIES



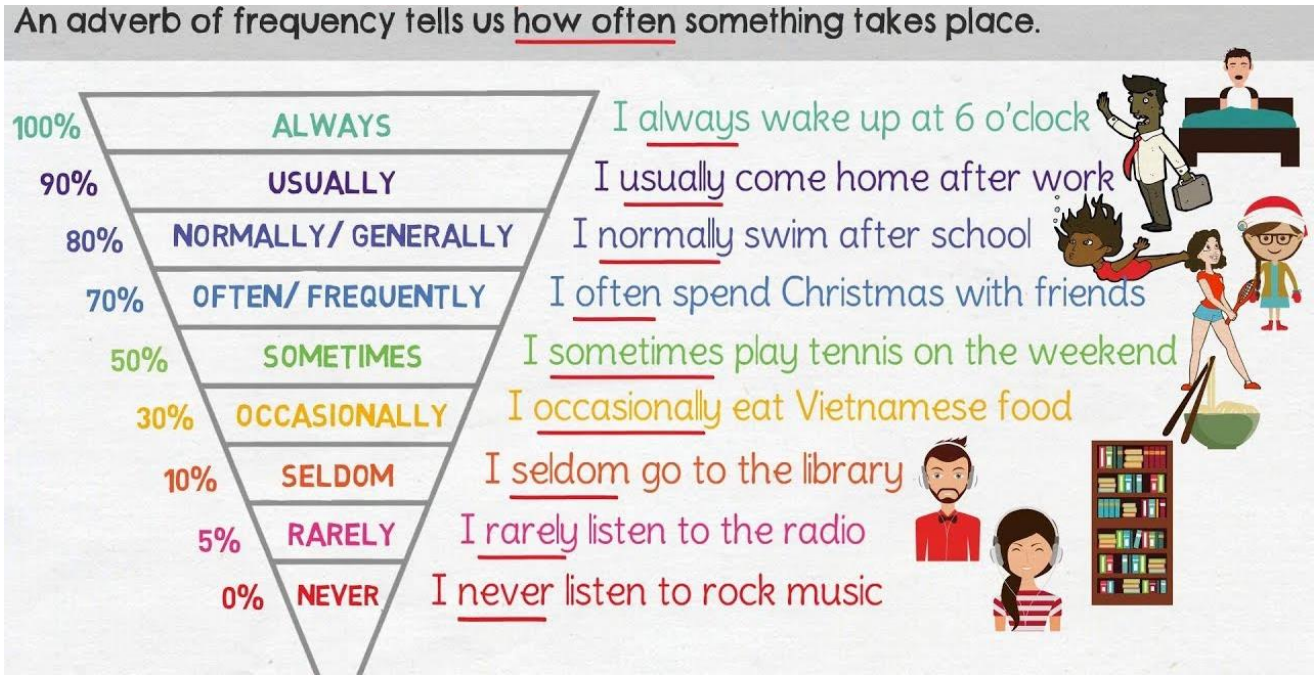
Ask your classmate about their likes and dislikes. Propose simple and wh questions.

Watch the video and learn new vocabulary about free time activities:

https://www.youtube.com/watch?v=-ieaukHuIwI&ab_channel=EnglishChitChat

Check the worksheet and match the vocabulary:
https://es.liveworksheets.com/fd1228079ei

VII. ADVERBS OF FREQUENCY



Task: ask your colleague questions about how often they do something. Above there are some verbs as ideas, and below a reminder of the frequency adverbs.

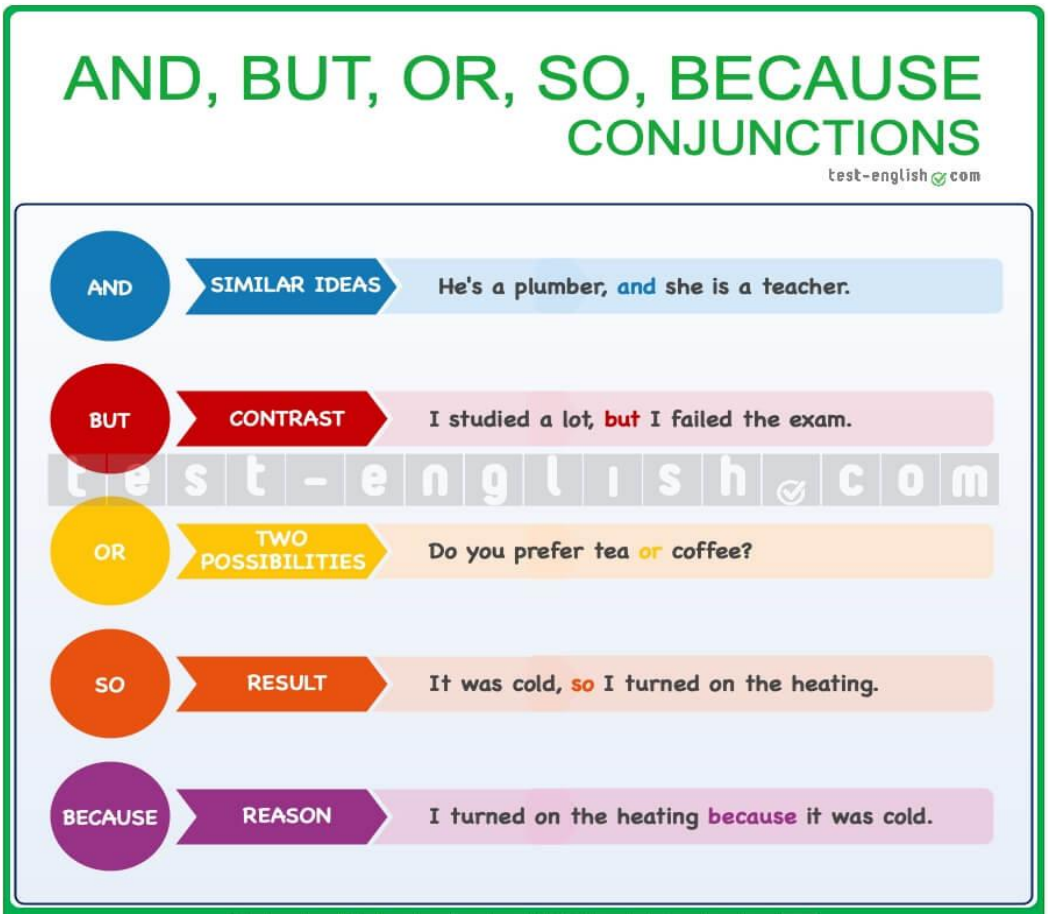
clean	eat	relax	play (sports or instruments)	study
do the grocery	drink wine	listen to music	phone (friends, relatives,...)	do the gardening
go shopping	walk	run	speak a foreign language	go on holidays
swim	sing	drive	read something	watch TV
dance	drink coffee	go to the cinema	eat ethnic food (what kind?)	feed your pet
go to the gym	cook	write emails	use the internet	drink tea

How often do you .....?

Check and practice with the exercises included here:

https://agendaweb.org/grammar/adverbs-exercises.html

VIII. SIMPLE COORDINATING CONJUCTIONS



Complete with the correct conjunction

- I've got a brother _____ a sister.
- It was very sunny last Sunday _____ so we went to the beach.
- Would you like meat _____ vegetables for lunch?
- My father likes football _____ he doesn't like basketball.
- We aren't going to the bank _____ it is closed.
- We can go to the beach _____ to the mountain. I don't really mind.
- Vigo is hotter than Santiago _____ Santiago is more beautiful.
- It is rainy today, _____ take your umbrella _____ your boots.
- I didn't buy new shoes _____ I didn't have any money.

IX. ADJECTIVES TO DESCRIBE PLACE

○ Beautiful	○ Exciting	○ Touristy
○ Boring	○ Rushy	○ Valuable
○ Bustling	○ Expensive	○ Heart touchy
○ Charming	○ Rare	○ Catchy
○ Contemporary	○ Unique	○ Ghostly
○ Compact	○ Famous	○ Heaven
○ Vast	○ Fantastic	○ Hell
○ Notorious	○ Huge	○ Marvelous
○ Amazing	○ Fascinating	○ Ruined
○ Suitable	○ Lively	○ Devastated
○ Perfect	○ Inexpensive	○ Moisty
○ Cosmopolitan	○ Popular	○ Cold
○ Crowded	○ Picture square	○ Hot

Describe the places you see in the video:
https://www.youtube.com/watch?v=jG_hpUhPfN0&ab_channel=MundoIngl%C3%A9sAm%C3%A9rica



X. Time to sing!



Visit the next webpages and follow the instructor's guidelines:

https://lyricstraining.com/en/

https://www.youtube.com/c/singkingkaraoke/videos

I. Apropiación del Conocimiento

1. Choose a high-risk profession and describe his/her daily routine at work.

_____
_____
_____
_____
_____
_____

2. Describe a factory or workplace inside; identify what objects there are and where the objects are and how to navigate it.

_____
_____
_____
_____
_____
_____

3. **Roleplay:** Get in pairs and perform a situation in which you need to ask for directions to get to a place.

Actividades de transferencia del conocimiento (Articulado con la técnica)

Have a look at the following demographic survey; analyze the categories and its content. Later, design a survey for your company project following the example given and your instructors' directions.

DIRECTIONS: Please answer each question as accurately as possible by circling the correct answer or filling in the space provided.

1a. What is your age? _____
1b. What is your ethnic background? _____

2a. What is your gender? Female Male
2b. What is the gender of your preferred partner? Female Male Either

3a. What country were you born in? _____
3b. Where do you live now? _____ How long have you lived there for? _____
4a. What country was your mother born in? _____
4b. What country does your mother live in now? _____
5a. What country was your father born in? _____
5b. What country does your father live in now? _____

6. What was/is your religion? (Please specify both major religious grouping (e.g., Catholic, Protestant, Jewish, Muslim, etc.) and denomination or sect (e.g., Methodist, Conservative Jew, Sunni Muslim):
religion in childhood: _____ denomination/sect in childhood: _____
religion now: _____ denomination/sect now: _____

7. Please choose one of the following that best describes your social class.

Lower Working Middle Upper middle Upper

8a. What is the highest level of education you have completed? _____
8b. Are you currently a student? ____ **If yes, grad or undergrad?** _____ **Major:** _____
9. Describe your employment status: _____
10. What is your marital status? _____

11. With which political party in your country do you identify most? _____

12a. Have you ever been in the military service? _____
12b. If yes: which service? _____ **How long?** _____ **Are you in it now?** _____
Draft or volunteer? _____ **Have you seen combat?** _____
13a. Has any member of your family ever been in the military service? If so, please specify the relationship of the family member(s), the service to which he/she belonged/belongs, length of time in service, draft or volunteer, and whether or not he/she/they saw combat: _____
_____
_____
_____

14. Have you ever participated in any conflict resolution or peace education programs in a school or community setting? _____
If yes, please indicate when and where and describe the program _____
_____
_____

Taken from: http://www.bu.edu/gipgap/files/2011/04/PAIRTAPS.pdf

Remember to collect information on the following subjects

Name	Age	Gender	Protective equipment needed	Position in the company	Hours worked per day	Education	Health coverage provider	Injuries or discomfort

Present the results of the survey using a power point presentation and a graphic chart to describe the most repetitive data. Mention some conclusions or findings in terms of health and safety at work.

Click the following link and you can show to the students some vocabulary about health and safety at work and its pronunciation.

https://www.esolcourses.com/content/topics/health-and-safety/fire-safety-words.html.

Listening activity: How to prepare for an interview

https://www.youtube.com/watch?v=KN2jyw6D1ak. Check this video and ask your students some questions about the video and they can make groups and create a conversation like a role play.

EVIDENCIAS POR DESARROLLAR CON EL COMPONENTE TÉCNICO DIURNO

Desempeño: Realizar una capacitación de un tema de seguridad y salud en el trabajo aplicable a los peligros identificados en la organización objeto del proyecto.

Producto: Elaborar un folleto sobre manejo de extintores o evacuación y rescate.

EVIDENCIAS POR DESARROLLAR CON EL COMPONENTE TÉCNICO NOCTURNO

Producto: Elaborar una encuesta a sus compañeros teniendo en cuenta características sociales y de salud (interrogative structures and wh (questions).

Producto: Elaborar un folleto sobre manejo de extintores o evacuación y rescate.

4. ACTIVIDADES DE EVALUACIÓN

Evidencias de aprendizaje	Criterios de Evaluación	Técnicas e instrumentos de evaluación
DE CONOCIMIENTO**:** Talleres y actividades propuestos en la guía de aprendizaje DE DESEMPEÑO: Video de 1 minuto describiendo su rutina diaria, o lugar de trabajo/estudio (Presente simple, expresiones de tiempo y lugar, there is-there are, miembros de la familia, descripciones físicas y adjetivos de personalidad) Realizar una capacitación de un tema de seguridad y salud en el trabajo aplicable a los peligros identificados en la organización objeto del proyecto DE PRODUCTO: Desarrollo de actividades en páginas web educativas durante el nivel. Elaborar un folleto sobre manejo de extintores o evacuación y rescate	-Pronunciación -Fluidez -Uso adecuado y pertinente del vocabulario. --Uso adecuado y pertinente de estructuras gramaticales explicadas en sesión	Talleres Video Actividades páginas WEB Encuesta Lista de chequeo

5. GLOSARIO DE TÉRMINOS

Analysis: Interpretación de una información particular brindada por herramientas de recolección de datos como entrevistas, encuestas, documentos, etc.

Answer: Responder una pregunta.

Ask: Pedir cierta información a alguien.

Carefully: Con cuidado con atención.

Check: Examinar o analizar con atención y cuidado.

Choose: Elegir o escoger una opción o diferentes opciones entre varias.

Classmate: Persona que comparte el espacio de formación.

Confidentiality: Característica de algún tipo de información como noticia reservada, no destinada a ser publicada.

Culture: Sistema de creencias compartidas, valores, objetivos y prácticas que caracteriza a una organización.

Demographics: Estudio estadístico de las poblaciones humanas según su estado y distribución en un momento determinado o según su evolución histórica.

Diversity: El grado en que una organización respalda las diferencias entre sus empleados en términos de cultura, etnicidad, género, entre otros.

Fill in: Llenar un espacio vacío.

Have a look: Observa con atención.

Look at: Dirigir la vista y atención hacía algo.

Make a list: Hacer una lista.

Mark: Poner una marca para distinguir algo.

Match: Establecer una relación.

High-risk profession: Una ocupación que representa un riesgo para el trabajador.

Solve: Encontrar la solución o respuesta.

Workplace: Lugar donde desempeña su labor.

Get in pairs: Reunirse con un par académico.

6. REFERENTES BIBLIOGRÁFICOS

http://www.bu.edu/gipgap/files/2011/04/PAIRTAPS.pdf

https://busyteacher.org/

www.kids-pages.com-

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

	Nombre	Cargo	Dependencia	Fecha
Autor (es)				

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

Nombre	Cargo	Dependencia	Fecha	Razón del Cambio