**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):**

- 24020150103 - Leer textos muy breves y sencillos en inglés general y técnico.
- 24020150101 - Comprender frases y vocabulario habitual sobre temas de interés personal y temas técnicos
- 24020150105 - Encontrar vocabulario y expresiones de inglés técnico en anuncios, folletos, páginas web, etc.

**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:**

- 01 - Comprender información sobre situaciones cotidianas y laborales actuales y futuras a través de interacciones sociales de forma oral y escrita.

## 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 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 empleamos esa información para solucionar gran variedad de problemáticas.

## 3. FORMULACIÓN DE LAS ACTIVIDADES DE APRENDIZAJE

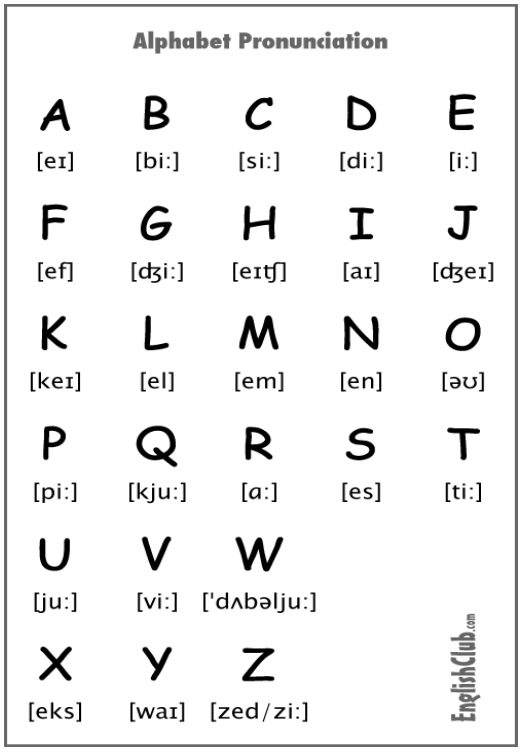
### NIVEL 1

- 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.

Actividades de reflexión Inicial: WARM UP

### I. THE ALPHABET



## II. PHONICS

**a. Sort the words out:**

| | | | |
|---|---|---|---|
| PLAY | DREAM | HISTORY | PLAN |
| AGAIN | DRY | AIM | INTO |
| FIND | GUESS | POLICE | CLASS |
| ASK | SITE | | |

| **/æ/** | **/ɛ/** | **/ɪ/** |
|---|---|---|
| | | |
| | | |
| | | |
| **/i/:** | **/ei/** | **/ai/** |
| | | |
| | | |
| | | |

**b. Spelling: Challenge for beginners**

Unscramble the letters to spell the words correctly

Rde_____

Ognrae_____

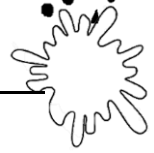
Buel_____

Gerne_____

Ylwelo_____

Ikpn_____

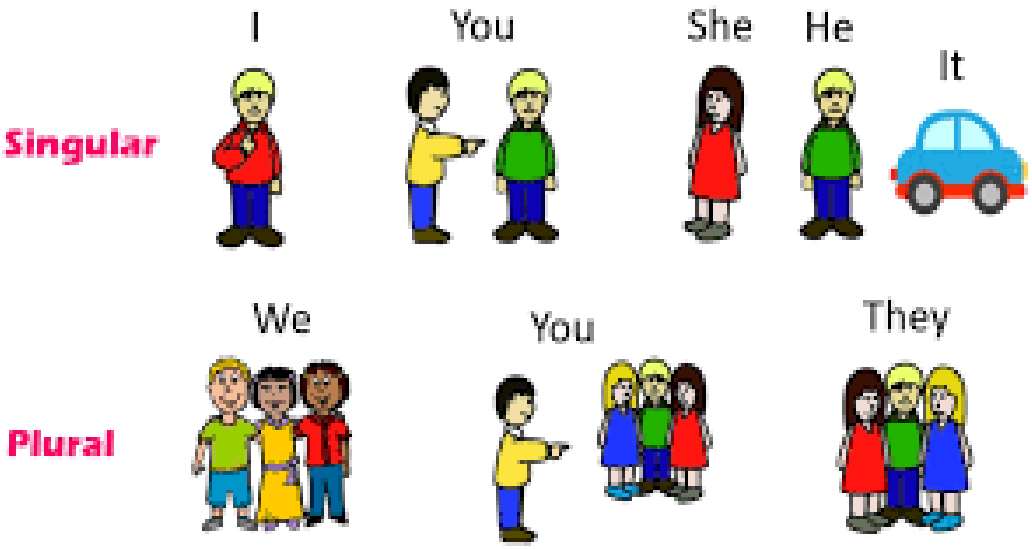
Bklca_____



Witeh_____

## III. GRAMMAR CATEGORIES

### Personal Pronouns




| Types of Pronouns | | | | | |
|---|---|---|---|---|---|
| | Subject Pronouns | Object Pronouns | Possessive Adjectives | Possessive Pronouns | Reflexive Pronouns |
| Singular | I | me | my | mine | myself |
| | you | you | your | yours | yourself |
| | he | him | his | his | himself |
| | she | her | her | hers | herself |
| | it | it | its | its | itself |
| Plural | we | us | our | ours | ourselves |
| | you | you | your | yours | yourselves |
| | they | them | their | theirs | themselves |

**a. Choose the correct pronoun for each sentence, considering the word(s) in the chart.**

| | | | | | |
|---|---|---|---|---|---|
| Her | Him | Them | Them | Us | We |
| She | He | It | They | Me | You |

1. ____is playing in the garden. (Kathryn)
2. ____is a red. (the car)
3. ____are in the classroom. (the students)
4. I am listening to____. (Mr. David)
5. I love____. (my parents)
6. ____is riding his bike. (Andy)
7. ____are watching TV. (my brother and I)
8. I always take care of____. (my sister)
9. Let's play with____. (Mark and Simon)
10. You must come with____. (my father and I)
11. Listen to____, I am telling you the truth.
12. ____should work hard to pass your exams.

**b. Fill in the blanks using MINE, YOURS, HIS, HERS, OURS, THEIRS:**

1. A: Is this John's tie? B: Yes, it is_____.
2. My umbrella isn't black._____is grey.
3. There is a car near your house. Is it_____?
4. That green shirt isn't Alice's._____is blue.
5. Pass this ball to us. It is_____.
6. They don't like sandwiches. These sandwiches are not_____.
7. Don't take these keys. They are not_____.
8. A: There is a pair of brown gloves here. Are they your gloves or my gloves?
   B: I haven't got brown gloves. They aren't_____, they are_____.
9. A: Is their house old?
   B: No,_____is very old.
10. Can I take your pen?_____is at home.

**c. Fill in the blanks with ME, YOU, HIM, HER, THEM, US, IT:**

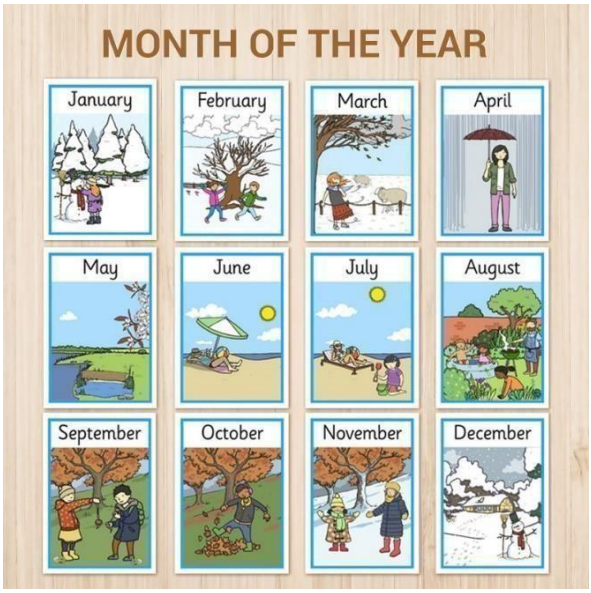
1. We are playing in the garden and Jim is playing with_____.
2. Are the lights on? Turn_____off!
3. Where is my book? I'm looking for_____.
4. She is very tired. Help_____.
5. I'm very thirsty. Give a glass of water.
6. This is Ahmet's pen. Give it to _____.
7. Look at _____. Are they your friends?
8. Are you John Brown? There is a letter for _____.

**d. Complete the passage. Use these words:**

| *my your his her its our their his* |
|---|

Hello._____name is Patrick. I'm nine. I have got a brother. His name is Andy and he's eleven. We are on holiday in Spain. The hotel is very good, and _____ swimming-pool is large. Andy and I have got a sister._____name is Liz. She's six years old._____mother and father are in the restaurant now. Their friends, Mr. and Mrs. Bolton, are in the restaurant, too._____two sons are in the pool. Andy has got a girlfriend._____girlfriend's name is Sandra. She's in_____class at school. Where is your family? Is _____family here, too?

## IV. MONTHS AND DAYS



What month is it?

This is the fifth month of the year _____

This is the seventh month after October _____

This is the last month of the year _____

This is the only month with letter "*g*" in it _____

The last letter of the month is "e" _____

This month is four months before November _____

This is the first month _____

This month has only three letters in its name _____

This is the third month of the year _____

This month has the longest name _____

The last letter of this month is "*h*" _____

If today is Tuesday, what will be tomorrow? _____

If yesterday was Saturday, what is today? _____

In two days', time, will be Thursday, what day is today? _____

In one week, it will be Monday, what day is today? _____

In three days', time it will be Wednesday, what day is today? _____

## V. CARDINAL NUMBERS

| | | | | | |
|---|---|---|---|---|---|
| 1 | one | 11 | eleven | 30 | thirty |
| 2 | two | 12 | twelve | 40 | fourty |
| 3 | three | 13 | thirteen | 50 | fifty |
| 4 | four | 14 | fourteen | 60 | sixty |
| 5 | five | 15 | fifteen | 70 | seventy |
| 6 | six | 16 | sixteen | 80 | eighty |
| 7 | seven | 17 | seventeen | 90 | ninty |
| 8 | eight | 18 | eighteen | 100 | hundred |
| 9 | nine | 19 | ninteen | 1,000 | thousand |
| 10 | ten | 20 | twenty | 1,000,000 | million |

Answer the questions about your relatives' and other people's telephone numbers! If you do not have them/want to tell, you can make the numbers up!

What is your (telephone) number? What's your number? My (telephone) number is _____

What is your grandmother's (telephone) number? What's your grandma's number? My grandma's number is _____

What is your grandfather's (telephone) number? What's your grandpa's number? My grandpa's number is _____

What is your mother's (telephone) number? What's your mom's number? My mom's number is _____

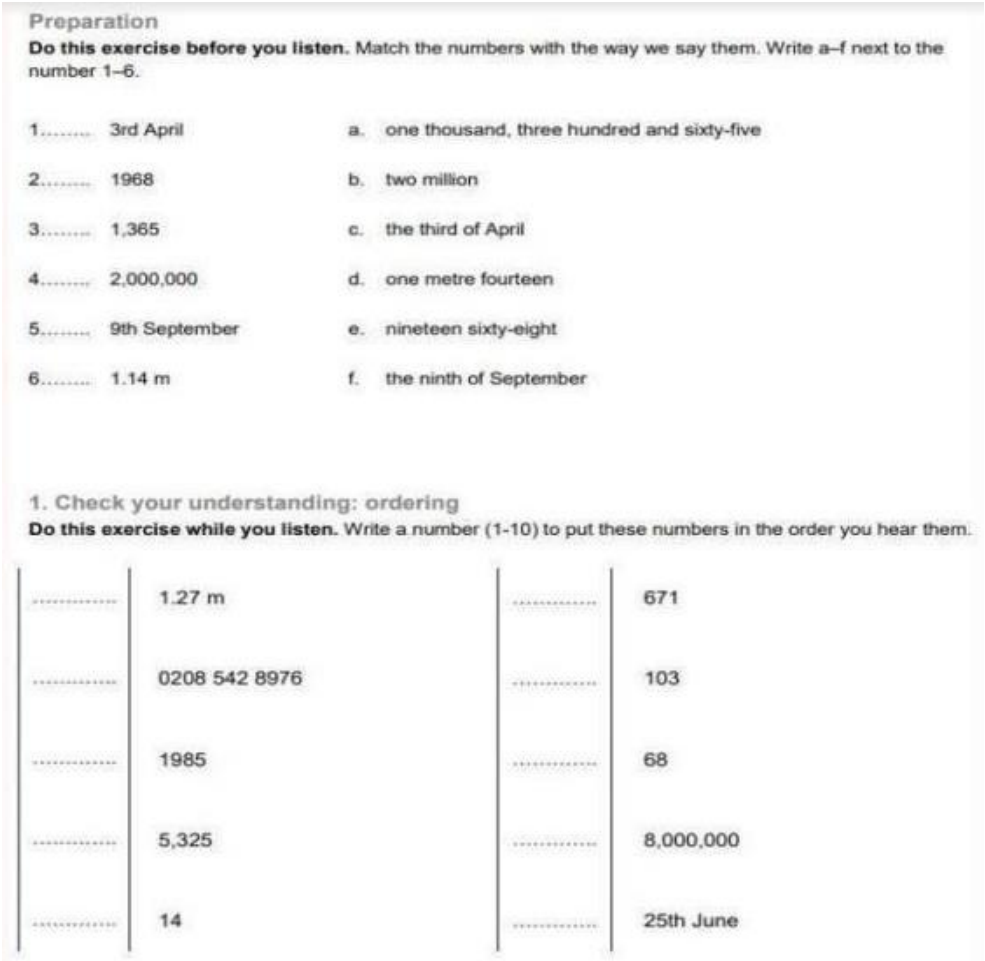
What is your father's (telephone) number? What's your dad's number? My dad's number is _____

What is your wife's or girlfriend's (telephone) number? What's your wife's number? My wife's number is _____

What is your husband's or boyfriend's (telephone) number? What's your husband's number?
My husband's number is _____

## VI. ORDINAL NUMBERS

Listen to the numbers and do the exercises to practice and improve your listening skills.



Preparation

**Do this exercise before you listen.** Match the numbers with the way we say them. Write a–f next to the number 1–6.

| | | | |
|---|---|---|---|
| 1..... | 3rd April | a. | one thousand, three hundred and sixty-five |
| 2..... | 1968 | b. | two million |
| 3..... | 1,365 | c. | the third of April |
| 4..... | 2,000,000 | d. | one metre fourteen |
| 5..... | 9th September | e. | nineteen sixty-eight |
| 6..... | 1.14 m | f. | the ninth of September |

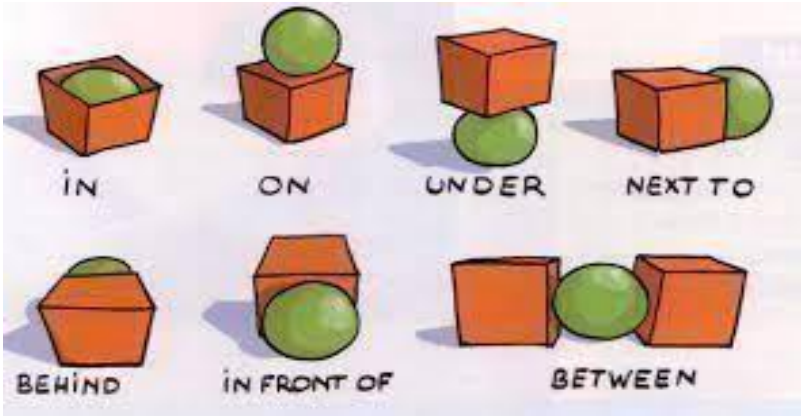
1. Check your understanding: ordering

**Do this exercise while you listen.** Write a number (1-10) to put these numbers in the order you hear them.

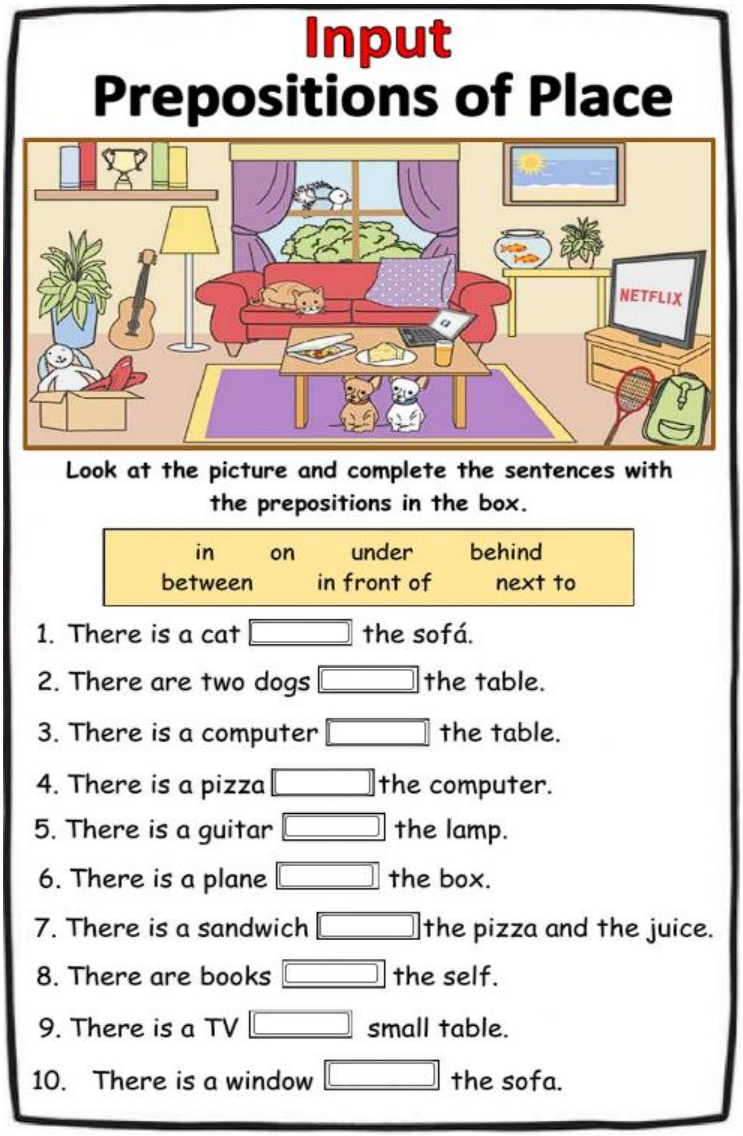
| | | | |
|---|---|---|---|
| ..... | 1.27 m | ..... | 671 |
| ..... | 0208 542 8976 | ..... | 103 |
| ..... | 1985 | ..... | 68 |
| ..... | 5,325 | ..... | 8,000,000 |
| ..... | 14 | ..... | 25th June |

Check the next link for listening and answers
https://learnenglishteens.britishcouncil.org/skills/listening/beginner-a1-listening/understanding-numbers

## VII. PREPOSITIONS OF PLACE



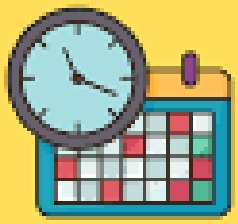

Complete the sentences with the prepositions in the box.




Check the following link for answers and if possible, have students to do it online.
https://acortar.link/RGV4RA

## VIII. PREPOSITIONS OF TIME

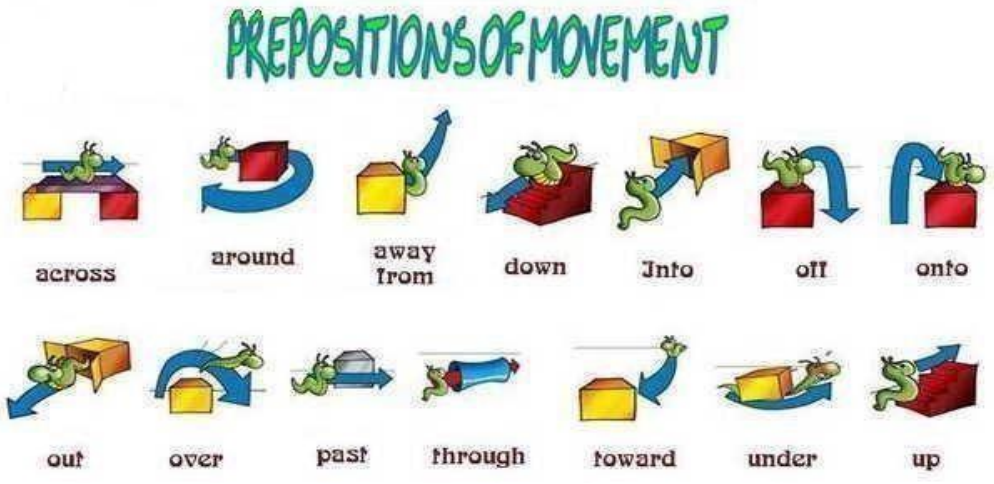
# Prepositions of Time



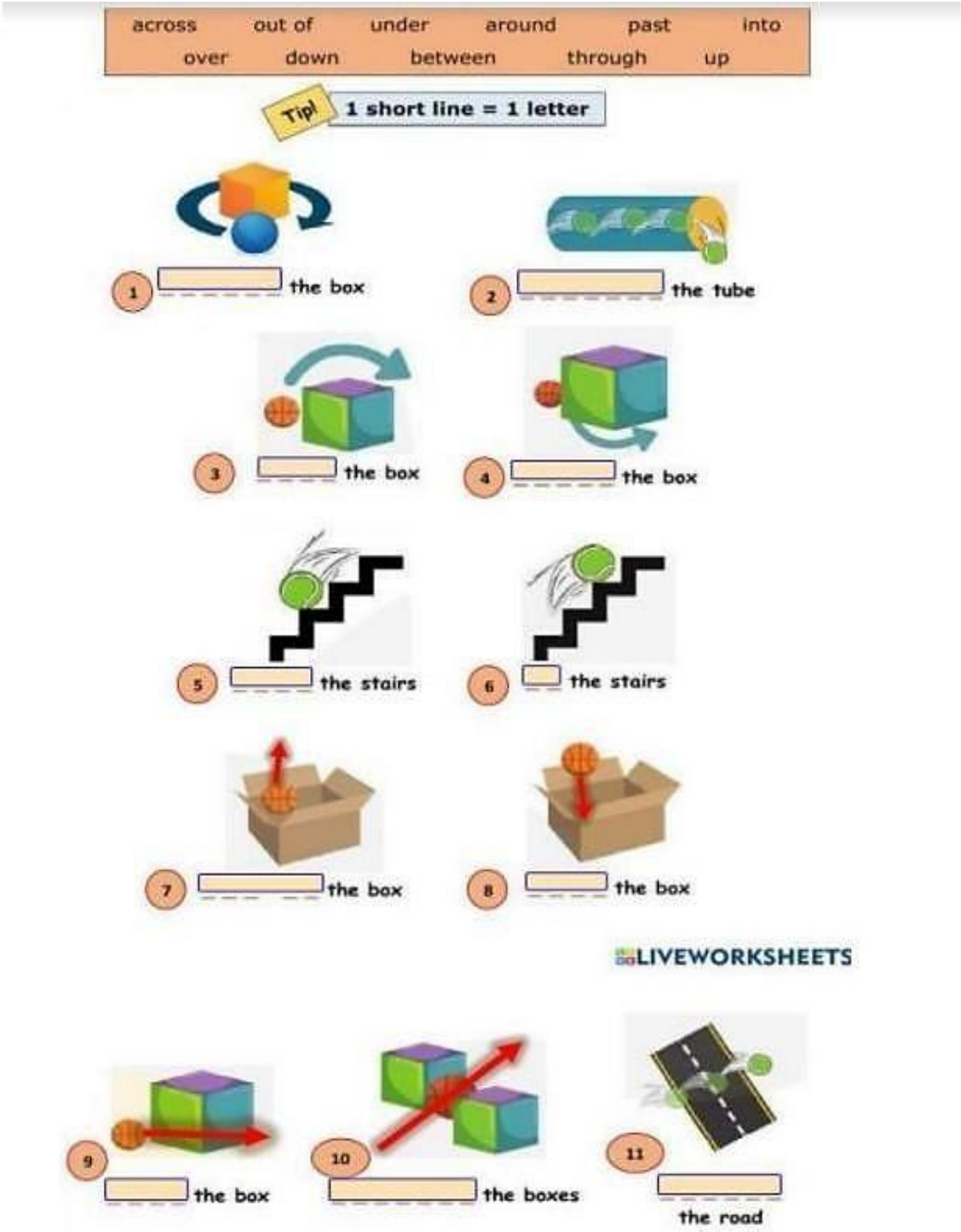
Fill in with the missing preposition IN, ON or AN

Check the following link for answers and if possible, have students to do it online.
https://acortar.link/cyAEig

## IX. PREPOSITIONS OF MOVEMENT



Look at the pictures 1 to 11 and complete the blanks with the correct preposition from the box.




Check the following link for answers and a full version of the activity.
https://acortar.link/CNQZuB

## X. VERB "TO BE"

# 'TO BE' WITH SIMPLE PRESENT TENSE

**TO BE**
**( am, is, are )**

www.englishstudypage.com

### WITH POSITIVE SENTENCES

( SUBJECT + TO BE ( AM / IS / ARE ) + ...)

- I am ( I'm) sick.
- You are ( You're ) a policeman.
- She is ( She's ) lucky.
- We are ( We're ) at school.

English Study Page

### WITH NEGATIVE SENTENCES

( SUBJECT + TO BE ( AM / IS / ARE ) + NOT + ...)

- I am not ( I'm not ) sick.
- You are not ( aren't ) a policeman.
- She is not ( isn't ) lucky.
- We are not ( aren't ) at school.

English Study Page

### WITH QUESTIONS SENTENCES

( TO BE ( AM / IS / ARE ) + NOT + SUBJECT + ...)

- Am I sick? / Am I not sick?
- Are you a policemen? / Aren't you a policeman?
- Is she lucky? / Isn't she lucky?
- Are we at school? / Aren't we at school?)

www.englishstudypage.com Like facebook.com/englishstudypage

**a. Think about a famous character and ask your partners yes/no questions to guess who the character is.**

**b. They are neighbors, that's why they're so different. Use the vocabulary and the 'verb to be' to describe them.**

**c. Write the family members:**

1. My father's parents are my_____.
2. My mothers' mother is my _____.
3. My father's sister is my _____.
4. My parents' daughter is my_____.
5. My mother is my father's _____.
6. My father is my mother's _____.
7. My sister is my parents' _____.
8. My mother's mother is my father's_____.
9. My father's brother is my _____.
10. I am my parents' _____.
11. My mother's sister is my _____.
12. My sister and I are my parents'_____.
13. My sister is my uncle's _____.
14. My aunt's children are my_____.
15. My mother's father is my_____.
16. I am my sister's _____.

Source: https://www.englishexercises.org/makeagame/viewgame.asp?id=6781#a

**d. Make a family tree, mention your family members, use the verb to be to describe them, mention their birthdays …etc.**

**e. PERSONAL INFORMATION**

Fill out your personal information:

FULL NAME: _____

BIRTHDAY: _____

NATIONALITY: _____

JOB: _____

PHONE, ADRESS AND E- MAIL:

_____

**Watch the video and learn about nationalities:**
https://www.youtube.com/watch?v=NJVV1LDt2hE&ab_channel=TopEnglish

**Watch the video and guess the country:**
https://www.youtube.com/watch?v=Xx2XZxZlofI&ab_channel=Games4esl

**Watch the video and remember the professions:**
https://www.youtube.com/watch?v=x9ofeV_nCUQ&ab_channel=7ESLLearningEng lish

**Describe professions and make the students guess.**

## XI. TELLING THE TIME

**Look at the clocks. What's the time? Tell your partner. Write the letter.**

What's the time?

It's two o'clock.

a b c d

1 It's ten o'clock. .....
2 It's seven o'clock. .....
3 It's five o'clock. .....
4 It's three o'clock. .....

5 It's half past eleven. .....
6 It's half past four. .....
7 It's half past one. .....
8 It's half past six. .....

e f g h

i j k l

9 It's quarter past seven. .....
10 It's quarter past nine. .....
11 It's quarter past five. .....
12 It's quarter past twelve. .....

13 It's quarter to four. .....
14 It's quarter to eight. .....
15 It's quarter to eleven. .....
16 It's quarter to one. .....

m n o p

**What's the time? Speak and write.**

.....

.....

.....

.....

## XII. LISTENING TASK

Click on the following and complete the task: https://acortar.link/XdX9Hn

### a. WHAT'S YOUR NAME? HOW IS THAT SPELLED?

Listen and check the spelling of the following names. If the spelling is wrong, correct it in the space.

| Name | Spelling | | Correct spelling |
|---|---|---|---|
| 1. Anna Sarah | Right | Wrong | |
| 2. Lora | Right | Wrong | |
| 3. Shelly | Right | Wrong | |
| 4. Joe | Right | Wrong | |
| 5. Beth | Right | Wrong | |
| 6. Sara | Right | Wrong | |

### b. HOW OLD ARE YOU? / WHERE ARE YOU FROM?

Watch the video again and fill in the blanks.

| Name | Age | Country/City |
|---|---|---|
| Beth | | |
| | | Columbus, Ohio |
| | 33 | Mongolia |
| Dustin | | Taiwan/Texas |
| | 33 | |

### c. WHAT'S YOUR JOB?

Put the correct occupation from the box next to each person.

| | | |
|---|---|---|
| Chef | graphic designer | Computer engineer |
| teacher | works in technology | |

1. Anna Sarah _____
2. Beth _____
3. Shelli _____
4. Joe _____
5. Damon _____

## XIII. WH QUESTIONS

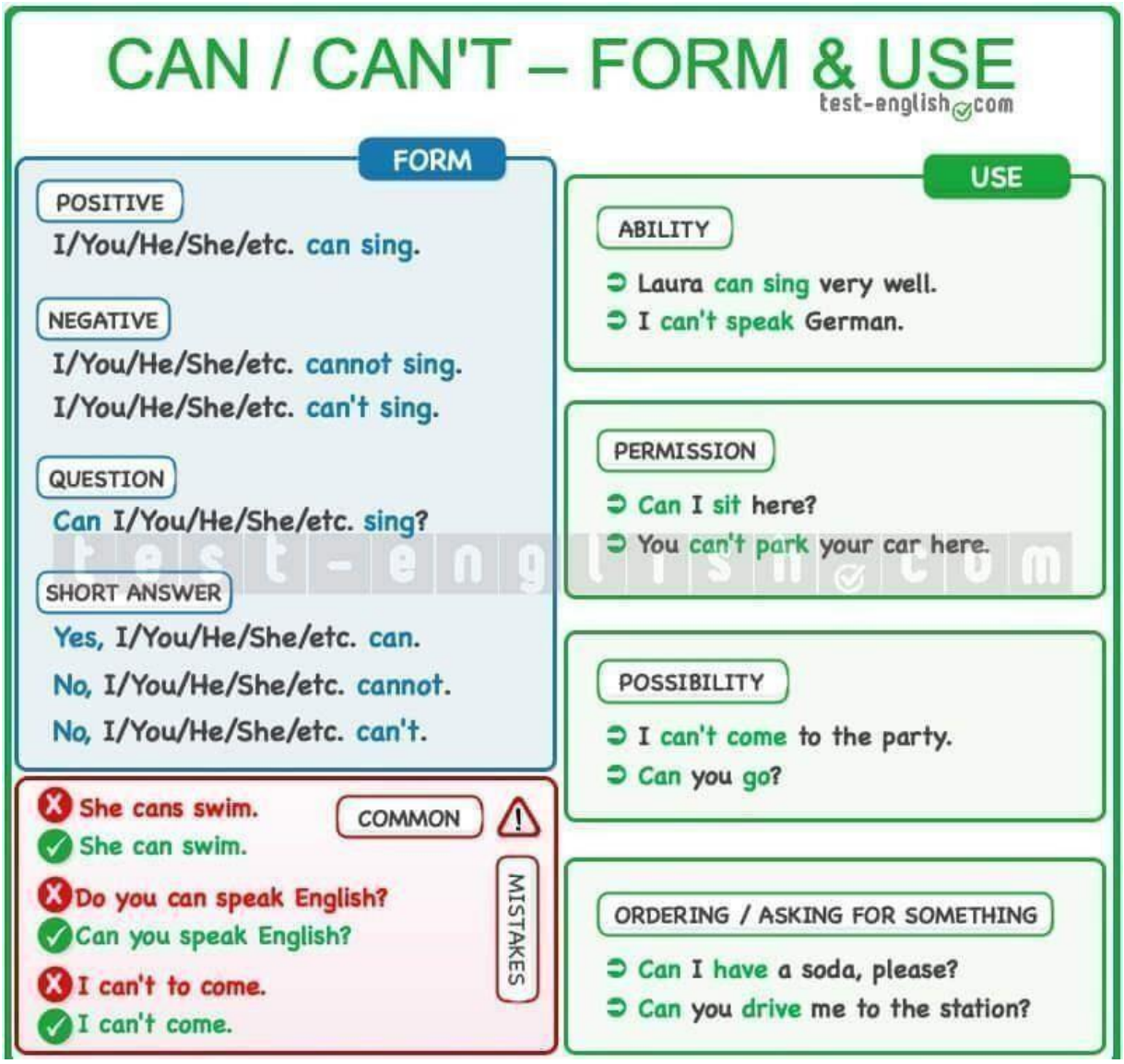
**Read the following article and answer the questions below:**

Bob Hunter is forty years old. He lives in Derby with his wife and their children. His wife's name is Linda, and she is an artist. Their eldest child, Richard, is studying Engineering at Derby University. Their middle child is called Claire. She is fourteen and a student at Derby Grammar School.
Their youngest child is Sally, who is twelve. She enjoys horse-riding and cycling. Bob is an accountant and works for Toyota at Burniston. He enjoys his job but always looks forward to the weekend when he can spend some quality time on the golf course. He is a member of Mickleover Golf Club, and he plays there eleven years ago.

How old is Bob? _____
What does he do? _____
Where does he live? _____

How many children does he have? _____
What is his wife's name? _____
What does his wife do? _____
How old is Claire? _____
What does Bob do at the weekend? _____
What does the word THEIR, in line 1, refer to? _____
What does the word THERE in the last line refer to? _____

## XIV. CAN-CAN'T ABILITY




**How about you? Make a list of the skills you CAN or CAN'T do:**

_____
_____
_____
_____
_____

**Linda Starr is an actress. She wants a Job in a new movie. Complete the dialogue with the correct form of CAN.**

**Ms. Lee:** So, Linda, what (1)_____(you/ do)? (2)_? (you/sing)
**Linda:** Yes, I (3)_____sing but not very well.
**Ms. Lee:** Hmm. (4)_____? (you/dance)
**Linda:** I (5)_____dance just a little.
**Ms. Lee:** Hmm. No, no, no… You (6)_____sing or dance very well. (7)_____? (You/cry)
**Linda:** Oh, yes! I (8)_____cry very well.
Ms. Lee: That's great! Our new movie is Lost Love. You can do the job!

**Complete the email with the correct form of CAN**

Date: November 3rd
From: mt@netmai1.com
Subject: Hello

Dear Key Pal,

Hello! My name is Marisol Torres. I'm from Guadalajara, México, so I (1) _____speak Spanish. (2) _____(you/speak) Spanish? I (3)_____ _____teach you some words!
I love music. I (4)_____sing, and I (5)_____play the piano. My brother, Alex (6)_____play the guitar. He is a wonderful musician. (7)_____(you /play) any musical instrument? I also like sports. My mother teaches me soccer, also she (8)_____play tennis, but she (9)_____ski. It's too difficult.
Please write soon! I'm waiting for your first email.

Your friend, Marisol!

## TECHNICAL ASSIGNMENTS

1- **By project groups make the map of the process from the organization with theobject of the project**

2- **By project groups make a brief summary of the Integrated policy, quality objectives,environment, OH & S.**

3- **Check the following text and the words that are underlined. Five (5) of those words are incorrect. The other ones are correct. Find the incorrect words and correct them.**

Environmental, health and safety (EHS) departments, also calling SHE or HSE departments, are entities commonly found within companies that consider environmental protection, occupational health and safety at work as important as providing products quality, and which therefore have managers and departments responsible for this issues. EHS management have two general objectives: prevention of incidents or accidents that might result from abnormal operating conditions on the one hand and reduction of adverse effects that result from normal operating conditions on the other hand. Since the 1990s, general approaches to EHS management that may fit any type of organization can be found in international standards like ISO 14001 for environmental management and OHSAS 18001 for occupational health and safety. The general approach to EHS management, as per international standards ISO 14001 and OHSAS 18001, is based on the methodology called "Plan-Do-Check-Act" (PDCA), makes popular by W. Edwards Deming.

4- **Match the following quality concepts with the correct description.**

| | |
|---|---|
| record | demonstrated ability to apply knowledge and skills |
| customer | organization or person that provides a product |
| organization | overall intentions and direction of an organization related to its quality |
| policy | specified way to carry out an activity or process |
| requirement | person with the competence to conduct an audit |
| competence | non-fulfillment of something that is needed in a particular process (requirement) |
| auditor | coordinated activities to direct and control an organization |
| procedure | need or expectation that is stated, generaly implied or obligatory |
| non-conformity | group of people and facilities with a set of responsibilities, authorities and relationships |
| management | document stating results achieved or providing evidence of activities performed |
| supplier | organization or person that receives a product |

## 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.<br><br>**Evidencia de desempeño:**<br><br>Realizar una exposición en ingles del proyecto formativo donde se demuestre un manejo adecuado de vocabulario relacionado con la presentación de los integrantes del equipo proyecto, información básica de la empresa (caracterización) y descripción del proceso productivo (diagrama). | -Pronunciación<br><br>-Fluidez<br><br>-Uso adecuado y pertinente del vocabulario.<br><br>-Uso adecuado y pertinente de estructuras gramaticales explicadas en sesión | Talleres<br><br>Video<br><br>Listas de verificación<br><br>Presentación |

## 4. GLOSARIO DE TÉRMINOS

**Answer:** responder una pregunta.

**Blanks:** llenar los espacios en blanco.

**Check:** examinar o analizar con atención y cuidado.

**Fill out:** llenar un espacio vacío.

**Guess:** descubrir a través la intuición.

**Own:** que corresponde a alguien.

**Sort out:** definir el grupo o clase al que pertenece

**Spell:** pronunciar las letras de una palabra en el orden en el que se escriben.

**Telling the time:** indicar la hora.

**Unscramble:** descubrir el significado de un mensaje en clave o codificado.

**Watch:** observar algo con atención.

## 5. REFERENTES BIBLIOGRÁFICOS


https://learnenglishteens.britishcouncil.org/skills/listening/beginner-a1-listening/understanding-numbers

https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Prepositions_of_place/Prepositions_of_place-1ESO_no1470835uj

https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Prepositions_of_time/Prepositions_in,_on,_at_sa210948nj

https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Prepositions_of_movement/Prepositions_of_Movement_gi1837467nf

https://www.youtube.com/watch?v=NJVV1LDt2hE&ab_channel=TopEnglish

https://www.youtube.com/watch?v=Xx2XZxZlofI&ab_channel=Games4esl

https://www.youtube.com/watch?v=x9ofeV_nCUQ&ab_channel=7ESLLearningEng lish

https://acortar.link/

http://www.pearsonlongman.com/login.asp

https://www.m-risk.com/en/blog/la-importancia-de-la-gesti%C3%B3n-ambiental-y-c%C3%B3mo-ser-el-experto-en-tu-empresa

https://en.islcollective.com/english-esl-worksheets/general-topic/environment/environmental-problems-task/72040


## 6. CONTROL DEL DOCUMENTO

| | Nombre | Cargo | Dependencia | Fecha |
|---|---|---|---|---|
| Autor (es) | | | | |

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

| | Nombre | Cargo | Dependencia | Fecha | Razón del Cambio |
|---|---|---|---|---|---|
| Autor (es) | | | | | |