



PROCESO DE GESTIÓN DE FORMACIÓN PROFESIONAL INTEGRAL FORMATO GUÍA DE APRENDIZAJE

1. IDENTIFICACIÓN DE LA GUIA DE APRENDIZAJE

- **Denominación del Programa de Formación:** Gestión integrada de la calidad, medio ambiente, seguridad y salud ocupacional
- **Código del Programa de Formación:** 122128
- **Nombre del Proyecto:** Propuesta para la estructuración e implementación de un sistema de gestión integrada (SGI) en una organización.
- **Fase del Proyecto:** En ejecución.
- **Actividad de 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

COMPETENCIA: Interactuar en lengua inglesa de forma oral y escrita dentro de contextos sociales y laborales según los criterios establecidos por el Marco Común Europeo de Referencia para las Lenguas

Resultados de Aprendizaje por alcanzar y evaluar en la nueva competencia

- 02 - Intercambiar opiniones sobre situaciones cotidianas y laborales actuales, pasadas y futuras en contextos sociales orales y escritos.

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 le damos significado, somos los que empleamos esa información para solucionar gran variedad de problemáticas.

3. FORMULACIÓN DE LAS ACTIVIDADES DE APRENDIZAJE

NIVEL 2

- Descripción de la(s) Actividad(es)
- Ambiente requerido
- Materiales

Tomando como referencia la planeación pedagógica y las orientaciones para elaborar guías de aprendizaje citado en la guía de desarrollo curricular.

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 _____

2. Match the questions to the answers:

What is your name?

Where are you from?

Where do you live?

Who is your favorite Singer?

How old are you?

When is your birthday

I'm 20 years old

My name is Mary

My birthday is on January 26th

I live in Ciudad Montes.

My favorite Singer is J Balvin

I'm from Colombia?



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

- a. Hello! How are _____? _____ am great, thanks.
- b. Peter and I aren't in the same class but _____'re good friends.
- c. Mrs. Graf isn't my mother. _____'s my teacher.
- d. Mr. Park is Portuguese. _____ lives in Lisbon.
- e. Tim and Mark aren't singers. _____ are football players.
- f. That computer isn't modern. _____ is an old one.
- g. You and John look so young! _____ are handsome.

4. Listening exercise. Click on the following link and develop the activities.

<https://learnenglishteens.britishcouncil.org/skills/listening/a1-listening/describing-people>

Describing people





5. 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 yearsold and she's very famous. She has got big brown eyes and she's tall.

She has got a lot of hit songs: *Umbrella*, *Diamonds*, *Work*, 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?

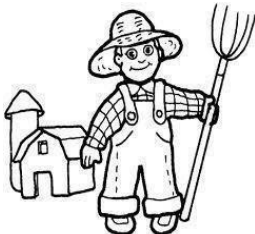
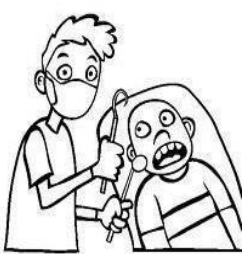
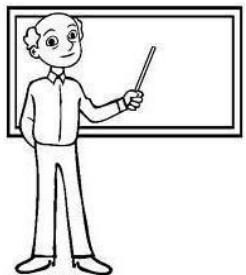
d) Is she famous?

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. DEMONSTRATIVE PRONOUNS

This - That - These - Those

Demonstratives

English Grammar

	singular	plural
here	this	these
there	that	those

Demonstrative Pronouns

singular This is a red pen.

plural These are blue pens.

Demonstrative Pronoun + Verb*

* or by itself. - e.g. Do you want this?

Demonstrative Adjectives

singular This pen is red.

plural These pens are blue.

Demonstrative Adjective + Noun

 **this book**
(here / close)

 **that book**
(there / not close)

 **these books**
(here / close)

 **those books**
(there / not close)

www.grammar.cl www.woodwardenglish.com www.vocabulary.cl

Singular

Close



This is my friend.

Plural

Close



These are my friends.

Singular

Far away



That is my friend.

Plural

Far away



Those are my friends.



Fill in the blanks with the correct demonstrative pronoun and the correct form of the verb to be:

THIS / THAT / THESE / THOSE

<p>1</p> <p>_____ the Christmas Card we got from our friends.</p> 	<p>2</p> <p>_____ my little cousin's favourite building blocks.</p> 	<p>3</p> <p>_____ my brother's coloured pencils.</p> 	<p>4</p> <p>_____ a deckchair I use to sunbathe.</p> 
<p>5</p> <p>_____ my favourite blue jeans.</p> 	<p>6</p> <p>_____ the only Spanish books I have.</p> 	<p>7</p> <p>_____ a nice watering can I bought last week.</p> 	<p>8</p> <p>_____ Linda's silk scarf she bought in London.</p> 
<p>9</p> <p>_____ orange tulips. My mum's favourite.</p> 	<p>10</p> <p>_____ a basket full of juicy apples.</p> 	<p>11</p> <p>_____ my sister's new guitar.</p> 	<p>12</p> <p>_____ new basketballs the teacher has brought today.</p> 
<p>13</p> <p>_____ a Vase my grandma got for her birthday.</p> 	<p>14</p> <p>_____ my new skis I'm going to use this winter.</p> 	<p>15</p> <p>_____ my dad's pins that he uses at work.</p> 	<p>16</p> <p>_____ our new computer.</p> 
<p>17</p> <p>_____ my toys soldiers I like to play most.</p> 	<p>18</p> <p>_____ Mike's tortoise, Iggy.</p> 	<p>19</p> <p>_____ beautiful butterflies that are flying over me.</p> 	<p>20</p> <p>_____ my leather belt I worn with jeans yesterday.</p> 
<p>21</p> <p>_____ Maggie's key ring she lost last week.</p> 	<p>22</p> <p>_____ my favourite teddy.</p> 	<p>23</p> <p>_____ blue envelopes I'm going to use today.</p> 	<p>24</p> <p>_____ my mum's handbag I gave her last Christmas.</p> 



IV. CLOTHES

dress	skirt	blouse	cardigan	jumper/ pullover /sweater
shirt and tie	trousers	jeans	t-shirt	sweat-shirt
jacket	raincoat	coat	cagoule	anorak
woollen hat	gloves	scarf	hat	cap
belt	bermudas	shorts	shoes	slippers
trainers	swimsuit	swimming trunks	track suit	socks

Study the vocabulary and solve the activity:

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

CLOTHES

COMPLETE THE WORDS AND FIND THEM IN THE WORDSEARCH



D _ _ _



J _ _ _



S _ _ _



S _ _ _



C _ _



S _ _ _



S _ _ _



S _ _ _



H _ _



S _ _ _



B _ _ _



J _ _ _



S _ _ _



T _ _ _



G _ _ _



B _ _ _

S	S	E	R	D	H	A	T	B
R	H	S	O	C	K	S	A	E
E	O	B	O	O	T	S	S	L
T	R	I	H	S	-	T	O	T
A	T	R	S	N	A	E	J	R
E	S	C	A	R	F	K	T	I
W	S	K	I	R	T	C	A	H
S	E	V	O	L	G	A	O	S
S	H	O	E	S	O	J	C	S





V. THERE IS AND THERE ARE

ENGLISH GRAMMAR

There is - There are

Woodward's
ENGLISH

Meaning: To say that something exists (or doesn't exist)

AFFIRMATIVE

There is + singular noun	There is a book on the desk.
There are + plural noun	There are books on the desk.
There is + uncountable noun	There is some milk in the fridge.

NEGATIVE

There isn't + singular noun	There isn't a pen on the table.
There aren't + plural noun	There aren't any pens here.
There isn't + uncountable noun	There isn't any juice in the fridge.

QUESTIONS

There is a cat on the chair.	There are cats on the sofa.
Is there a cat on the chair ?	Are there cats on the sofa ?

How many + plural noun + **are there** ... ?

How many **students** **are there** in your class?

How many **days** **are there** in February?

CONTRACTIONS
There's = There is
There's not = There is not
There isn't = There is not
There aren't = There are not

www.grammar.cl www.woodwardenglish.com www.vocabulary.cl

A- Click on the link below and develop the exercises.

https://www.englisch-hilfen.de/en/exercises/various/there_is_there_are.htm

B- Complete the sentences using "There is" and "There are".

- 1- _____ books on the table.
- 2- _____ many cars on the street.
- 3- _____ a picture on the wall.
- 4- _____ a pencil near the book.



- 5- _____ many trees in the forest.
- 6- _____ a cat under the table.
- 7- _____ seven apples in the fridge.
- 8- _____ a dog in the house.
- 9- _____ a monkey on the street.
- 10- _____ many rooms in my house.

C- Complete using “Is there” or “Are there”.

- 1- _____ an opera in our city?
- 2- _____ many girls in your class?
- 3- _____ a police station near the hospital?
- 4- _____ any bananas in the basket?
- 5- _____ trees in the park?

D- Complete the sentences using “There isn’t” or “There aren’t”.

- 1- _____ many people on the streets.
- 2- _____ any sausages in the fridge.
- 3- _____ any plates on the table.
- 4- _____ a lot of students in the classroom.
- 5- _____ any computers at SENA.

E- Complete the sentences using “There is”, “There are”, “Is there”, “Are there”, “There isn’t” and “There aren’t”.

- 1- _____ someone looking at me.
- 2- _____ many boys in the school?
- 3- _____ some photos in her bag.
- 4- _____ any eggs in the bowl.
- 5- _____ any books in her room.
- 6- _____ a soccer stadium here?



VI. UNCOUNTABLE NOUNS

ENGLISH
GRAMMAR

COUNTABLE AND UNCOUNTABLE NOUNS



COUNTABLE NOUNS

Have a singular and plural form

Can use a *singular* verb or
a *plural* verb

We can count

→ a tree two trees

→ The **book** is old.

The **books** are old.

UNCOUNTABLE NOUNS

Have only one form (no plural)

Always use a singular verb

Cannot use *a*, *an* or *a number*
before them

We cannot count

→ butter butters ~~x~~

→ **Sugar** is sweet.

→ ~~a~~ rice ~~two~~ rice

→ ~~a~~ bread ~~two~~ bread

UNCOUNTABLE NOUNS ARE OFTEN...

ABSTRACT IDEAS (cannot touch)

love, freedom, education, luck,
help, beauty, music, thunder

MADE OF SMALLER PARTS

sugar, rice, salt, sand, flour, dirt,
dust, traffic, grass, spaghetti

SOME FOOD (cut into small parts)

bread, fish, cheese, chocolate,
meat, bacon, food, ham

LIQUIDS & GASES

water, milk, wine, oil, coffee, rain,
soup, air, smoke, blood, juice, fog

MATERIALS

wood, glass, paper, gold, silver,
ice, iron, cotton, wool, steel

BE CAREFUL! (uncountable in English)

furniture, advice, work, news,
information, luggage, money

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VII. QUANTIFIERS

QUANTIFIERS

much / many / few / little

 /efl_ana

	countable	uncountable
large quantity	a lot of / lots of (affirmative; occasionally negative and interrogative) There are lots of books on my desk.	much (negative; interrogative) How much milk is there?
small quantity	many (negative; interrogative; occasionally affirmative) I don't have many exercises.	few Few people know the truth about his difficulties.
no quantity	little My grandmother drinks little wine, only occasionally.	no (negative meaning in affirmative sentences) There is no sugar for the cake. She will have no friends unless she tries to speak to people.

 https://t.me/EFL_ana

COUNTABLE/UNCOUNTABLE

1 Fill the gaps with A/AN/SOME/ ANY and match the sentences to the pictures

1-There is apple.

3-There aren't eggs.

5-There isn't sandwich.

7-There is pineapple juice.

9-There aren't cakes.

11-There isn't rice.

13-There is jam.

2-There aren't oranges.

4-There is butter.

6-There isn't milk.

8-There are bananas.

10-There is bread.

12-There are tomatoes.

14-There isn't cheese.



2 Fill the gaps with HOW MUCH or HOW MANY

1-How many potatoes are there?

3- butter is there?

5- pizza is there?

7- honey is there?

9- bottles of milk are there?

11- strawberries are there?

2- meat is there?

4- peaches are there?

6- ham is there?

8- salad is there?

10- fish is there?

12- slices of bread are there?



3 Make questions. Example: How much fruit is there? There is some fruit.

- 1- ? There are a lot of eggs.
- 2- ? There isn't any tomato juice.
- 3- ? There is a packet of pasta.
- 4- ? There are three red peppers.
- 5- ? There are a lot of beans.
- 6- ? There is some pizza.
- 7- ? There is a little salt.



4 Fill the gaps with
a/an/some/any/is/are/much/many

Lisa: I'm hungry. there any crisps?
Tom: No, there any but there is ham sandwich.

Lisa: Great, I'll have the ham sandwich and then orange. Is there ice-cream left?

Tom: No, there any ice-cream. I'll go to the supermarket. How tomatoes are there?

Lisa: There only one. We should buy more tomatoes. Oh! How butter is there?

Tom: There isn't . And we need sugar, too.

COUNTABLE OR UNCOUNTABLE?

Write C for countable or U for uncountable

- | | |
|---------------------------------|--|
| 1-Oil <input type="text"/> | 2-Carrots <input type="text"/> |
| 3-Sugar <input type="text"/> | 4-Chocolate <input type="text"/> |
| 5-Chicken <input type="text"/> | 6-Prawns <input type="text"/> |
| 7-Peas <input type="text"/> | 8-Lemons <input type="text"/> |
| 9-Flour <input type="text"/> | 10-Cucumbers <input type="text"/> |
| 11-Cheese <input type="text"/> | 12-Fish <input type="text"/> |
| 13-Vinager <input type="text"/> | 14-Onions <input type="text"/> |
| 15-Pepper <input type="text"/> | 16-Lettuce <input type="text"/> |
| 17-Pasta <input type="text"/> | 18-Pears <input type="text"/> |
| 19-Honey <input type="text"/> | 20-Croissants <input type="text"/> |
| 21-Tea <input type="text"/> | 22-Cup of tea <input type="text"/> |
| 23-Eggs <input type="text"/> | 24-Bottle of milk <input type="text"/> |
| 25-Toast <input type="text"/> | 26-Can of coke <input type="text"/> |



VIII. PLURAL NOUNS

ENGLISH
GRAMMAR

PLURAL NOUNS



Regular Nouns

add -S

1 car	2 cars
1 dog	2 dogs
1 book	2 books
1 house	2 houses
1 apple	2 apples

Ends in S, CH, SH, X or Z

add -ES

1 bus	2 buses
1 match	2 matches
1 dish	2 dishes
1 box	2 boxes
1 quiz	2 quizzes

Ends in F or FE

remove F/FE add -VES

1 leaf	2 leaves
1 wolf	2 wolves
1 life	2 lives
1 knife	2 knives
Exceptions:	roof - roofs cliff - cliffs

Ends in VOWEL + Y

add -S

1 day	2 days
1 key	2 keys
1 boy	2 boys
1 guy	2 guys
1 donkey	2 donkeys

Ends in CONSONANT + Y

remove Y add -IES

1 city	2 cities
1 baby	2 babies
1 story	2 stories
1 party	2 parties
1 country	2 countries

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Irregular Nouns

1 man	2 men
1 child	2 children
1 foot	2 feet
1 tooth	2 teeth
1 mouse	2 mice
1 person	2 people

Ends in VOWEL + O

add -S

1 zoo	2 zoos
1 radio	2 radios
1 stereo	2 stereos
1 video	2 videos
1 kangaroo	2 kangaroos

Ends in CONSONANT + O

add -ES

1 hero	2 heroes
1 echo	2 echoes
1 tomato	2 tomatoes
1 potato	2 potatoes
Exceptions:	piano - pianos photo - photos

No Change

1 sheep	2 sheep
1 deer	2 deer
1 fish	2 fish
1 series	2 series
1 species	2 species

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www.woodwardenglish.com

www.vocabulary.cl

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IX. ORDER OF ADJECTIVES

An adjective modifies a noun or a pronoun by describing, identifying or quantifying words. And adjective usually precedes the noun. “The fat man” not “the man fat”.





Let's practice!

1- Which is the correct order? Select the correct sentence according to the order of adjectives.

A- Which is the correct order?

A small Canadian thin lady.
A Canadian small thin lady.
A thin small Canadian lady.

B- Which is the correct order?

A beautiful blue sailing boat.
A blue beautiful sailing boat.
A blue sailing beautiful boat

C- Which is the correct order?

A carving steel knew knife.
A new steel carving knife.
A new carving steel knife.

2- Unscramble the sentences below to describe the animals in the pictures. Then match the descriptions with the pictures.

A- Lovely/scared/gray/cute/animal/soft/a.

B- A/slippery/sleek/noisy/warm-blooded/fast/mammal.

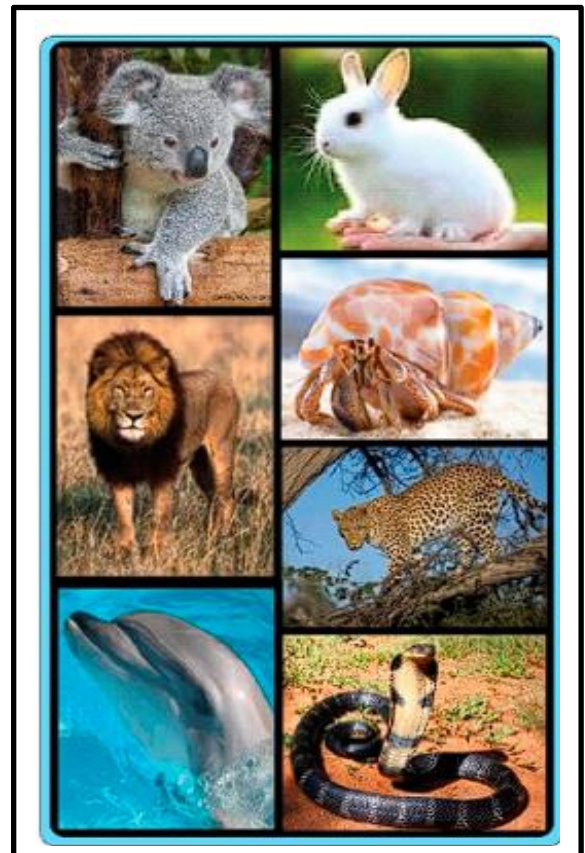
C- Mammal/scary/a//big/furry/fluffy.

D- Slimy/quiver/long/reptile/dangerous.

E- Long/curved/a/soft/abdomens/spirally.

F- Black/a/spotted/dangerous/mammal/big.

G- Small/fluffy/soft/lovely/a/white/animal.





X. FREE TIME ACTIVITIES

HOBBIES

READ ABOUT GRAMMAR: EXPRESSING LIKES AND DISLIKES.



• Do not = don't

• Does not = doesn't



- I like running
- You like running
- He likes running
- She likes running



- I don't like running
- You don't like running
- He doesn't like running
- She doesn't like running



- **DO** you like running? - Yes, I do. / No, I don't.
- **DOES** He like running? - Yes, he does. / No, he doesn't.
- **DOES** She like running? - Yes, she does. / No, she doesn't.

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=-ieaukHulwl&ab_channel=EnglishChitChat

Check the worksheet and match the vocabulary:

<https://es.liveworksheets.com/fd1228079ei>



XI. SIMPLE COORDINATING CONJUNCTIONS

AND, BUT, OR, SO, BECAUSE CONJUNCTIONS

test-english.com

AND	SIMILAR IDEAS	He's a plumber, and she is a teacher.
BUT	CONTRAST	I studied a lot, but I failed the exam.
OR	TWO POSSIBILITIES	Do you prefer tea or coffee?
SO	RESULT	It was cold, so I turned on the heating.
BECAUSE	REASON	I turned on the heating because it was cold.

Complete with the correct conjunction:

- I've got a brother _____ a sister.
- It was very sunny last Sunday _____ 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.



XII. ADJECTIVES TO DESCRIBE PLACES

<ul style="list-style-type: none">○ Beautiful○ Boring○ Bustling○ Charming○ Contemporary○ Compact○ Vast○ Notorious○ Amazing○ Suitable○ Perfect○ Cosmopolitan○ Crowded	<ul style="list-style-type: none">○ Exciting○ Rushy○ Expensive○ Rare○ Unique○ Famous○ Fantastic○ Huge○ Fascinating○ Lively○ Inexpensive○ Popular○ Picture square	<ul style="list-style-type: none">○ Touristy○ Valuable○ Heart touching○ Catchy○ Ghostly○ Heaven○ Hell○ Marvelous○ Ruined○ Devastated○ Moisty○ Cold○ Hot
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Describe the places you see in the video using the vocabulary above:

https://www.youtube.com/watch?v=jG_hpUhPfN0&ab_channel=MundoIngl%C3%A9sAm%C3%A9rica





XIII. KARAOKE ACTIVITY-TIME TO SING!



Visit the next webpages and follow the instructor's guidelines: <https://lyricstraining.com/en/>

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

TECHNICAL ASSIGNMENTS

1. Final presentation preparation - 1st stage (Introduction of the project group and characterization of the company).
2. Report on the results obtained from the analysis of the information regarding the fulfilment with the legal requirements of the project organization (summary of the report).



3. Read and answer the questions:

- A. What are five key words in Quality Management?
- B. What is Integral Quality Management for you?



4. Read the article and answer the following questions:

- A. What is the importance of the international standard ISO 9001:2015 ?
B. Explain with a simple definition four many purposes of QMS?

Quality Glossary Definition: Quality management system (QMS)

A quality management system (QMS) is a formalized system that documents processes, procedures, and responsibilities for achieving quality policies and objectives. A QMS helps coordinate and direct an organization's activities to meet customer and regulatory requirements and improve its effectiveness and efficiency on a continuous basis.

ISO 9001:2015, the international standard specifying requirements for quality management systems, is the most prominent approach to quality management systems.

While some use the term *QMS* to describe the ISO 9001 standard or the group of documents detailing the QMS, it actually refers to the entirety of the system. The documents only serve to describe the system.

Quality management systems serve many purposes, including:

- Improving processes
- Reducing waste
- Lowering costs
- Facilitating and identifying training opportunities
- Engaging staff
- Setting organization-wide direction

5. Answer the following questions based on what you have learned about QMS?

- a) What is ISO 9001:2015?
b) Who should use ISO 9001:2015?
c) What topics does ISO 9001:2015 cover?
d) How do I get started with ISO 9001:2015?
e) What are the benefits of ISO 9001?

6. Go through the following link <https://asq.org/career/job-definitions> and read about the next 10 occupations (found in the box) and their definitions related to quality management systems.



1. INSPECTOR
2. COORDINATOR
3. SUPERVISOR
4. AUDITOR
5. MANAGER
6. ANALYST
7. QUALITY ENGINEER
8. TECHNICIAN
9. CALIBRATION TECHNICIAN
10. EDUCATOR/INSTRUCTOR

7. Now read the following definitions and fill in the gaps with the correct occupation taken from the prior box. (Check out the website <https://asq.org/career/job-definitions> for answers) Finally, make a glossary with your own definitions.

A: A/an _____ Instructs or trains others on quality-related topics, tools, and techniques. This person may be an employee of an organization or teach in a university or college setting.

B: A/an _____ Collects, organizes, monitors, and distributes information related to quality and process improvement functions, possibly including but not limited to compliance to and documentation of quality management standards.

C: A/an _____ Inspects, audits, and reports on materials, processes, and products using variable or attribute measuring instruments and techniques to ensure conformance with an organization's quality standards.

D: A/an _____ Performs and reports on internal or external quality system audits.

E: A/an _____ Administers the organization's quality improvement efforts within a defined department.

F: A/an _____ Initiates and coordinates quality-related data from production, service, or process improvement activities and reports these data using statistical techniques.

G: A/an _____ Ensures the administration of an organization's quality, process, or business improvement efforts within a defined segment of the organization.

H: A/an _____ Follows basic quality techniques, possibly including calibration, to track, analyze, and report on materials, processes, and products to ensure they meet the organization's quality standards.

I: A/an _____ Designs, installs, and evaluates quality assurance process sampling systems, procedures, and statistical techniques.

J: A/an _____ Tests, calibrates, maintains, and repairs electrical, mechanical, electromechanical, analytical and electronic measuring, recording and indicating instruments, and equipment for conformance to established standards.



4. ACTIVIDADES DE EVALUACIÓN

Evidencias de Aprendizaje	Criterios de Evaluación	Técnicas e Instrumentos de Evaluación
Evidencias de Conocimiento: Talleres y actividades propuestos en las guías de aprendizaje	Pronunciación -Fluidez -Uso adecuado y pertinente del vocabulario. -Uso adecuado y pertinente de estructuras gramaticales explicadas en sesión	Talleres Video Listas de verificación Presentación

5. GLOSARIO DE TÉRMINOS

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.

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

Fill in: llenar un espacio vacío.

Get in pairs: reunirse con un par académico.

Goods: conjunto de propiedades o riquezas que pertenecen a una persona o grupo.

Have a look: observa con atención.

Job: actividad física o intelectual, en general de forma continua, y recibir un salario por ello.

Look at: dirigir la vista y atención hacia algo.

Make a list: hacer una lista.

Management: conjunto de acciones que se ejecutan para dirigir y/o controlar una empresa, un gobierno, etc.

Manufacture: hacer un producto a partir de la combinación de sus componentes, especialmente en serie y por medios mecánicos.



Mark: poner una marca para distinguir algo.

Match: establecer una relación.

Sale: entregar una cosa a alguien a cambio de una determinada cantidad de dinero.

Solve: encontrar la solución o respuesta.

Workplace: lugar donde desempeña su labor.

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