**PROCESO DE GESTIÓN DE FORMACIÓN PROFESIONAL INTEGRAL**
**FORMATO GUÍA DE APRENDIZAJE**

## 1. IDENTIFICACIÓN DE LA GUIA DE APRENDIZAJE

- **Denominación del Programa de Formación:** Gestión de la Seguridad y Salud en el Trabajo.
- **Código del Programa de Formación:** 226245
- **Nombre del Proyecto:** Propuesta para la formulación del Sistema de Gestión de la Seguridad y Salud en el Trabajo para empresas de los diferentes sectores económicos del país.
- **Fase del Proyecto:** En ejecución
- **Actividad de 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.

**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:**

- 04 Implementar acciones de mejora relacionadas con el uso de expresiones, estructuras y desempeño según los resultados de aprendizaje formulados para el programa

## 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.

## NIVEL 4

### 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."

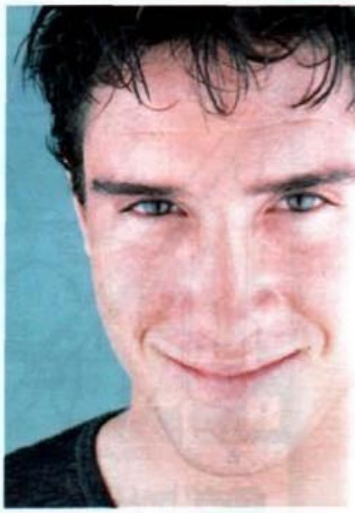
But this Saturday is different! This morning Isabel got up early because today she's getting married. She's in church with all her family and friends. She's wearing a white dress, and her husband is standing next to her.



## 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 actions at the time of speaking**, 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 youare 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 |































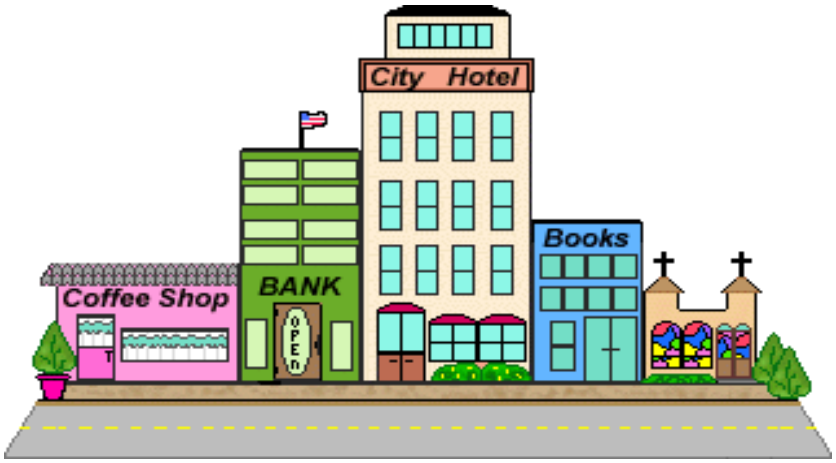








**4. Look at the picture and write true or false**




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_____

**5. Listening exercise. Click on the following link and develop the activities.**
https://learnenglishteens.britishcouncil.org/grammar/a1-a2-grammar/present-simple



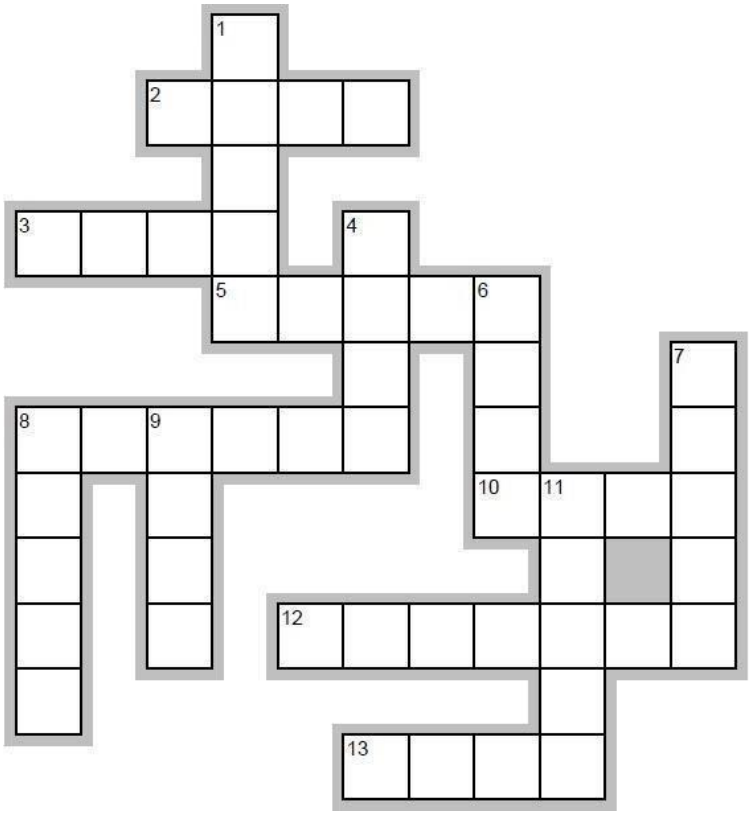
## II. VOCABULARY: BODY PARTS – FILL IN THE CROSSWORD

### 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.




- **Write the down the definition in English of the following body parts:**

A- Calf: _____.

B- Belly: _____.

C- Thigh: _____.

D- Forehead: _____.

E- Eyebrows: _____.

F- Nails: _____.

G- Shoulder: _____.

H- Elbow: _____.

## 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



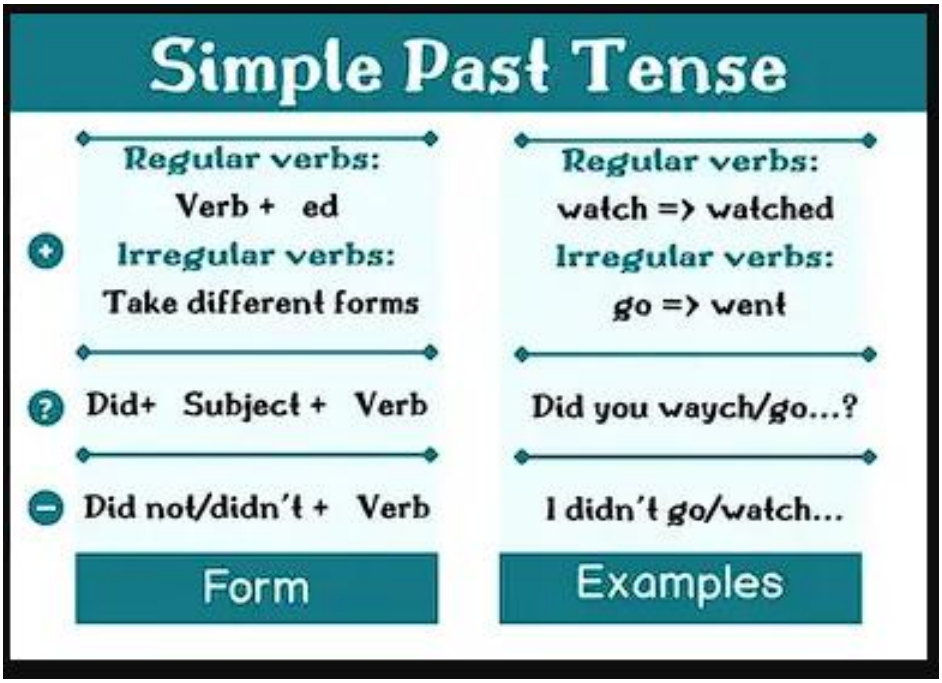
a) headache
b) earache
c) toothache

## 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. SIMPLE PAST




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

**1. Watch the video and practice with the exercises you find in it. Take somescreenshots as evidence of the work done.**



**2. Story Time! Read the two stories below and fill in the gaps with the verbs fromthe 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

**Complete the stories with the words in the box:**

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

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

**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.

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| made | tried | ate | built | were | lived | fell | blew | was | used |
| came | | | | | | | | | |

**The Three Little Pigs**

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 andhappy life.

**3. 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 | …….. |
| get | |




**4. Watch and nurture your knowledge:**

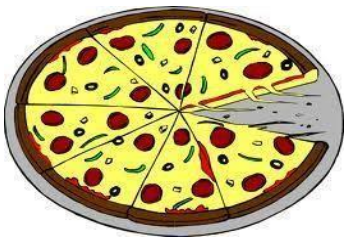
https://www.youtube.com/watch?v=gUDQwatZTKk

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

https://www.eslbuzz.com/english-verb-forms-regular-and-irregular-verbs/

## VI. Reading exercise

### 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. |

## VII. PAST CONTINUOUS




**A. Choose the correct answer.**

1) **When-While** I was making a cake my husband was washing the dishes.
2) Melek was sleeping **when-while** I opened the door.
3) **When-While** I was swimming my friends were playing volleyball.
4) **When-While** Ali phoned me I was having a shower.
5) My mother was drinking tea **when-while** I came home.
6) Our teacher was writing something on the board **when-while** somebody knocked at the door.
7) What were you doing **when-while** I phoned you?
8) **When-While** I saw her she was having dinner with her boyfriend.
9) I wasn't waiting for her **when-while** she came in.
10) We were ice-skating **when-while** Serkan broke his leg.

**B. Fill in the blanks with the verbs given.**

**1)** Oktay _____ (do) his homework when we _____ (call) him to go out.

**2)** We _____ (not-clean) the house when somebody _____ (knock) at the door.

**3)** The gardener _____ (pick) up the flowers when we _____ (call) him to come in.

**4)** What _____you _____ (do) when you _____ (hear) she was coming?

**5)** He _____ (not-play) computer games while we _____ (do) our homework.

**6)** _____ you _____ (wash) your hair when I _____ (call) you last night.

**7)** I _____ (tidy) my room when I _____ (find) my wallet.

**8)** What _____ Mert _____ (do) while you _____ (sing) a song.

**9)** We _____ (not-wait) for the bus when it _____ (come).

**10)** Su and Vildan _____ (draw) pictures when the teacher _____ (warn) them.

**11)** When I _____ (lose) my keys I _____ (do) shopping.

**12)** When I _____ (meet) my friends they _____ (drink) coffee.

**13)** Barış _____ (feed) the dog when it _____ (bite).

**C. Rewrite the sentences with "WHEN" or "WHILE".**

**1)** I was combing my hair. My sister came in.
**( When )** _____.
**( While )** _____.

**2)** Murat painted the fences. Kubilay was planting some trees.
**( When )** _____.
**( While )** _____.

**3)** Tahsin was playing snowball. We saw him.
**( When )** _____.
**( While )** _____.

**4)** My mother was having a rest. We came home.
**( When )** _____.
**( While )** _____.

**5)** I was having an exam. The headmaster opened the door.
**( When )** _____.
**( While )** _____.

# SIMPLE PAST VS PAST CONTINUOUS

**A. Complete the sentences. Use the past simple of the verbs in brackets.**

1) My sister _____ (go) to the cinema yesterday.
2) He _____ (not like) football, so he _____ (play) volleyball.
3) He _____ (break) the window when he _____ (be) 5.
4) My mum _____ (be) very angry because we _____ (come) home very late.
5) She _____ (told) me the problem with her mum and I _____ (help) her.
6) They _____ (not visit) the museum of the town, they _____ (prefer) going to the funfair.
7) _____ they _____ (visit) their grandparents yesterday?
8) Who ____ you _____ (be) with when the accident happened?

**B. Complete the text. Use past simple and continuous.**

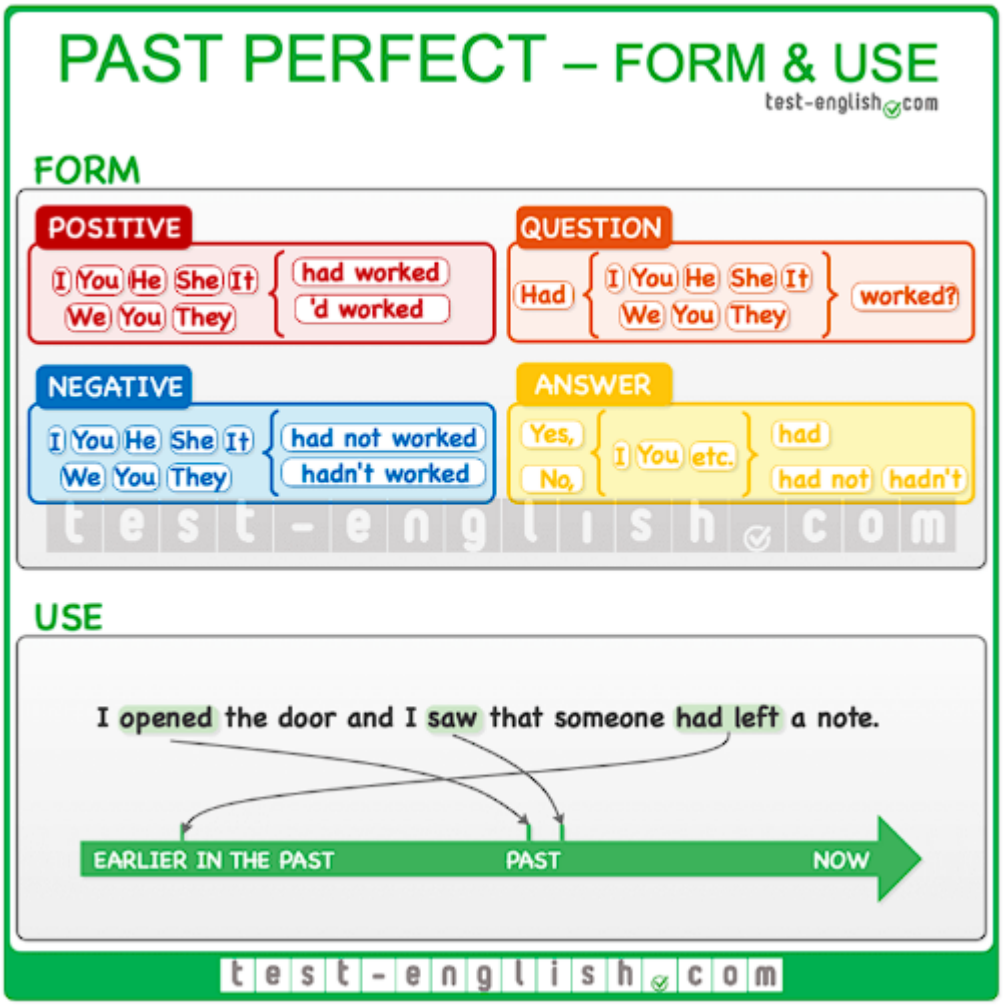
It _____ (be) a rainy day of November.
We _____ (come) from school at 2 o'clock.
We _____ (not be) very hungry but we _____ (be) too cold. While we _____ (walk) with my umbrella, we _____ (find) a coin. It _____ (not be) a normal coin, it _____ (be) a strange coin. We _____ (not continue) walking. We _____ (be) a bit nervous. What should we do? Maybe, we _____ to (have) put the coin where we _____ (find) it. We _____ (do) this. We _____ (walk) on the street, when a tall man _____ (ask) us for the coin. We _____ (tell) him that the coin _____ (be) at the beginning of the street. We _____ (know) what _____ (happen), so we _____ (continue) walking.



**C. Complete the sentences. Use the past continuous form of the verbs in brackets.**

1) I _____ (study) Science for my test.
2) He _____ (not do) his homework.
3) They _____ (not play) rugby because they think is boring.
4) _____ they _____ (listen) to music when you opened the door?
5) She _____ (go) to the cinema, but her friends didn't come.
6) That boy _____ (play) the violin very well. Maybe, he _____ (have) musical classes.
7) Jane, David and Polly _____ (watch) TV when the light turned off.
8) I _____ (begin) my English project when my sister fall.

## VIII. PAST PERFECT




**A- Fill in the gaps with the Past Perfect of the verbs given.**

1. When I got to the station, the train---------- [already / leave].
2. Before I lost my wallet I ---------- [lose] my umbrella.
3. By the time the doctor arrived, the patient ---------- [die].
4. When Anna phoned, I ----------[leave] to work.
5. Before Sara crossed the road, she ---------- [look] both ways.
6. Before I had a driving license, I ---------- [have] a driving test.
7. Before he ---------- [fill] in the application form, he looked for job offers in the newspaper.
8. When I looked up, the burglar ---------- [go]
9. When the police arrived, the riots ---------- [stop].
10. After we ---------- [reach] an agreement, we shacked hands.

**B- Look at the sentences and decide which happened first.**

1. By the time Charles arrived at the office, the boss had already left for the meeting.

□ Charles arrived at the office.
□ The boss left for the meeting.

2. Britney had washed all the dishes when her husband came.
   □ Britney washed all the dishes.
   □ Her husband came.
3. After he had had the accident, he reported it to the insurance company.
   □ He had an accident.
   □ He reported it to the insurance company.
4. Tom had saved a lot of money so he bought a motorbike.
   □ Tom saved a lot of money.
   □ He bought a motorbike.
5. After Margaret had read the book, she took it back to the library.
   □ Margaret read the book.
   □ She took the book back to the library.
6. Before my parents visited London, they had visited Paris.
   □ My parents visited London.
   □ My parents visited Paris.

**C- Join the two sentences using *when* and the Past Perfect in one of the parts of the sentence.**

1. Pierre arrived at the airport. The plane left. _____
2. I switched the TV on. The program started. _____
3. The thief ran away. He snatched all the money from the cashier.
   _____
4. Peter invited me to the party. I accepted to go with someone else.
   _____
5. I got to the concert hall. The show began. _____.

## IX.TELLING AN ANECDOTE

### What is an anecdote?

It is a short, interesting or funny story about a real person or event. e.g., The book is a rich store of anecdote.
The biographer provides a telling anecdote about the President's actions at this time.

**A- Organize the following anecdote:**

*I was looking at it across the street.*
*I was 8 years old.*
*I was walking on the sidewalk with my mom.*
*It was very hilarious.*
*When I bumped with the lamp post.*
*It happened to me when.*
*Then I heard a noise.*
*It was a robot toy so.*
*We were going to the dentist.*
*And it was very painful.*

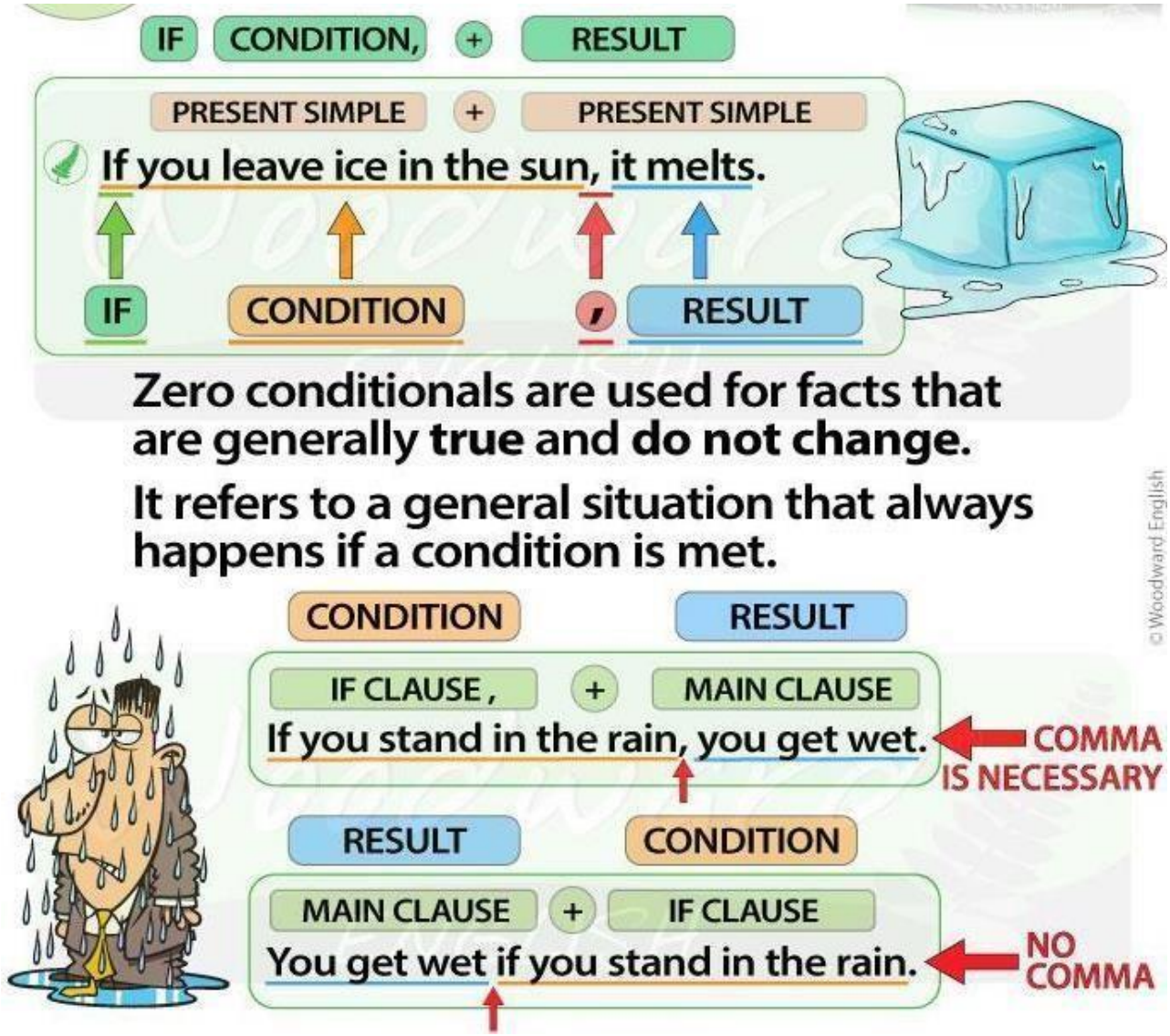


_____
_____
_____
_____
_____

**B- Using the simple past, past continuous and past perfect write down one anecdote of yours; you can make a drawing of it.**

_____
_____
_____
_____
_____

**X. ZERO CONDITIONAL**



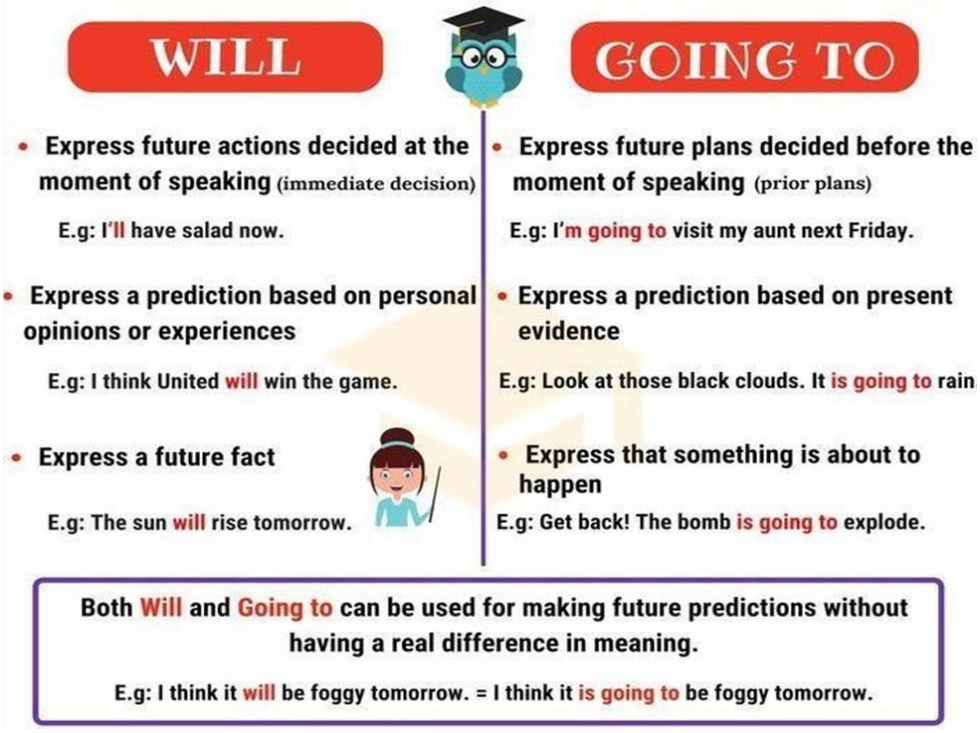
**A- Complete the sentences with a feeling or emotion.**

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 _____

**B- 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,* _____

## XI. FUTURE TENSE – WILL VS. GOING TO



1. **Watch the video.** https://www.youtube.com/watch?v=G_qSRKZmMDU

**When it stops write predictions about what willhappen next:**

☺ 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. _____

1. **Listening: Click on the links and do the exercises. Take a screenshot ofthe 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



2. **Go around the room and find people with these future plans. Then, tryto 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 |

## XII. MODAL VERBS

| Type | Modal Verbs | Examples |
|---|---|---|
| ABILITY | Can, Could | David can speak three languages.<br>He could speak fluent French when he was 5. |
| PERMISSION | Can, Could, May | Can I sit in that chair please?<br>Could I open the window?<br>May I borrow your dictionary? |
| ADVICE | Should | You should visit your dentist at least twice a year.<br>You should try to lose weight. |
| OBLIGATION | Must, Have to | I must memorize all of these rules about tenses.<br>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.<br>Richard may be coming to see us tomorrow. |



**1- Choose the alternative which best completes each of the following sentences:**

1. If you suffer from flu, you .....rest.
   a- Should b- must c- can
2. It .....be Jim who called on us. He is passing his exam right now.
   a- Mustn't b- might c- can't
3. I'm afraid they .....do something stupid.
   a- Could b- may c- should
4. He .....have told her sooner that he was married.
   a- Must b- might c- ought to
5. She said she .....join us later this evening before dinner.
   a- Can b- might c- may
6. I .....tell you how much I appreciate what you've done.
   a- Needn't b- can't c- mustn't
7. "We .....have brought a tape recorder", she cried, "then we'd have what he says all our lives!"
   a- Could b- need c- should
8. Someone .....have opened this letter secretly.
   a- Must b- could c- ought to

**2- Match these sentences with the appropriate pictures:**



**3- Complete with must or mustn't.**





**A.** Students _____ wear a school uniform.
**B.** Students _____chew gum.
**C.** Students _____ arrive on time for school.
**D.** Students _____be polite to everybody.
**E.** Students _____take food or drink into classroom.
**F.** Students _____give their homework to the teacher.
**G.** Students _____run in the school corridors.












**4- Giving advice. Write a piece of advice using modal verb you consider necessary.**

A- My girlfriend left me. I feel depressed. What should I do?
_____.

B- I want to quit smoking. What should I do?
_____

C- I gained a lot of weight in last few years. I want to lose at least 10kg. What should I do?
_____.

D- I have a headache. What should I do?
_____.

E- I hate working. What should I do?
_____.

F- I feel sad. What should I do?
_____.

G- My husband doesn't help me with the house work. What should I do?
_____.

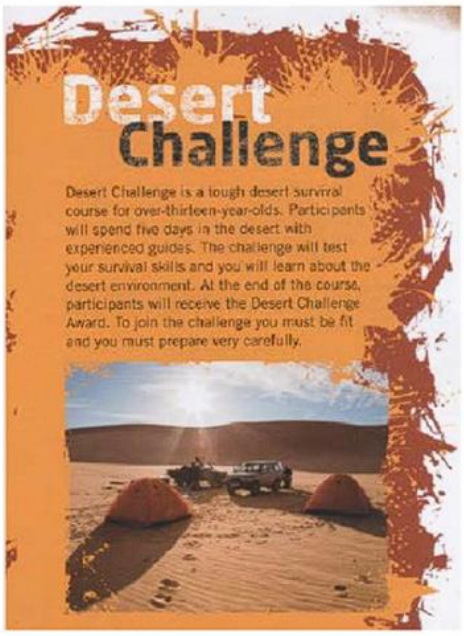
H- My wife criticizes me all the time. What should I do?
_____.

I- I need to find a job. What should I do?
_____.

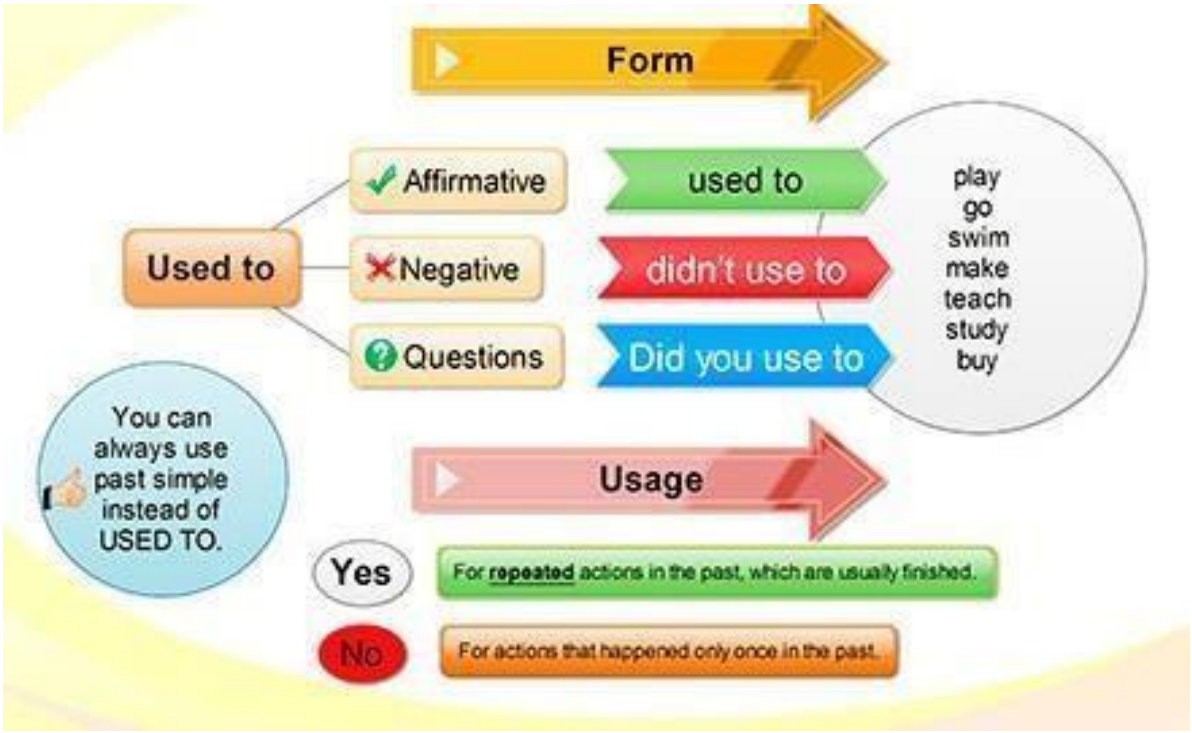
J- I need to learn English much faster. What should I do?
_____.

**5- Listening exercise: 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



## XIII. 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**

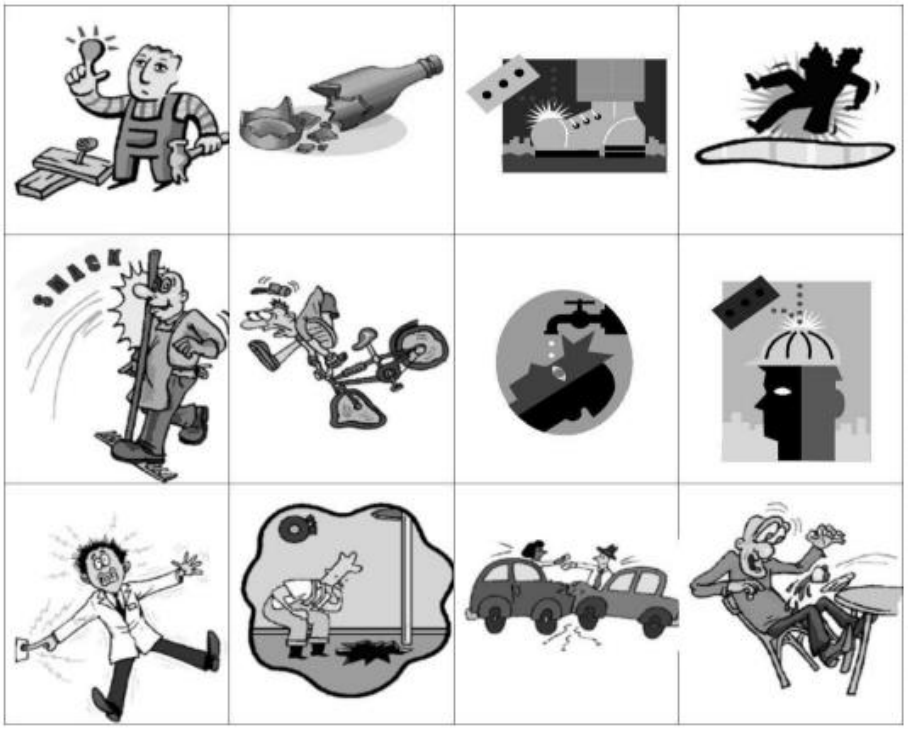


**Computers**

## TECHNICAL ASSIGNMENTS

**1. Final presentation preparation - (Introduction of the project group, characterization of the company and the objectives).**

**2. Match the images with 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

**3. Look at the following image and answer the questions below.**




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?

**4. 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.

**5. 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 Eva to get the first aider and I called the ambulance from my mobile phone. I stayed with her until the paramedics came. We were waiting for help when I receive a called from my mom; she told she was doing the washing-up when the water went off.*

**6. 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. _____.
9. _____.

**7. Have apprentices to set up personal protection equipment (PPE) store with safety equipment and role-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 $

**8. 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. |

**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:** |

**9. Prepare and present an active break in English during the learning session. Submit the format with the description of the activity the step by step.**



## 4. 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>**Evidencias de Desempeño**<br>**Evidencias de Producto:** Final presentation preparation (Introduction of the project group, characterization of the company and the objectives.<br>Analyze in your project company the disposal of materials in the current productive process; make a proposal of improvement and present it. | -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 |

## 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:** to perform a narrative as if it were a play; translate something into action.

**Appropriate:** suitable or proper in the circumstances.

**Choose:** to pick out (someone or something) as being the best or most appropriate oftwo 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.

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

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

**Find out:** to discover a fact or piece of information.

**Go around:** to pass from place to place.

**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:** to 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 English for Science Faculté des Sciences de Gábes, 2013 https://www.youtube.com/watch?v=G_qSRKZmMDU http://www.esl-lounge.com/student/grammar/2g30-old-colonel.phphttps://learnenglishteens.britishcouncil.org/ https://www.eslbuzz.com/english-verb-forms-regular-and-irregular-verbs/ https://7esl.com/past-continuous-tense/ https://test-english.com/explanation/a2/past-perfect/ https://www.oxfordlearnersdictionaries.com/definition/english/anecdote?q=anecdote https://es.liveworksheets.com/


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

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

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

| Nombre | Cargo | Dependencia | Fecha | Razón del Cambio |
|---|---|---|---|---|
| | | | | |