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 Salud Ocupacional
- **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**: En ejecución
- **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 INGLES EN FORMA ESCRITA Y AUDITIVA

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

- 24020150104 - Encontrar información específica y predecible en escritos sencillos y cotidianos
- 24020150107 - Realizar intercambios sociales y prácticos muy breves, con un vocabulario suficiente para hacer una exposición o mantener una conversación sencilla sobre temas técnicos

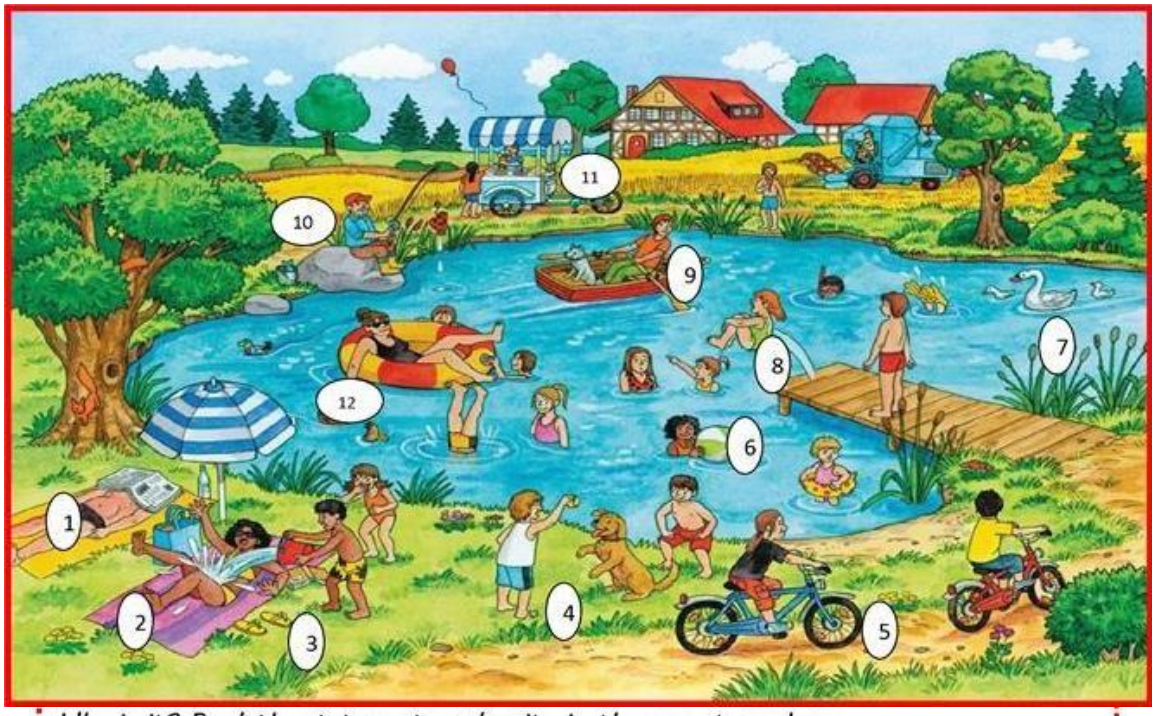
2. PRESENTACIÓN

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 - What are they doing now?



Who is it? Read the statements and write in the correct numbers.

A) We are riding our bikes. My brother is in front of me. He is wearing a yellow T-shirt and jeans. My bike is blue. I am number __

B) I am beside my Mum. She is sunbathing but not for long! I am pouring a bucket of cold water over her! I am number __

C) He is sitting on a rock and he is fishing. What number is he? __

D) They are beautiful and white with long necks. They are swimming. Number __

E) I am with my dog and we are in a rowing boat. I am rowing and my dog is looking at some ducks. We are number __

F) My dog is jumping up! I am holding a biscuit for him. I am Number __

G) I am selling ice creams. At the moment, I am serving a little girl. Number __

H) My friend is behind me and he is wearing red shorts. I am jumping into the lake. I am holding my knees. I am number __

I) I am trying to relax. I don't want too much sun, so I have got my newspaper on my face. I am lying down. I am Number __

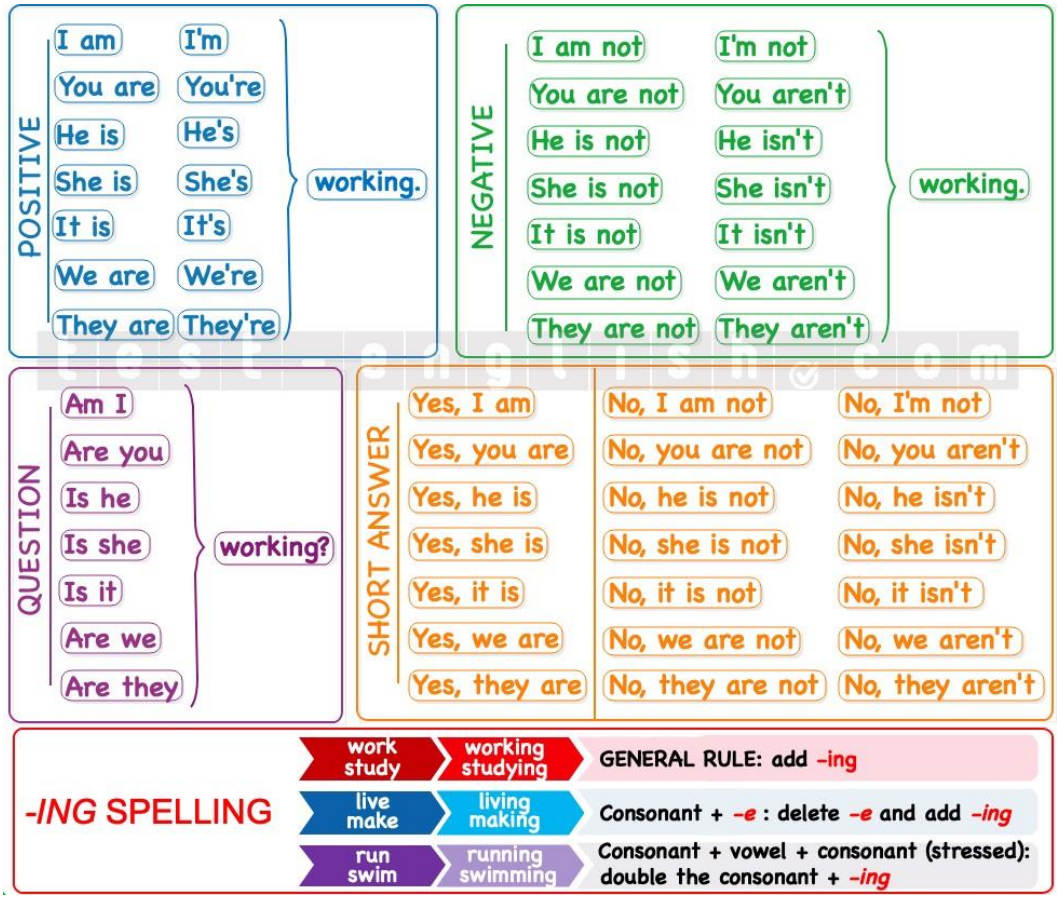
J) My friends and I are playing in the lake. I'm holding a huge beach ball. I am number__

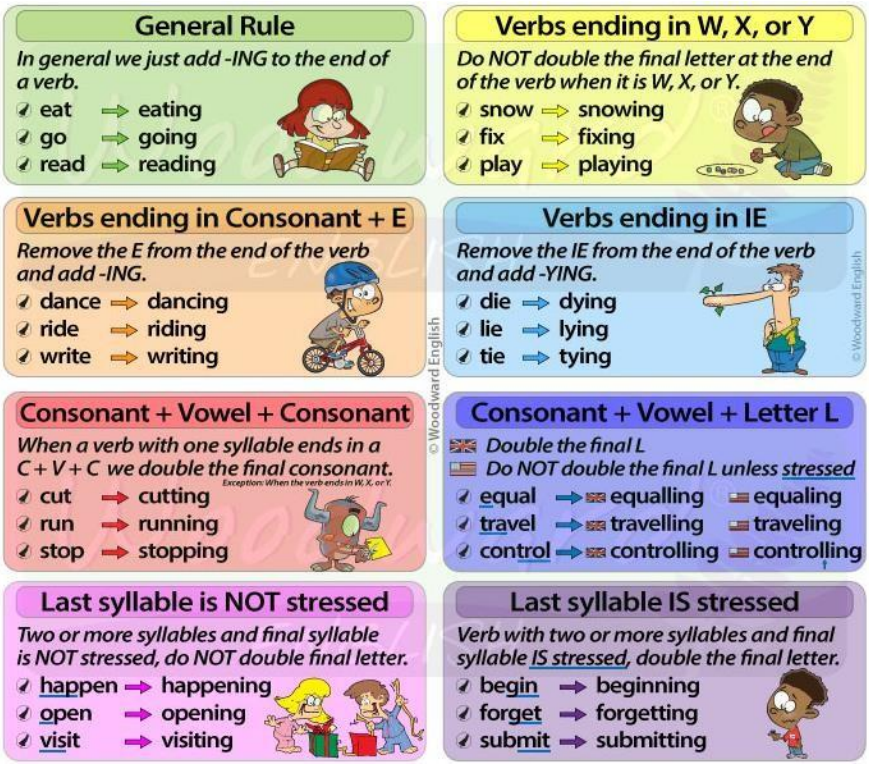
K) My swimsuit is black. I am on the lake and I am lying in a rubber dinghy and there's too many kids round here! I wish they would go away! I am Number __

L) Aah! My son is throwing a bucket of water over me! Not nice! Number __

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II. PRESENT PROGRESSIVE





Read and answer:

a) Maria _____ (cook) dinner.

b) Lily _____ (read) a book.

c) John and Susan _____ (work).

d) Father _____ (walk) in the garden.

e) Peter and Judy _____ (write) on the whiteboard.

f) My mother _____ (prepare) dinner.

g) The teacher _____ (write) in his notebook.

h) Anna _____ (wash) the dishes.

i) My friends _____ (watch) television.

j) Helen _____ (dive) in the sea.

k) Pam and Peter _____ (colour) the picture.

l) Grandpa _____ (smoke) a cigarette.

m) My sister _____ (cut) some bread.

n) The girls _____ (play) with their dolls.

o) Emma _____ (wear) black trousers.

p) Harry and Lee _____ (eat) burgers.

q) Alvin _____ (swim) in the lake.

r) The cats _____ (not/jump) over the fence.

s) Woody and Bean _____ (look) for Tony.

t) Poppy _____ (telephone) her friend.

III. Comparatives and superlatives

The dog is **faster** than the elephant.
The horse is **the fastest**.
The horse is **bigger** than the dog.
The elephant is **the heaviest**.
The dog is **more energetic** than the elephant.



	ADJECTIVE	COMPARATIVE	SUPERLATIVE
ONE syllable	fast young	-ER faster younger	-EST the fastest the youngest
ONE syllable Ending in -E	nice strange	-R nicer stranger	-ST the nicest the strangest
ONE syllable Consonant + Short Vowel + Consonant	big hot	Double the last consonant and add -ER bigger hotter	 -EST the biggest the hottest
TWO syllables Ending in -Y	happy crazy	Remove the -Y and add -IER happier crazier	 -IEST the happiest the craziest
TWO or MORE syllables	famous beautiful	MORE + more famous more beautiful	THE MOST + the most famous the most beautiful
Common Exceptions	good bad	better worse	the best the worst

Fill in the correct form of the words in brackets (comparative or superlative).

1. My house is _____(big) than yours.
2. This flower is _____ (pretty)than that one.
3. Non-smokers usually live _____(long) than smokers.
4. Who is the _____(rich) woman on earth?
5. He was the _____(clever) thief of all.
6. New York is _____(big) Paris.
7. English milk is _____(strong) French milk.
8. An elephant is _____(heavy) a fly.
9. A Mini is _____(cheap) a Jaguar.
10. Rugby is _____(funny) than football.
11. Mary is the _____ (pretty) of all.

Work on these exercise and check:
https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Comparatives_and_superlatives/Compartive,_Superlative_and_Equatives_-_Adjectives_and_Adverbs_sz596575uv

Complete the sentences. Use the comparative or the superlative form of the adjectives.

1	A horse can run *faster than* *a* cow, but a cheetah is *the fastest* land animal.	fast
2	Gorillas are_____cats, but giraffes are_____animals in the world.	tall
3	Tigers are_____wolves, but elephants are_____animals in the world.	heavy
4	Science is_____History, but Maths is school subject.	difficult
5	Peter is_____Tom at tennis, but Sam is_____tennis player in our class.	good
6	A tiger is_____a snow leopard, but a lion is of big cats.	loud
7	Ann is_____Kate, but Mary is_____girl in the class.	beautiful
8	Nick is_____Jim at rugby, but Simon is_____rugby player of all.	bad

*Takenfrom:*https://en.islcollective.com/resources/printables/worksheets_doc_docx/adjectives_comparatives_and_superlatives/adjectives-beginner-prea1/67507

READING



São Paulo is the largest city in South America and the third most populous of the world, with more than 10 million **inhabitants**. It is the economical capital of Brazil and a very busy place. It is also the richest in culture, parks and museums.

São Paulo is centered around the *Praça da Sé*, where there is a stone mark symbolizing the “point zero” of the city. The subway system is cheap and efficient, but it covers only a few areas of the city, although extensions are being made. The most interesting neighborhoods and places to visit include *Jardins, Itaim* and The *Ibirapuera* Park.

The **main** tourist attractions in the city include the different neighborhoods with their special Italian, Japanese or Arabic influence. They have

their own characteristic atmosphere, and it is a lot of fun to walk around, go to one of the many small restaurants or have a drink somewhere.

Brazilians say that *Paulistanos* (*São Paulo* locals) live to work and to eat which is certainly true. Food in *São Paulo* is the best in the country. You can find it from a variety of restaurants from the simplest delivery place to the fine expensive ones.

São Paulo is also very much a party town. You can get **stuck** in the traffic in the middle of the night when party animals return from their hunt.

Automotive traffic in *São Paulo* is complicated, especially in main routes all along the weekdays and gets worse at rush hours (from 8 a.m. to 10 a.m. and from 6 p.m. to 8 p.m.). On the weekend traffic is good with some **impediments** in places where there are bars, shopping centers or other public attractions.

São Paulo has the largest underground transportation system in Brazil the "Metro". However, it is not as **comprehensive** as the trains in Europe or North America but it covers the most important areas.

A) After you have read the previous text, read the next questions, and choose the most accurate one:

1. What time does the traffic get worse in *São Paulo?*
a) It gets worse during rush hours.
b) From 8 to 10 a.m. only.
c) In the mornings, from 8 to 10 a.m. and in the evenings from 6 to 8. p.m.

2. Where is *São Paulo* located?
a) *São Paulo* is between *Itaim* and *Ibirapuera* park.
b) It is centered where there in a Stone Mark.
c) It is near a beach.

3) Why is *São Paulo* the largest city in South America?
a) Because of the number of inhabitants, it has more than 10 million people.
b) Because it has a variety in museums and parks which attracts many tourists.
c) Because of its growing economics and rich culture.



4) Who are the *Paulistanos?*
a) People who work in popular restaurants around *São Paulo.*
b) The local people from the largest city of South America.
c) It is not mentioned in the text.

5) What are the most interesting neighborhoods in the city?
a) *Jardins* and *Itaim* are included as the most fascinating ones.
b) There is only one which is *Praça da Sé*.
c) The most interesting ones are those who have foreign influences.

B) Finally, compare the city or place where you live with São Paulo using comparatives and adjectives.

IV. PAST SIMPLE

	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 + ...? Were they 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.

Subject	Verb *To be*	Verb *To have*	Verb *To do*
I	was	had	did
You	were	had	did
He/she/it	was	had	did
We	were	had	did
You	were	had	did
They	were	had	did

Fill in the blanks accordingly:

1. You_____in Colombia a week ago.
2. She_____22 last year.
3. We_____in Ecuador with Steven.
4. Chaplin_____a famous movie star.
5. The weather_____nice yesterday.
6. The banks_____opened yesterday.

Make the same sentences negative and interrogative

Read the answers and write the WH- question for each one. pay attention to bold phrases.

a) _____?

Cornelio was born **in Mexico City.**

b) _____?

Analia and Andrea grew up **in Buenos Aires.**

c) _____?

My best friend in high school was **Jorge Essen.**

d) _____?

His favorite course in high school was **geography.**

e) _____?

He was **eighteen years old** when he entered college.

Review on the simple past tense:

https://www.youtube.com/watch?v=mwh_IWwwN8Y

Watch the video and practice with the exercises you find in it. Take some screenshots as evidence of the work done.

Story Time! Read the two stories below and fill in the gaps with the verbs from the box.

Do you know these popular stories?

1) Hansel and Gretel 2) Little Red Riding Hood 3) Sherlock Holmes
4) Beauty and the Beast 5) Robin Hood 6) The Little Mermaid

A  **B**  **C**  **D**  **E**  **F** 

Did you read stories when you were young? Which one was your favorite?

Complete the stories with the words in the box:

Sleeping Beauty

lived	lived	woke	slept	took	was	cast
grew	came	married	cut	saw		

A long time ago there_____a beautiful princess. She_____in a very high tower. A wicked fairy_____a spell and the princess_____for a hundred years. A big forest_____around the tower. One day a handsome prince_____to the tower. He_____his sword and_____the trees. He _____the princess and_____her with a kiss. The prince_____the princess and they_____happily ever after.

The Three Little Pigs

made	tried	ate	built	were	lived	fell	blew	was	used
came									

Once upon a time there_____three little pigs. One_____a house with straw, one_____a house with wood and the other_____bricks. One day a big bad wolf_____and_____to destroy the houses. He_____on each house. The houses of straw and wood_____down and he_____the

pigs. The house of bricks_____very strong so the final pig_____a long and happy life.

Now complete the tables with the past simple verbs from the stories:

Present simple	Past simple
live	……
sleep	……..
grow	……
cut	……..
cast	……
marry	……..
be	……
take	……..

Present simple	Past simple
be	……
eat	……..
make	……
build	……..
use	……
blow	……..
try	……
fall	……..



Watch and nurture your knowledge:

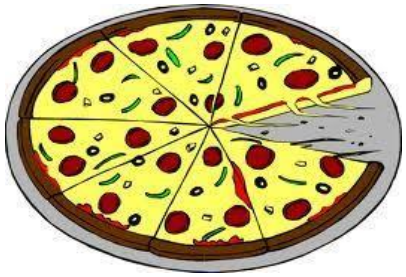
https://www.youtube.com/watch?v=gUDQwatZTKk

Visit to check a list of the most common verbs in English:

https://englishgrammarhere.com/verbs/100-examples-of-regular-and-irregular-verbs-in-english/

Reading

A PIZZA



"Daddy, let's order a pizza," Billy said. "That sounds like a good idea," said his dad.

They looked at a menu they had at home. "What kind do you want?" his dad asked. Billy wanted a large pizza. He wanted a pizza with four toppings. He wanted cheese, pepperoni, ham, and pineapple. His dad said that sounded good.

He called the pizza place. "They don't have any pineapple," dad told Billy. "What do you want instead?" Billy wanted sausage instead. His dad ordered sausage instead of pineapple. About 30 minutes later, there was a knock on the door. It was the pizza man. "Here's your pizza," he told Billy's dad. "That'll be $16." Dad paid the pizza man. He also gave him a tip. Dad took the pizza to the living room.

A baseball game was on TV. Billy and his dad started to eat the pizza in the living room. "I hope the Yankees lose," Billy told his dad. "I hope the Yankees lose, too," his dad said.

I) True or False?

____1. Billy wanted to order a pizza.
____2. His Dad didn't want to eat pizza.
____3. Billy wanted a large pizza with three toppings.
____4. They didn't have any pepperoni at the pizza place.
____5. The pizza man arrived 30 minutes later.
____6. Dad gave the man $16 and a tip.
____7. Billy and his dad ate the pizza in the kitchen.
____ 8. They watched a baseball game while they were eating the pizza.



II) Questions.

1. Was Billy hungry?
2. What did he want to eat?
3. What kind of toppings did he want?
4. How much was the pizza?
5. What were they doing while they were eating the pizza?
6. Were they Yankees fans?

III) Find verbs in the past simple and underline them. Are they regular or irregular?

IV) Match the two parts of these sentences.

1. Billy was hungry and … ____a. $16 and dad also gave the man a tip.
2. His Dad ordered …. ____b. wanted to eat pizza.

3. The pizza cost ….	____c. to lose the game.
4. They took the pizza …	____d. pizza with four toppings.
5. They watched …..	____e. to the living room.
6. They wanted the Yankees ….	____f. a baseball game on TV.

Actividad vocabulario técnico

Interview link: https://www.youtube.com/watch?v=sj-dX3fZmq0

Use this video to create a writing/speaking activity according to the instructor keys.

8.1. The imperative to give orders. Match the signs with the following commands:

IMPERATIVES

Match the signs with the following commands.

Switch off your mobile phone! – **Look at** the blackboard! – **Open** your books! –
Sign your name here! – **Close** the door! – **Be** careful! – **Don't make** a noise! – **Don't enter**! –
Don't smoke! – **Don't shout**! – **Don't cross** the road! – **Don't park** your car here!



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8.2 Read the following evacuation procedures when a fire alarm goes off. Then highlight the verbs this text.

When the Fire Alarm sounds, act immediately to ensure your safety. The Fire Alarm System is designed and engineered to provide you with an early warning to allow you to safely exit the building during an emergency.

. General evacuation procedures --If you hear the fire alarm or are instructed to leave the building:

a. Immediately **obey** evacuation alarms and orders. Tell others to evacuate.

b. No one may remain inside a building when an evacuation is in progress.

c. If involved with hazardous research or doing a dangerous procedure, immediately shut down operations that could create additional hazards if left unattended. Evacuate as soon as possible.

d. Assist those who need help, but do not put yourself at risk attempting to rescue trapped or injured victims.

e. Note location of trapped and injured victims and notify emergency responders.

f. Walk calmly but quickly to the nearest emergency exit.

g. Use stairways only. Do not use elevators.

h. Keep to the right side of corridors and stairwells as you exit.

i. Proceed directly to your designated EAA. Stay away from the immediate area near the building you evacuated.

j. Remain in EAA until roll is taken and instructions are given (Debbie Tutak)

k. Leave the building using any exit and avoid congregating at any exit point. Be mindful of approach of emergency responders and remain clear.

l. Do not reenter the building until authorized fire or police department personnel give the “All Clear” instruction.

8.3. Read the following text about performing fire drills in the USA, then draw some conclusions in the chart below making a comparison between USA and Colombia in regards of fire drills.

Fire Evacuation Drills are conducted twice a year in all the residence halls. The first drill is scheduled early in the Fall semester (September) and the second drill is conducted early in the Spring semester (January). Evacuation is mandatory for all occupants during all fire alarm activations.

Fire evacuation drills are also conducted on a quarterly schedule for Health Services and the Child-Development Day-Care Centers. Drills for other campus buildings are not conducted unless requested and scheduled by department managers or building curators.

When the fire alarm sounds, you must leave the building immediately. **Never** assume that the alarm is false or that the system is being tested. When a system test is being conducted the building will be posted with a notice indicating the day and time of the test. Most building systems are tested during the winter and summer breaks. The detection devices are very sensitive, and the Fire Alarm System provides you with an early warning of an emergency situation. Even if your area is clear of any smoke or odor, do not disregard the alarm, as there could be an incident on a floor away from your area. **Never** use an elevator. Proceed to the nearest designated emergency exit and leave the building. Do not re-enter the building until told to do so by either a Tufts Police officer or a member of the local fire department.

USA	Colombia

1. **Apropiación del Conocimiento**

1. Choose a partner and write what he or she does every day, and what he or she is doing.

_____
_____
_____
_____
_____
_____
_____
_____

2. Collect the information on the chart for you and a partner. Then write a paragraph comparing yourself and your partner using the information gathered

Topics	**You**	**Partner**
Height		
Place of living		
Age		
Good at maths		
Family size		

Eg. I live farther than my partner…

_____
_____
_____
_____
_____
_____
_____

3. **Speaking:** Prepare an oral presentation where you present a famous character's biography using visual aids

Componente técnico

Look at the pictures and match the personal protection equipment with its definition.

Safety Equipment	**Definition**
1. A protective mask 	_____handles heavy materials and protects the back
2. Safety shoes 	____avoids the worker falling
3.Ear protectors 	____protects body against welding work
4. A protective apron 	____protect ears against noise
5. A safety harness 	____ protects from inhaling harmful air particles as dusts, vapours, fumes, and gases
6. Safety gloves 	____provide protection to the eyes
7. A safety helmet 	____protects the head from accidental injury
8. Knee pads 	____handles heavy materials such as breezeblocks, beams and avoids injuries
9. Dorsal belt 	____protect the feet from accidental injury
10. Safety goggles 	____protect knees on the ground while working

EVIDENCIAS POR DESARROLLAR CON EL COMPONENTE TÉCNICO DIURNO Y NOCTURNO

Realizar un video en inglés ofreciendo los primeros auxilios a un lesionado. (verificación de estado de orientación y consciencia.) (construir el guion en inglés, aprenderlo y dramatizarlo). (Evidencia de desempeño y producto)

4. ACTIVIDADES DE EVALUACIÓN

Evidencias de aprendizaje	**Criterios de Evaluación**	**Técnicas e instrumentos de evaluación**
DE CONOCIMIENTO: Talleres y actividades propuestas en la guía de aprendizaje DE DESEMPEÑO Y PRODUCTO: Realizar un video en inglés ofreciendo los primeros auxilios a un lesionado. (verificación de estado de orientación y consciencia.) (construir el guion en inglés, aprenderlo y dramatizarlo). (Evidencia de desempeño y producto)	-Pronunciación -Fluidez -Uso adecuado y pertinente del vocabulario. --Uso adecuado y pertinente de estructuras gramaticales explicadas en sesión	Talleres Video Actividades páginas WEB Folleto

5. GLOSARIO DE TERMINOS

Accurate: Que se ajusta exactamente a los lineamientos requeridos.

Blanks: Espacios para que se escriba la información.

Bold Phrases: Tiene el trazo más grueso que el ordinario.

Fill in: Llenar los espacios en blanco.

Gaps: Espacios en blanco.

Hazardous: Que puede causar daños por lo que se considera peligroso.

Nurture: Fomentar el desarrollo.

Outlined: Destacado en el texto a través de una línea.

Review: Análisis atento y cuidadoso de algo.

Screenshots: Pantallazo del trabajo realizado.

Work on: Realizar la actividad presentada.

6. REFERENTES BIBLIOGRÁFICOS

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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**