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**: 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: PRODUCIR TEXTOS EN INGLÉS EN FORMA ESCRITA Y ORAL

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

- 24020150205 - Leer textos complejos y con un vocabulario más específico, en inglés general y técnico
- 24020150207 - Encontrar y utilizar sin esfuerzo vocabulario y expresiones de inglés técnico en artículos de revistas, libros especializados, páginas web, etc.

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.

1. Actividades de reflexión Inicial: WARM UP

I. SIMPLE PRESENT VS PRESENT CONTINUOUS

1. Read the two texts carefully. Then answer the questions.

Isabel

"On Saturday mornings I usually get up late and do the housework. Then I meet some friends in town for lunch, and go shopping in the afternoon."

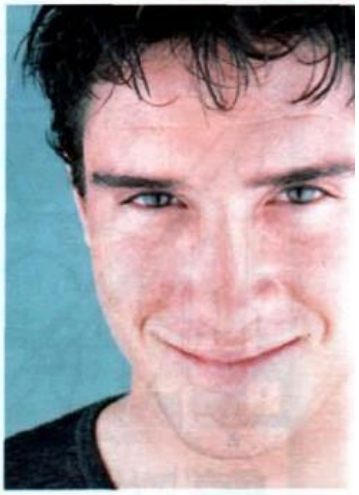
But this Saturday is different! This morning Isabel got up early because today she's getting married. She's in church with all her family and friends. She's wearing a white dress, and her husband is standing next to her.



Mark

"On Christmas Day we usually all go to my parents' house. We open our presents, then have a big lunch at about 2.00 in the afternoon."

But this Christmas is different! Mark and his wife are in Australia. They're visiting friends. This morning they went to church, and now they're having a barbecue next to the swimming pool. It's hot and they're wearing swimsuits.



1. What does Isabel usually do on Saturday mornings?
2. What is she doing this Saturday?
3. What does Mark usually do on Christmas day?
4. What is he doing this Christmas?
5. Underline the verbs in the two texts, compare between the verbs that describe habits (usually) and the verbs that describe actions at the time of speaking (this Saturday/ Christmas…/ Now …). Then complete the rules:
   a) When we **describe habits**, we put the verb in the …… tense.
   b) When we **describe actions at the time of speaking**, we put the verb in the …… tense.

Complete the text about Leo by putting the verbs in the correct tense.

‘On my birthday I (go/ sometimes) …… out with friends, or I (go) …… out to a restaurant with my family. My Mum (make/ usually) ……me a birthday cake. My Dad and sisters (get/ usually) …… me birthday presents.’



But this birthday is different! It’s Leo’s eighteenth birthday, so now he’s an adult. This morning he got a lot of presents. Now he (have) ……a big party with all his friends. They (dance)… .....and (sing)..... They (eat) ……. delicious food and cakes, and (drink)… .....different sweet drinks. Leo (wear) …… a blue jumper.

2. Write a short paragraph talking about <u>what you usually do</u>, and <u>what you are doing right now</u>.

3. Find the words in the wordsearch and write them under the right picture

C	E	P	C	H	E	M	I	S	T	S	T	N
O	P	O	A	T	G	E	S	A	E	E	G	O
P	O	H	S	E	R	A	W	D	R	A	H	I
R	H	S	U	P	E	R	M	A	R	K	E	T
E	S	-	C	P	E	T	-	S	H	O	P	A
S	K	S	R	E	N	O	I	T	A	T	S	T
T	O	E	U	E	G	S	E	S	W	S	N	S
A	O	H	T	Y	R	E	K	A	B	O	E	-
U	B	T	S	P	O	H	S	-	E	O	H	S
R	N	O	S	S	C	A	F	E	Y	O	C	A
A	O	L	S	R	E	H	C	T	U	B	T	G
N	H	C	-	S	R	E	K	C	T	P	E	A
T	G	N	E	W	S	A	G	E	N	T	S	B





















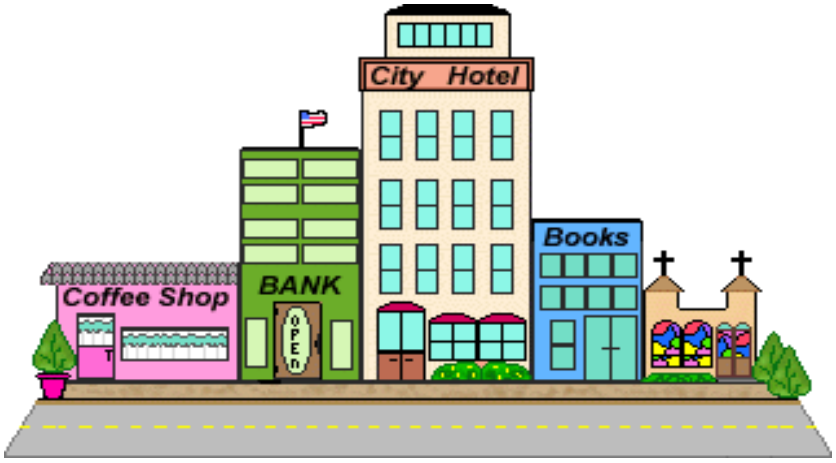








4. Look at the picture and write true or false



1- There is a coffee shop on the corner_____
2- The bank is between the hotel and the church_____
3- There is a restaurant next to the church_____
4- There isn't a book shop_____
5- The hotel is between the bank and the bookshop_____
6- The church is on the corner_____
7- There are two banks in the picture_____
8- The coffee shop is next to the bank_____
9- There isn't a supermarket in the picture_____

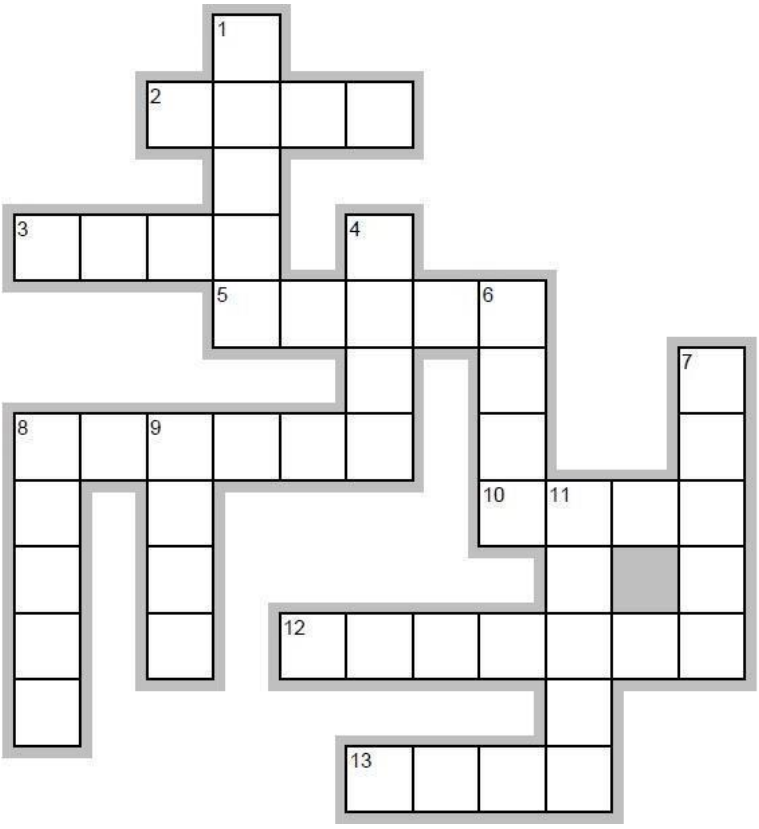
II. VOCABULARY: BODY PARTS – FILL IN THE CROSSWORD

Across

2. This is a crossword of a human ...
3. You wear a shoe on it.
5. It's also a symbol of love.
8. You taste with it.
10. It turns red from sunburn.
12. You wear rings on them.
13. You kick the ball with them.

Down

1. Close your ... while you're eating.
4. Something on F... on your head.
6. You have 10 on both feet.
7. You write with them.
8. You brush them twice a day.
9. You put a scarf around it.
11. They're in the middle of the legs.



III. HEALTH PROBLEMS

Choose the correct option.



a) flu
b) measles
c) broken arm



a) sneeze
b) shivering
c) stuffy nose



a) headache
b) stomach ache
c) backache



a) cough
b) fever
c) retching



a) faint
b) fever
c) measles



a) dizzy
b) heart attack
c) cold



a) itch
b) rash
c) shivering



a) toothache
b) stomach ache
c) headache



a) bleed
b) broken arm
c) swollen thumb



a) measles
b) asthma
c) cold



a) cough
b) toothache
c) sore throat



a) cough
b) sore throat
c) retching



a) cold
b) retching
c) asthma



a) bleed
b) rash
c) faint



a) sore throat
b) stuffy nose
c) cough



a) swollen finger
b) broken leg
c) backache



a) sneeze
b) cough
c) stuffy nose



a) flu
b) chicken pox
c) headache



a) sore throat
b) cough
c) dizzy



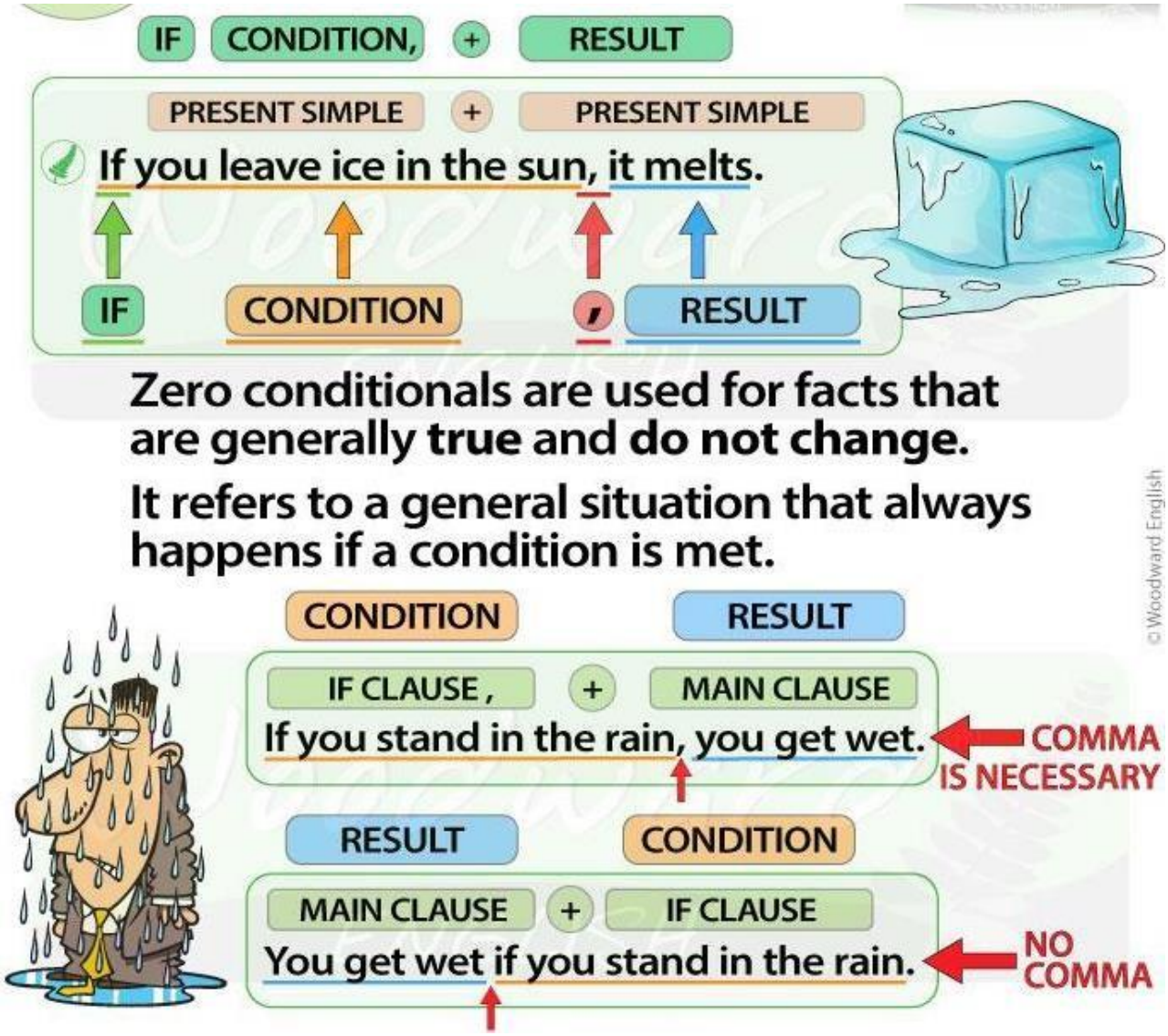
a) headache
b) earache
c) toothache

IV. FEELINGS AND EMOTIONS

Ask students how they are feeling to practice this vocabulary. Then. As an extension, have them in pairs and discuss how to control your emotions in negative circumstances.



V. ZERO CONDITIONAL



1. Complete the sentences with a feeling or emotion.

1. If a person has a job interview, he probably feels _____
2. If a person sees his girlfriend with a man he doesn't know, he probably feels _____
3. If a person watches a movie about a serial killer and he is home alone, he feels _____
4. If a person does not eat for 48 hours, he probably feels _____
5. If a person does not talk to his family or friends for a long time, he probably feels _____
6. If a person works out and is hot, he probably feels _____
7. If a person's cat dies, he probably feels _____
8. If a person has two jobs and no time to relax, he probably feels _____
9. If a person cannot keep his eyes open, he probably feels _____
10. If a person gets cut off on the freeway, he probably feels _____

2. Complete the sentences with what you do when you feel a certain way.

1. If I'm *angry,* _____.
2. If I'm *busy*, _____.
3. If I'm *hungry*, _____.
4. If I'm *jealous*, _____.
5. If I'm *lonely*, _____.
6. If I'm *scared,* _____.
7. If I'm *sleepy*, _____.
8. If I'm *nervous*, _____.
9. If I'm *thirsty*, _____.
10. If I'm *upset,* _____.

VI. FUTURE TENSE – WILL VS. GOING TO



1. **Watch the video. When it stops write predictions about what will happen next:** https://www.youtube.com/watch?v=G_qSRKZmMDU

   ☺ Use will or going to

a. **E.g.** *I think the man will crash the car*
b. _____
c. _____
d. _____
e. _____
f. _____
g. _____
h. _____
i. _____
j. _____
k. _____
l. _____
m. _____
n. _____

2. **Listening: Click on the links and do the exercises. Take a screenshot of the result and paste it in your guide.**

- https://test-english.com/listening/a2/future-plans-listening-test/
- https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Future_Simple/Listening_Future_simple_vx1892340uk
- https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Films_-_movies/Going_to_the_Cinema_KET_Listening_xz1978643bi

3. **Go around the room and find people with these future plans. Then, try to find out more information about them:**

Find someone who...	Name	More information
...will be having dinner at 6 p.m. this evening		Find out where and with who
...will probably go out this weekend		Find out where and why
...would like to become a teacher in the future		Find out why
...is meeting a friend after class		Find out who and where
...is going to travel abroad this year		Find out where and why
...will have gone to bed by 10 p.m this evening		Find out why
...will be using a computer this evening		Find out why
...is going away next weekend		Find out where and with who
...would like to live in another country		Find out where and why
...is going to move house next year		Find out where and why
...thinks they will get married in the next five years		Find out why
...is getting up early tomorrow		Find out what time and why
...is going to play sport in the next few days		Find out what sport and where
...thinks they will have more than two children in the future		Find out why
...is going to buy a new mobile phone soon		Find out why

VII. MODAL VERBS

Type	Modal Verbs	Examples
ABILITY	Can, Could	David can speak three languages. He could speak fluent French when he was 5.
PERMISSION	Can, Could, May	Can I sit in that chair please? Could I open the window? May I borrow your dictionary?
ADVICE	Should	You should visit your dentist at least twice a year. You should try to lose weight.
OBLIGATION	Must, Have to	I must memorize all of these rules about tenses. You have to take off your shoes before you get into the mosque.
POSSIBILITY	Might, May, Could, Can	It looks nice, but it might be very expensive. Richard may be coming to see us tomorrow.



1. Find the traffic signs and write their number to the descriptions.
Complete the sentences with an appropriate modal from the list.

should, shouldn't, might, mightn't, may, may not, must, mustn't, can, can't, have to, don't have to, will, won't



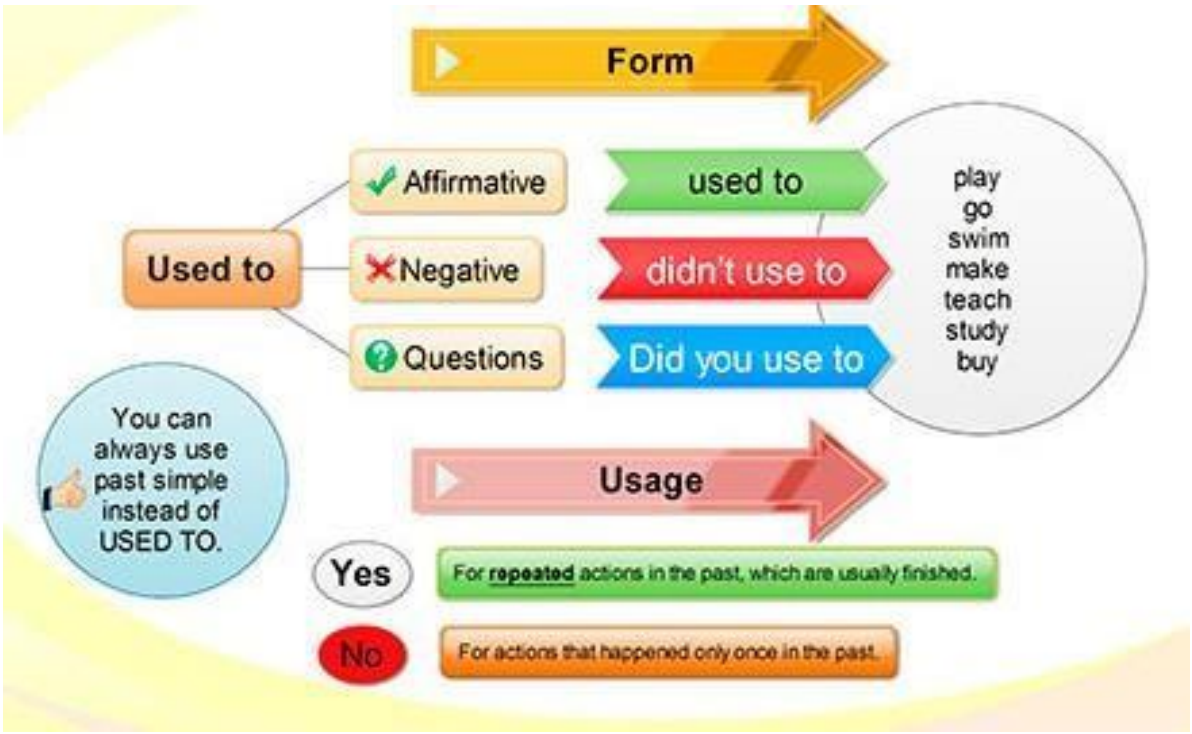
☐ Major road ahead. You_____slow down.
☐ You_____be very careful, there is a school close by. There _____ be children on or near the road.

- ☐ No entry. You_____enter this road.
- ☐ This road has a dead end, you_____go through it.
- ☐ Compulsory left turn. You_____follow the arrow and turn left. You _____go straight.
- ☐ There is a height limit. There_____be an overpass ahead. If you have a vehicle with height less than 3.5 m you_____go on. If not, you _____ use another way to continue your journey.
- ☐ Cyclists_____use this road.
- ☐ There is a gas station nearby. If you are running out of petrol, you _____ fill the petrol tank of your car.
- ☐ You_____go very fast as you are approaching a roundabout.
- ☐ Do you need a telephone? You_____find one here.
- ☐ You_____be pretty sure that there_____be nobody walking here, as pedestrians_____be on this road.
- ☐ No parking. You_____stop and leave your car here for not more than five minutes.
- ☐ You_____be careful. Pedestrians_____be crossing.
- ☐ There is a speed limit. You_____do more than 50 km/h.
- ☐ You_____go ahead or you_____turn to the right but you _____ turn to the left.
- ☐ While driving you got hungry. Here you_____have a snack.
- ☐ Not only_____(you) slow down but you_____stop.
- ☐ You_____be very careful. You_____stop but you _____ slow down and look around.
- ☐ _____you feel ill, help is close by.
- ☐ You_____go ahead, you_____turn right or left but you _____make a U-turn.
- ☐ If you are driving a car you_____use this road. If you are driving a bullock cart you_____use it.
- ☐ You_____drive in but there_____be any traffic coming against you.
- ☐ As a cyclist you_____enter this road but if you are driving a motor vehicle you_____keep out.
- ☐ If your car is lighter than 5t you_____use this road, if not you _____.
- ☐ The road is narrowing. It_____not be wide enough for overtaking. You _____speed, you_____slow down.

2. Listening: Click on the links and do the exercises. Take a screenshot of the result and paste it on your guide.

- https://es.liveworksheets.com/sf236937hu
- https://es.liveworksheets.com/worksheets/en/English_language/Modal_verbs/MOdule_10*_Our_World_Listening_Activity_bj2307247kt

VIII. USED TO



1. Describe what people used to do and didn't use to do before the invention of these items



Light bulbs:
e.g., People used to use candles.
People didn't use to go to bed late.



Cars



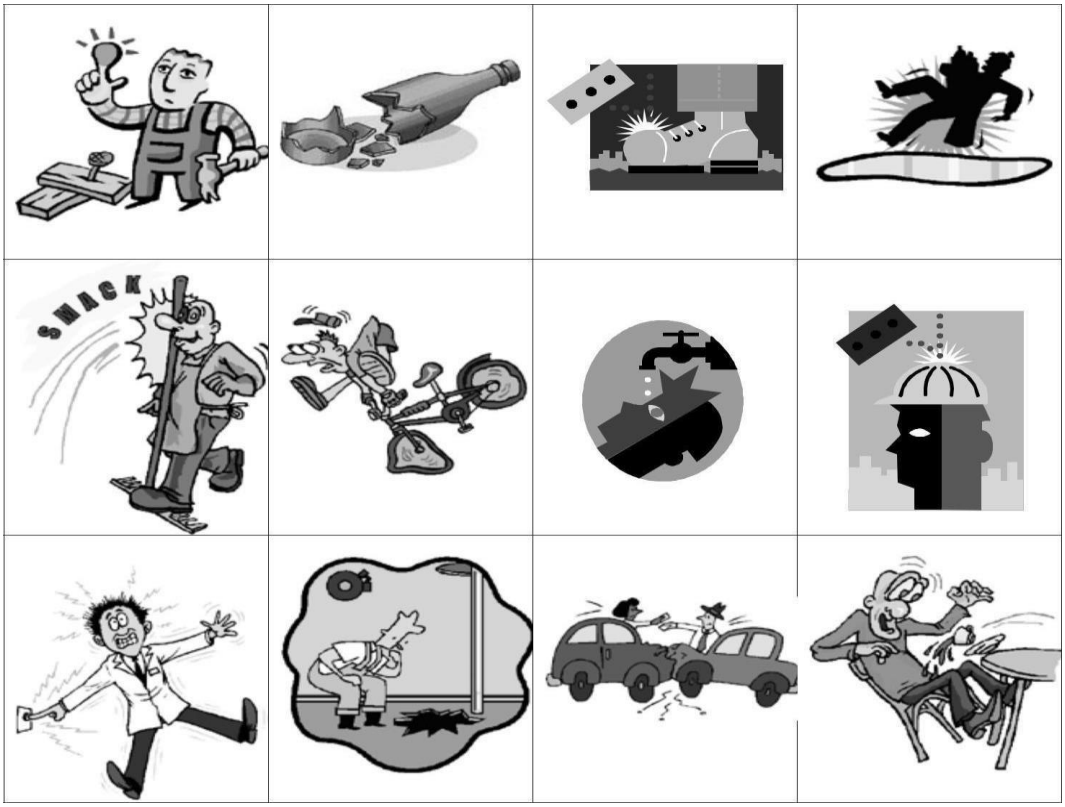
Mobile phones



Computers

Actividad vocabulario componente técnico

1. Match the images to the accidents



Hit finger
Broken glass
Hit on the foot
Slip on the ice
Step on a rake
Bike accident
Something in the eye
Hit on the head
Electric shock
Hole in the floor
Car accident
Spill the coffee
Slip on the wet floor
House fire
Spill the wine
Hit a tree
Break the dishes
Fall off a ladder
Trip over something
Trip on a cord
Break the eggs
Swallow poison
Cut the finger
Cooking fire

2. Look at the following image and answer the questions below.



Taken from: http://www.simplylawyers.co.uk/slips-and-trips-at-work-2/

Let's talk:

1. What happened?

2. What do you do when this happens at work?

3. Who do you have to report to?

4. Do you fill out a form?

5. Has this happened to you before?

6. What did you do?

3. Read the following conversation and then choose one of the accidents from activity 1 and role-play the repot of an accident. Help yourself by watching the following video:



Taken from: https://www.youtube.com/watch?v=UhFV1urpuas

CONVERSATION MODEL:

A: Are you okay?
B: No.
A: Stay right there. I'll get a manager. (Manager comes to the scene of the accident)
M: What happened?
A: He slipped and fell. We need to fill out a report form.

4. Accident report: past simple and past continuous for reports/narratives. Read the following report and identify which tenses are in past simple and past continuous. Use two different colors to highlight them.

I was walking to the lift when I heard a shout from the second-floor storeroom. I hurried to the storeroom and found Susana lying on the floor. There was water on the floor. She told me that she slipped over and was in a lot of pain. She could not speak much and could not get up. She said her back hurt. I asked Ewa to get the

first aider and I called the ambulance from my mobile phone. I stayed with her until the paramedics came.

5. Write down sentences describing the parts of the body that the personal protection equipment (PPE) protects and what they protect you from/against. protective mask, safety shoes, ear protectors, a protective apron, a safety harness, safety gloves, safety helmet, knee pads, dorsal belt and safety googles.

E.g., The harness protects your body from falls.
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

6. Have apprentices to set up personal protection equipment (PPE) store with safety equipment and roll play a go shopping activity for personal protection equipment (PPE). Have them to plan the conversation and act it out.

E.g. Conversation model:
A: How much are those safety gloves?
B: They are $_____.
A: And how about the harness, how much is it?
B: This is $ _____

Apropiación del Conocimiento

1. Job interview: Get in pairs and prepare a job interview to perform during the session, don't forget to talk about your work experience and expectations.

2. Imagine you are a very important company's manager. Design a manual of duties and rights for your employees.

Actividades de transferencia del conocimiento

Componente técnico

1. Look at the following example of an accident report, then draw on a piece of paper the report form and fill it out with the help of your instructor, based on the prior reporting an accident role play activity above.

Help yourself with the following instructions:
https://esol.britishcouncil.org/sites/default/files/Accident%20reports.pdf

ACCIDENT REPORT FORM

Who (Name): Mary Jones	**Date:** 6/15/03	**Time:** 2:15 p.m.	**Witness:** Mario Cárdenas

DESCRIPTION

What happened? (Nature and extent of injury) Broken leg
Where did it happen? Exact location: Cafeteria
What was the person doing at the time of the accident? Mary was cleaning the cafeteria's floor
What caused the injury? The wet floor
Describe in detail how the accident occurred: Mary was cleaning the cafeteria's floor area and slipped on the wet floor.

2. Now is your turn. Role play an accident and fill out the report, then present this form to your instructor.

Who (Name):	**Date:**	**Time:**	**Witness:**

Description

What happened? (Nature and extent of injury)
Where did it happen? Exact location:
What was the person doing at the time of the accident?
What caused the injury?
Describe in detail how the accident occurred:

EVIDENCIAS POR DESARROLLAR CON EL COMPONENTE TÉCNICO DIURNO Y NOCTURNO

Preparar y dramatizar una pausa activa en inglés durante sesión de formación. Se debe entregar formato con descripción de la pausa activa y su respectivo paso a paso. (Evidencia de desempeño y producto)

4. ACTIVIDADES DE EVALUACIÓN

Evidencias de aprendizaje	**Criterios de Evaluación**	**Técnicas e instrumentos de evaluación**
DE CONOCIMIENTO: Actividades y talleres propuestos en la guía de aprendizaje. DE DESEMPEÑO Y PRODUCTO: Preparar y dramatizar una pausa activa en inglés durante sesión de formación. Se debe entregar formato con descripción de la pausa activa y su respectivo paso a paso. (Evidencia de desempeño y producto)	-Pronunciación -Fluidez -Uso adecuado y pertinente del vocabulario. --Uso adecuado y pertinente de estructuras gramaticales explicadas en sesión	Talleres Entrevistas Videos con juego de roles Listas de chequeo

5. GLOSARIO DE TERMINOS

Accident: An unintended incident which resulted, or could have resulted in, the injury or exposure to a substance or contagious disease, of one or more persons.

Act out: Perform a narrative as if it were a play; translate something into action.

Agency of injury/disease: The object, substance, or circumstance directly involved in the cause of the injury or disease. For example: falling from playground equipment and injuring a wrist, slipping on a wet floor and spraining an ankle.

Appropriate: Suitable or proper in the circumstances.

Asbestos: Fibrous forms of mineral silicates belonging to the serpentine and amphibole groups of rock-forming minerals.

Chemical Waste: Any waste generated from the use of chemicals that has the potential to pose a chemical threat to health, safety and/or the environment.

Choose: Pick out (someone or something) as being the best or most appropriate of two or more alternatives.

Crossword: A puzzle consisting of a grid of squares and blanks into which words crossing vertically and horizontally are written according to clues.

Employer: A person who employees one or more persons under contracts of employment or contracts of training.

Fill in: Put material into a hole, trench, or space so that it is completely full.

Fill out: Add information to complete an official form or document.

Find out: Discover a fact or piece of information.

Go around: To pass from place to place.

Health and Safety Committee: A cooperative forum for employers and employees to work together on OHS issues.

Inspection: A formal check of physical conditions existing within a defined time and area against pre-established criteria (checklist).

Look at: To observe attentively.

Match: To be the same or suitable to one another.

Paragraph: A distinct section of a piece of writing, usually dealing with a single theme and indicated by a new line, indentation, or numbering.

Paste: To stick on or together two or more things.

Set up: Place or erect something in position.

Warm up: To get prepared for any physical or intellectual exercise.

Wordsearch: A puzzle consisting of letters arranged in a grid, containing several hidden words written in any direction.

Yourself: You personally.

6. REFERENCIAS BIBLIOGRAFICAS

https://busyteacher.org/

https://www.teach-this.com

https://en.islcollective.com

https://en.islcollective.com/download/printables/worksheets_doc_docx/safety_equipment/jobs-elementary-a1/37662

http://esol.britishcouncil.org/content/learners/english-work/cleaners/reporting-accidents

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

https://esol.britishcouncil.org/sites/default/files/Accident%20reports.pdf

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