PROCESO GESTIÓN DEL TALENTO HUMANO

FORMATO INFORME MENSUAL EJECUCIÓN CONTRACTUAL

Bogotá D.C. - Febrero de 2.026

Señor (a)
MARÍA CECILIA PÉREZ COY
SUPERVISOR(A) CONTRATO No. **CO1.PCCNTR.9120552**
Coordinadora Académica
Centro de Gestión Industrial
Ciudad

Asunto: Informe mensual de ejecución contractual febrero de 2.026

Referencia: CO1.PCCNTR.9120552 / 2026

DAVID RAMIRO CARRILO BRICEÑO, identificado con la cédula de ciudadanía No. 1.057.572.142 de Sogamoso (Boyacá), en mi calidad de Contratista del SENA, en Centro de Gestión Industrial, en cumplimiento del Contrato de Prestación de Servicios de la referencia, a continuación, presento el Informe de actividades realizadas en el mes objeto de cobro.

Valor y forma de Pago: Se fija como valor total para el contrato la suma de Cuarenta y nueve millones doscientos sesenta y nueve mil novecientos sesenta y nueve pesos M/Cte. ($49.269.969). Esta suma será pagada por el SENA al contratista de la siguiente manera: a) un (1) primer pago proporcional correspondiente al mes de febrero de 2026 por valor de Cuatro millones doscientos sesenta y tres mil setecientos cuarenta y siete pesos M/cte. ($4.263.747), b) Nueve (09) pagos iguales por los meses de marzo a noviembre de 2026, por valor de Cuatro millones setecientos treinta y siete mil cuatrocientos noventa y siete pesos M/Cte. ($4.737.497) cada uno, c) Un (01) último pago correspondiente al mes de diciembre de 2026 por valor de Dos millones trescientos sesenta y ocho mil setecientos cuarenta y nueve pesos M/cte. ($2.368.749).

Plazo: Será hasta el 15 de Diciembre de 2026.

OBJETO:
Prestar servicios profesionales de carácter temporal, con autonomía e independencia; para impartir formación profesional integral en modalidad presencial en cada uno de los programas de formación titulada y/o complementaria, en los diferentes niveles de formación, de conformidad con las competencias técnicas, claves y transversales requeridas, acorde a la experticia profesional, atendiendo los lineamientos de la Formación Profesional Integral y las necesidades del Centro de Gestión Industrial del SENA.

Obligaciones Especificas:

No	Obligaciones	Acciones realizadas	Evidencias
1	Desarrollar actividades de apoyo en la planeación de los procesos de la competencia asignada por la supervisión, según la modalidad en la que se oriente el programa, de acuerdo con las necesidades del servicio, las cuales contemplan las jornadas académicas y sedes adscritas que maneje el centro de formación.	Elaboración de planes de sesión y actas de inicio con cada ficha asignada.	Actas de inicio de sesión
2	Orientar la formación profesional integral de los grupos de aprendices asignados por la coordinación académica, acorde con los diseños, contenidos curriculares, y modalidad y niveles de formación; así como las actividades definidas en los proyectos formativos y guías de aprendizaje.	Sesiones de formación realizada de forma presencial y sincrónica	Listas de asistencia

3	Planear las actividades formativas acorde con las necesidades establecidas en los diseños curriculares y proyectos formativos; y competencias programadas por las coordinaciones académicas para cada grupo de formación asignados, acorde a los procedimientos instituciones establecidos.	Revisión y aplicación de las Guías de Aprendizaje para cada especialidad en cada nivel de formación en el área de Bilingüismo.	Guías de Aprendizaje
4	Evaluar y realimentar a los aprendices en las evidencias de aprendizaje presentadas como producto de la formación impartida como plazo máximo 8 días posteriores a la finalización y entrega por parte de los aprendices, acorde con el procedimiento de ejecución de la formación profesional integral establecido por el SENA y reportar los juicios evaluativos en el sistema SENA SOFIAPLUS con un máximo de ocho (8) días finalizado el resultado de aprendizaje o competencia asignada. Para complementaria: Evaluar a los aprendices y registrar los juicios evaluativos en el sistema SENA SOFIAPLUS correspondientes a las actividades de formación complementaria ejecutadas como plazo máximo 8 días posteriores a su finalización.	Retroalimentación y socialización tras las actividades realizada en las sesiones de formación.	N/A
5	Ejecutar el acompañamiento en la ejecución de la alternativa de etapa productiva de los aprendices acorde con los procedimientos establecidos en la Guía de Ejecución de la Etapa Productiva GFPI-G-040 V2., si la	N/A	N/A

	coordinación académica los designa.		
6	Apoyar los procesos de inducción a la formación de los aprendices acorde con la programación y designación establecida por la coordinación académica.	N/A	N/A
7	Responder por la integridad y buen uso de materiales, equipos y demás elementos de la institución puestos bajo su cuidado para la adecuada ejecución de las obligaciones y objeto contractual.	Revisión de los ambientes de formación antes y después de cada sesión, así como reporte inmediato de novedades.	N/A
8	Reportar novedades académicas o disciplinarias de los aprendices asociados a los grupos de formación asignados por la coordinación académica.	Seguimiento y verificación de asistencia en cada sesión de formación, llamado de atención verbal tras cualquier inasistencia no justificada.	Listas de asistencia
9	Participar en los comités de evaluación y seguimiento de los aprendices; y reuniones que la coordinación académica programe.	N/A	N/A
10	Formular, ejecutar y evaluar cuando sea necesario, las actividades derivadas de los procesos de autoevaluación y registro calificado de los programas de formación en los tiempos establecidos por el centro de formación, la Dirección General y el Ministerio de Educación Nacional, para la actualización de planes y programas de formación, en sintonía con las necesidades del entorno y su especialidad	N/A	N/A
11	Presentar en forma mensual a la Coordinación Académica y supervisor de contratos el	Elaboración y entrega del informe mensual.	Informe mensual de ejecución contractual

	reporte de ejecución de actividades, registrando las novedades sucedidas en el periodo académico que afectaron la ejecución de la programación académica mínima establecida.		
12	Conformar los equipos de desarrollo curricular interdisciplinarios por programa o conjunto de programas por redes tecnológicas para garantizar integridad en la formulación de proyectos formativos, el diseño de actividades de aprendizaje, el diseño de talleres e ítems que alimentaran los bancos de pruebas para la selección de aprendices entre otras.	N/A	N/A
13	Participar en la programación y ejecución del proceso de inducción de aprendices de formación titulada y reconocimiento de aprendizajes previos siempre y cuando cumpla con el objetivo contractual de ejecutar acciones de formación diferentes a la inducción.	N/A	N/A
14	Adelantar los procesos de reconocimiento de aprendizaje previos en los casos que los aprendices soliciten, acorde con el procedimiento establecido por la institución.	N/A	N/A
15	Participación técnica en los comités de estructuración de proyectos investigativos; desarrollo tecnológico, innovación o de extensión cuando la coordinación académica, coordinación de	N/A	N/A

	formación y la subdirección lo requieran para cumplir con los objetivos estratégicos del centro de formación.		
16	Apoyar las evaluaciones técnicas dentro de los procesos de contratación pública relacionados con elementos propios de la Formación Profesional cuando se requiera.	N/A	N/A
17	Garantizar la participación de aprendices y participar en las actividades programadas por el grupo de Bienestar al Aprendiz.	N/A	N/A
18	Aplicar los procesos y procedimientos establecidos por la entidad, para la gestión documental relacionada con el objeto contractual	Elaboración de informes, documentos y reportes solicitados.	Informes y documentos requeridos.
19	Registrar oportunamente las inasistencias de los aprendices a la formación en el sistema SENA SOFIAPLUS, luego de realizado el debido proceso establecido en el Acuerdo 009 de 2025 y ruta de prevención de la deserción.	N/A	N/A
20	Participar en las capacitaciones programadas por Servicio Nacional de Aprendizaje Sena, para el fortalecimiento de las habilidades pedagógicas y técnicas de los instructores en pro del mejoramiento y la calidad de la formación.	Inscripción en el proceso de certificación de la Norma de Competencia: “Orientar formación presencial”.	N/A
21	Realizar las demás actividades relacionadas con el objeto del contrato, que le sean asignadas por el supervisor o subdirector de Centro, y que correspondan a la naturaleza del contrato.	Impartir formación titulada presencial y/o sincrónica en el área de bilingüismo de acuerdo a la programación asignada en las jornadas diurna, nocturna y fin de semana, en los grupos y fichas relacionadas a continuación: 144TGGSSTD	Listas de asistencia, Guías de aprendizaje.

		- 3311970, 34TGGSSTN - 3172044, 35TGGSSTN - 3172059, 124TGGSSTD - 3067951, 86TGGICN - 3172105, 2TGSIGN - 3141891, 42TGGSSTN - 3294779, 147TGGSSTD - 3294769 y 146TGGSSTD - 3294768.	

A continuación, relaciono los desplazamientos que realicé previo a la presentación de este informe. Una vez finalizado cada desplazamiento presenté al ordenador del gasto el informe en el Formato Informe Legalización Desplazamiento Contratista GTH-F-087, en el que se describieron las actividades desarrolladas y los resultados de cada desplazamiento. Cada informe cuenta con el visto bueno del Supervisor.

Se lista a continuación el soporte de la legalización de los desplazamientos realizados, los cuales forman parte integral del presente informe de ejecución contractual.

ITEM	No DE LA ORDEN DE VIAJE	LUGAR DE DESPLAZAMIENTO	FECHA DE DESPLAZAMIENTO INICIAL	FECHA DE DESPLAZAMIENTO FINAL
1.	XX	XX	XX	XX
2.	XX	XX	XX	XX

Nota 1: Por cada desplazamiento que haya realizado el contratista, adjuntará el respectivo informe que la soporte. En caso de haber realizado el desplazamiento en fecha posterior a la presentación del informe de ejecución contractual, deberá reportarlo en el siguiente informe de ejecución contractual.

Para el trámite de la cuenta me permito adjuntar: Documentos electrónicos enunciados como evidencias del cumplimiento de las obligaciones contractuales y los desplazamientos realizados y el No. de la planilla, operador y periodo. (Decreto Ley 2106 de 2019 – “Decreto Ley Antitrámites”)

Evidencias en () folios

Cordialmente,



Firma

DAVID RAMIRO CARRILLO BRICEÑO

Contratista

C.C. No. 1057.572.142 de Sogamoso (Boyacá)

Recibí a satisfacción:

Firma

MARÍA CECILIA PÉREZ COY

Supervisor(a) Contrato CO1.PCCNTR.9120552 de 2026

Coordinadora Académica

TIEMPO ACT. APOYO A LA FORMACION

INSTRUCTOR: DAVID RAMIRO CARRILLO BRICEÑO

CENTRO DE FORMACIÓN: CENTRO DE GESTION INDUSTRIAL

FECHA INICIAL: 02/02/2026 00:00:00

FECHA FINAL: 28/02/2026 23:59:59

ACTIVIDADES ACADÉMICAS

FICHA DE APRENDIZAJE: 3294779 - GESTION DE LA SEGURIDAD Y SALUD EN EL TRABAJO

• COMPETENCIA DE APRENDIZAJE:	APOYAR LAS ACTIVIDADES DE SALUD OCUPACIONAL DE ACUERDO CON EL PROGRAMA ESTABLECIDO Y NORMATIVA LEGAL VIGENTE.
• COMPETENCIA DE APRENDIZAJE:	ATENDER AL USUARIO PERSONA EN CASO DE ACCIDENTE Y ENFERMEDAD SÚBITA DE ACUERDO CON PROTOCOLOS DE PRIMER RESPONDIENTE.
• COMPETENCIA DE APRENDIZAJE:	COMPRENDER TEXTOS EN INGLÉS EN FORMA ESCRITA Y AUDITIVA

RESULTADOS DE APRENDIZAJE

COMPRENDER FRASES Y VOCABULARIO HABITUAL SOBRE TEMAS DE INTERÉS PERSONAL Y TEMAS TÉCNICOS

COMPRENDER LA IDEA PRINCIPAL EN AVISOS Y MENSAJES BREVES, CLAROS Y SENCILLOS EN INGLÉS TÉCNICO

COMUNICARSE EN TAREAS SENCILLAS Y HABITUALES QUE REQUIEREN UN INTERCAMBIO SIMPLE Y DIRECTO DE INFORMACIÓN COTIDIANA Y TÉCNICA

ENCONTRAR INFORMACIÓN ESPECÍFICA Y PREDECIBLE EN ESCRITOS SENCILLOS Y COTIDIANOS

ENCONTRAR VOCABULARIO Y EXPRESIONES DE INGLÉS TÉCNICO EN ANUNCIOS, FOLLETOS, PÁGINAS WEB, ETC

LEER TEXTOS MUY BREVES Y SENCILLOS EN INGLÉS GENERAL Y TÉCNICO

REALIZAR INTERCAMBIOS SOCIALES Y PRÁCTICOS MUY BREVES, CON UN VOCABULARIO SUFICIENTE PARA HACER UNA EXPOSICIÓN O MANTENER UNA CONVERSACIÓN SENCILLA SOBRE TEMAS TÉCNICOS

• COMPETENCIA DE APRENDIZAJE:	EJECUTAR ACCIONES DE PROMOCIÓN DE LA SALUD Y PREVENCIÓN DE RIESGOS DEL TRABAJO PARA LA POBLACIÓN CUBIERTA Y NO CUBIERTA POR EL SER. EN
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• COMPETENCIA DE APRENDIZAJE:	Ejercer derechos fundamentales del trabajo en el marco de la constitución política y los convenios internacionales.
• COMPETENCIA DE APRENDIZAJE:	FOMENTAR PRÁCTICAS SEGURAS Y SALUDABLES EN LOS AMBIENTES DE TRABAJO.
• COMPETENCIA DE APRENDIZAJE:	PRODUCIR TEXTOS EN INGLÉS EN FORMA ESCRITA Y ORAL

RESULTADOS DE APRENDIZAJE

BUSCAR DE MANERA SISTEMÁTICA INFORMACIÓN ESPECÍFICA Y DETALLADA EN ESCRITOS EN INGLÉS, MAS ESTRUCTURADOS Y CON MAYOR CONTENIDO TÉCNICO

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• COMPETENCIA DE APRENDIZAJE:	RESULTADOS DE APRENDIZAJE ETAPA PRACTICA

HORAS DEDICADAS EN LA FICHA : 15,90

FICHA DE APRENDIZAJE: 3311970 - GESTION DE LA SEGURIDAD Y SALUD EN EL TRABAJO

• COMPETENCIA DE APRENDIZAJE:	APOYAR LAS ACTIVIDADES DE SALUD OCUPACIONAL DE ACUERDO CON EL PROGRAMA ESTABLECIDO Y NORMATIVA LEGAL VIGENTE.
• COMPETENCIA DE APRENDIZAJE:	ATENDER AL USUARIO PERSONA EN CASO DE ACCIDENTE Y ENFERMEDAD SÚBITA DE ACUERDO CON PROTOCOLOS DE PRIMER RESPONDIENTE.
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• COMPETENCIA DE APRENDIZAJE:	RESULTADOS DE APRENDIZAJE ETAPA PRACTICA

HORAS DEDICADAS EN LA FICHA : 15,90

FICHA DE APRENDIZAJE: 3294771 - GESTION DE LA SEGURIDAD Y SALUD EN EL TRABAJO

• COMPETENCIA DE APRENDIZAJE:	APOYAR LAS ACTIVIDADES DE SALUD OCUPACIONAL DE ACUERDO CON EL PROGRAMA ESTABLECIDO Y NORMATIVA LEGAL VIGENTE.
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• COMPETENCIA DE APRENDIZAJE:	RESULTADOS DE APRENDIZAJE ETAPA PRACTICA

HORAS DEDICADAS EN LA FICHA : 31,90

FICHA DE APRENDIZAJE: 3067951 - GESTION DE LA SEGURIDAD Y SALUD EN EL TRABAJO

• COMPETENCIA DE APRENDIZAJE:	APOYAR LAS ACTIVIDADES DE SALUD OCUPACIONAL DE ACUERDO CON EL PROGRAMA ESTABLECIDO Y NORMATIVA LEGAL VIGENTE.
• COMPETENCIA DE APRENDIZAJE:	ATENDER AL USUARIO PERSONA EN CASO DE ACCIDENTE Y ENFERMEDAD SÚBITA DE ACUERDO CON PROTOCOLOS DE PRIMER RESPONDIENTE.
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COMPRENDER FRASES Y VOCABULARIO HABITUAL SOBRE TEMAS DE INTERÉS PERSONAL Y TEMAS TÉCNICOS

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COMUNICARSE EN TAREAS SENCILLAS Y HABITUALES QUE REQUIEREN UN INTERCAMBIO SIMPLE Y DIRECTO DE INFORMACIÓN COTIDIANA Y TÉCNICA

ENCONTRAR INFORMACIÓN ESPECÍFICA Y PREDECIBLE EN ESCRITOS SENCILLOS Y COTIDIANOS

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LEER TEXTOS MUY BREVES Y SENCILLOS EN INGLÉS GENERAL Y TÉCNICO

REALIZAR INTERCAMBIOS SOCIALES Y PRÁCTICOS MUY BREVES, CON UN VOCABULARIO SUFICIENTE PARA HACER UNA EXPOSICIÓN O MANTENER UNA CONVERSACIÓN SENCILLA SOBRE TEMAS TÉCNICOS

• COMPETENCIA DE APRENDIZAJE:	EJECUTAR ACCIONES DE PROMOCIÓN DE LA SALUD Y PREVENCIÓN DE RIESGOS DEL TRABAJO PARA LA POBLACIÓN CUBIERTA Y NO CUBIERTA POR EL SER. EN
• COMPETENCIA DE APRENDIZAJE:	EJECUTAR EL PROGRAMA DE SALUD OCUPACIONAL DE LA EMPRESA, SEGÚN ORIENTACIONES DADAS Y NORMATIVIDAD VIGENTE.
• COMPETENCIA DE APRENDIZAJE:	Ejercer derechos fundamentales del trabajo en el marco de la constitución política y los convenios internacionales.
• COMPETENCIA DE APRENDIZAJE:	FOMENTAR PRÁCTICAS SEGURAS Y SALUDABLES EN LOS AMBIENTES DE TRABAJO.
• COMPETENCIA DE APRENDIZAJE:	PRODUCIR TEXTOS EN INGLÉS EN FORMA ESCRITA Y ORAL

RESULTADOS DE APRENDIZAJE

BUSCAR DE MANERA SISTEMÁTICA INFORMACIÓN ESPECÍFICA Y DETALLADA EN ESCRITOS EN INGLÉS, MAS ESTRUCTURADOS Y CON MAYOR CONTENIDO TÉCNICO

COMPRENDER LAS IDEAS PRINCIPALES DE TEXTOS COMPLEJOS EN INGLÉS QUE TRATAN DE TEMAS TANTO CONCRETOS COMO ABSTRACTOS, INCLUSO SI SON DE CARÁCTER TÉCNICO, SIEMPRE QUE ESTÉN DENTRO DE SU CAMPO DE ESPECIALIZACIÓN

COMPRENDER UNA AMPLIA VARIEDAD DE FRASES Y VOCABULARIO EN INGLÉS SOBRE TEMAS DE INTERÉS PERSONAL Y TEMAS TÉCNICOS

ENCONTRAR Y UTILIZAR SIN ESFUERZO VOCABULARIO Y EXPRESIONES DE INGLÉS TÉCNICO EN ARTÍCULOS DE REVISTAS, LIBROS ESPECIALIZADOS, PÁGINAS WEB, ETC

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LEER TEXTOS COMPLEJOS Y CON UN VOCABULARIO MÁS ESPECÍFICO, EN INGLÉS GENERAL Y TÉCNICO

RELACIONARSE CON HABLANTES NATIVOS EN UN GRADO SUFICIENTE DE FLUIDEZ Y NATURALIDAD, DE MODO QUE LA COMUNICACIÓN SE REALICE SIN ESFUERZO POR PARTE DE LOS INTERLOCUTORES

REPRODUCIR EN INGLÉS FRASES O ENUNCIADOS SIMPLES QUE PERMITAN EXPRESAR DE FORMA LENTA IDEAS O CONCEPTOS

• COMPETENCIA DE APRENDIZAJE:	PROMOVER LA INTERACCIÓN IDÓNEA CONSIGO MISMO, CON LOS DEMÁS Y CON LA NATURALEZA EN LOS CONTEXTOS LABORAL Y SOCIAL

• COMPETENCIA DE APRENDIZAJE:	REDUCIR LAS CAUSAS Y EFECTOS DE LAS URGENCIAS, EMERGENCIAS, CALAMIDADES Y DESASTRES DE ACUERDO CON MODELOS HUMANÍSTICOS SOCIALES Y
• COMPETENCIA DE APRENDIZAJE:	RESULTADOS DE APRENDIZAJE ETAPA PRACTICA

HORAS DEDICADAS EN LA FICHA : 15,90

FICHA DE APRENDIZAJE: 3172105 - GESTIÓN INTEGRADA DE LA CALIDAD, MEDIO AMBIENTE, SEGURIDAD Y SALUD OCUPACIONAL

• COMPETENCIA DE APRENDIZAJE:	APOYAR ACTIVIDADES QUE CONDUZCAN A LA IMPLEMENTACIÓN, DE LOS SISTEMAS DE GESTIÓN, DE FORMA INDIVIDUAL O INTEGRADA; DE ACUERDO A
• COMPETENCIA DE APRENDIZAJE:	COMPRENDER TEXTOS EN INGLÉS EN FORMA ESCRITA Y AUDITIVA

RESULTADOS DE APRENDIZAJE

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• COMPETENCIA DE APRENDIZAJE:	DOCUMENTAR LOS PROCESOS NECESARIOS PARA LA IMPLEMENTACIÓN MANTENIMIENTO Y MEJORA DE LOS SISTEMAS DE GESTIÓN, DE FORMA INDIVIDUAL O
• COMPETENCIA DE APRENDIZAJE:	Ejercer derechos fundamentales del trabajo en el marco de la constitución política y los convenios internacionales.
• COMPETENCIA DE APRENDIZAJE:	GARANTIZAR EL CUMPLIMIENTO DE LA NORMATIVIDAD Y LEGISLACIÓN VIGENTE RELACIONADA CON LOS SISTEMAS DE GESTIÓN, SEGÚN LA NATURALEZA DE LA
• COMPETENCIA DE APRENDIZAJE:	PRODUCIR TEXTOS EN INGLÉS EN FORMA ESCRITA Y ORAL

RESULTADOS DE APRENDIZAJE

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• COMPETENCIA DE APRENDIZAJE:	REALIZAR ACTIVIDADES QUE CONDUZCAN AL MANTENIMIENTO Y MEJORA CONTINUA DE LOS SISTEMAS DE GESTIÓN DE FORMA INDIVIDUAL O

• COMPETENCIA DE APRENDIZAJE:	RESULTADOS DE APRENDIZAJE ETAPA PRACTICA

HORAS DEDICADAS EN LA FICHA :	15,90

FICHA DE APRENDIZAJE:	3141891 - COORDINACION EN SISTEMAS INTEGRADOS DE GESTION
• COMPETENCIA DE APRENDIZAJE:	APLICACIÓN DE CONOCIMIENTOS DE LAS CIENCIAS NATURALES DE ACUERDO CON SITUACIONES DEL CONTEXTO PRODUCTIVO Y SOCIAL.
• COMPETENCIA DE APRENDIZAJE:	APLICAR PRÁCTICAS DE PROTECCIÓN AMBIENTAL, SEGURIDAD Y SALUD EN EL TRABAJO DE ACUERDO CON LAS POLÍTICAS ORGANIZACIONALES Y LA
• COMPETENCIA DE APRENDIZAJE:	DESARROLLAR PROCESOS DE COMUNICACIÓN EFICACES Y EFECTIVOS, TENIENDO EN CUENTA SITUACIONES DE ORDEN SOCIAL, PERSONAL Y PRODUCTIVO.
• COMPETENCIA DE APRENDIZAJE:	Determinar las bases del marco estratégico según criterios técnicos
• COMPETENCIA DE APRENDIZAJE:	DOCUMENTAR PROCESOS DE ACUERDO CON NORMATIVA Y PROCEDIMIENTOS TÉCNICOS
• COMPETENCIA DE APRENDIZAJE:	Ejercer derechos fundamentales del trabajo en el marco de la constitución política y los convenios internacionales.

• COMPETENCIA DE APRENDIZAJE:	Enrique Low Murtra-Interactuar en el contexto productivo y social de acuerdo con principios éticos para la construcción de una cultura de paz.
• COMPETENCIA DE APRENDIZAJE:	GENERAR HÁBITOS SALUDABLES DE VIDA MEDIANTE LA APLICACIÓN DE PROGRAMAS DE ACTIVIDAD FÍSICA EN LOS CONTEXTOS PRODUCTIVOS Y SOCIALES.
• COMPETENCIA DE APRENDIZAJE:	Gestionar procesos propios de la cultura emprendedora y empresarial de acuerdo con el perfil personal y los requerimientos de los contextos productivo y social.
• COMPETENCIA DE APRENDIZAJE:	IMPLEMENTAR REQUISITOS NORMATIVOS DE ACUERDO CON PARÁMETROS TÉCNICOS
• COMPETENCIA DE APRENDIZAJE:	Implementar sistemas de gestión según normativa y requerimientos técnicos
• COMPETENCIA DE APRENDIZAJE:	INTERACTUAR EN LENGUA INGLESA DE FORMA ORAL Y ESCRITA DENTRO DE CONTEXTOS SOCIALES Y LABORALES SEGÚN LOS CRITERIOS ESTABLECIDOS POR

RESULTADOS DE APRENDIZAJE

01. COMPRENDER INFORMACIÓN SOBRE SITUACIONES COTIDIANAS Y LABORALES ACTUALES Y FUTURAS A TRAVÉS DE INTERACCIONES SOCIALES DE FORMA ORAL Y ESCRITA.

02. INTERCAMBIAR OPINIONES SOBRE SITUACIONES COTIDIANAS Y LABORALES ACTUALES, PASADAS Y FUTURAS EN CONTEXTOS SOCIALES ORALES Y ESCRITOS.

03. DISCUTIR SOBRE POSIBLES SOLUCIONES A PROBLEMAS DENTRO DE UN RANGO VARIADO DE CONTEXTOS SOCIALES Y

04. IMPLEMENTAR ACCIONES DE MEJORA RELACIONADAS CON EL USO DE EXPRESIONES, ESTRUCTURAS Y DESEMPEÑO SEGÚN LOS RESULTADOS DE APRENDIZAJE FORMULADOS PARA EL PROGRAMA.

05. PRESENTAR UN PROCESO PARA LA REALIZACIÓN DE UNA ACTIVIDAD EN SU QUEHACER LABORAL DE ACUERDO CON LOS PROCEDIMIENTOS ESTABLECIDOS DESDE SU PROGRAMA DE FORMACIÓN.

06. EXPLICAR LAS FUNCIONES DE SU OCUPACIÓN LABORAL USANDO EXPRESIONES DE ACUERDO AL NIVEL REQUERIDO POR EL PROGRAMA DE FORMACIÓN.

• COMPETENCIA DE APRENDIZAJE:	Medir los riesgos de acuerdo con metodología y proceso de negocio

• COMPETENCIA DE APRENDIZAJE:	Monitorear sistemas de gestión de acuerdo con normativa y requerimientos técnicos
• COMPETENCIA DE APRENDIZAJE:	Orientar investigación formativa según referentes técnicos
• COMPETENCIA DE APRENDIZAJE:	Razonar cuantitativamente frente a situaciones susceptibles de ser abordadas de manera matemática en contextos laborales, sociales y personales.
• COMPETENCIA DE APRENDIZAJE:	Resultado de Aprendizaje de la Inducción.
• COMPETENCIA DE APRENDIZAJE:	RESULTADOS DE APRENDIZAJE ETAPA PRACTICA
• COMPETENCIA DE APRENDIZAJE:	Utilizar herramientas informáticas de acuerdo con las necesidades de manejo de información

HORAS DEDICADAS EN LA FICHA :	15,90

FICHA DE APRENDIZAJE:	3294769 - GESTION DE LA SEGURIDAD Y SALUD EN EL TRABAJO
• COMPETENCIA DE APRENDIZAJE:	APOYAR LAS ACTIVIDADES DE SALUD OCUPACIONAL DE ACUERDO CON EL PROGRAMA ESTABLECIDO Y NORMATIVA LEGAL VIGENTE.

• COMPETENCIA DE APRENDIZAJE:	ATENDER AL USUARIO PERSONA EN CASO DE ACCIDENTE Y ENFERMEDAD SÚBITA DE ACUERDO CON PROTOCOLOS DE PRIMER RESPONDIENTE.
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RESULTADOS DE APRENDIZAJE

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• COMPETENCIA DE APRENDIZAJE: RESULTADOS DE APRENDIZAJE ETAPA PRACTICA

HORAS DEDICADAS EN LA FICHA : 15,90

FICHA DE APRENDIZAJE: 3172044 - GESTION DE LA SEGURIDAD Y SALUD EN EL TRABAJO

• COMPETENCIA DE APRENDIZAJE:	APOYAR LAS ACTIVIDADES DE SALUD OCUPACIONAL DE ACUERDO CON EL PROGRAMA ESTABLECIDO Y NORMATIVA LEGAL VIGENTE.
• COMPETENCIA DE APRENDIZAJE:	ATENDER AL USUARIO PERSONA EN CASO DE ACCIDENTE Y ENFERMEDAD SÚBITA DE ACUERDO CON PROTOCOLOS DE PRIMER RESPONDIENTE.
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• COMPETENCIA DE APRENDIZAJE:	FOMENTAR PRÁCTICAS SEGURAS Y SALUDABLES EN LOS AMBIENTES DE TRABAJO.
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• COMPETENCIA DE APRENDIZAJE:	RESULTADOS DE APRENDIZAJE ETAPA PRACTICA

HORAS DEDICADAS EN LA FICHA :	15,90

FICHA DE APRENDIZAJE: 3294768 - GESTION DE LA SEGURIDAD Y SALUD EN EL TRABAJO

• COMPETENCIA DE APRENDIZAJE:	APOYAR LAS ACTIVIDADES DE SALUD OCUPACIONAL DE ACUERDO CON EL PROGRAMA ESTABLECIDO Y NORMATIVA LEGAL VIGENTE.
• COMPETENCIA DE APRENDIZAJE:	ATENDER AL USUARIO PERSONA EN CASO DE ACCIDENTE Y ENFERMEDAD SÚBITA DE ACUERDO CON PROTOCOLOS DE PRIMER RESPONDIENTE.
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RESULTADOS DE APRENDIZAJE

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RELACIONARSE CON HABLANTES NATIVOS EN UN GRADO SUFICIENTE DE FLUIDEZ Y NATURALIDAD, DE MODO QUE LA COMUNICACIÓN SE REALICE SIN ESFUERZO POR PARTE DE LOS INTERLOCUTORES

REPRODUCIR EN INGLÉS FRASES O ENUNCIADOS SIMPLES QUE PERMITAN EXPRESAR DE FORMA LENTA IDEAS O CONCEPTOS

• COMPETENCIA DE APRENDIZAJE:	PROMOVER LA INTERACCIÓN IDÓNEA CONSIGO MISMO, CON LOS DEMÁS Y CON LA NATURALEZA EN LOS CONTEXTOS LABORAL Y SOCIAL
• COMPETENCIA DE APRENDIZAJE:	REDUCIR LAS CAUSAS Y EFECTOS DE LAS URGENCIAS, EMERGENCIAS, CALAMIDADES Y DESASTRES DE ACUERDO CON MODELOS HUMANÍSTICOS SOCIALES Y
• COMPETENCIA DE APRENDIZAJE:	RESULTADOS DE APRENDIZAJE ETAPA PRACTICA

HORAS DEDICADAS EN LA FICHA :	15,90

FICHA DE APRENDIZAJE: 3172059 - GESTION DE LA SEGURIDAD Y SALUD EN EL TRABAJO

• COMPETENCIA DE APRENDIZAJE:	APOYAR LAS ACTIVIDADES DE SALUD OCUPACIONAL DE ACUERDO CON EL PROGRAMA ESTABLECIDO Y NORMATIVA LEGAL VIGENTE.
• COMPETENCIA DE APRENDIZAJE:	ATENDER AL USUARIO PERSONA EN CASO DE ACCIDENTE Y ENFERMEDAD SÚBITA DE ACUERDO CON PROTOCOLOS DE PRIMER RESPONDIENTE.
• COMPETENCIA DE APRENDIZAJE:	COMPRENDER TEXTOS EN INGLÉS EN FORMA ESCRITA Y AUDITIVA

RESULTADOS DE APRENDIZAJE

COMPRENDER FRASES Y VOCABULARIO HABITUAL SOBRE TEMAS DE INTERÉS PERSONAL Y TEMAS TÉCNICOS

COMPRENDER LA IDEA PRINCIPAL EN AVISOS Y MENSAJES BREVES, CLAROS Y SENCILLOS EN INGLÉS TÉCNICO

COMUNICARSE EN TAREAS SENCILLAS Y HABITUALES QUE REQUIEREN UN INTERCAMBIO SIMPLE Y DIRECTO DE INFORMACIÓN COTIDIANA Y TÉCNICA

ENCONTRAR INFORMACIÓN ESPECÍFICA Y PREDECIBLE EN ESCRITOS SENCILLOS Y COTIDIANOS

ENCONTRAR VOCABULARIO Y EXPRESIONES DE INGLÉS TÉCNICO EN ANUNCIOS, FOLLETOS, PÁGINAS WEB, ETC

LEER TEXTOS MUY BREVES Y SENCILLOS EN INGLÉS GENERAL Y TÉCNICO

REALIZAR INTERCAMBIOS SOCIALES Y PRÁCTICOS MUY BREVES, CON UN VOCABULARIO SUFICIENTE PARA HACER UNA EXPOSICIÓN O MANTENER UNA CONVERSACIÓN SENCILLA SOBRE TEMAS TÉCNICOS

• COMPETENCIA DE APRENDIZAJE:	EJECUTAR ACCIONES DE PROMOCIÓN DE LA SALUD Y PREVENCIÓN DE RIESGOS DEL TRABAJO PARA LA POBLACIÓN CUBIERTA Y NO CUBIERTA POR EL SER. EN
• COMPETENCIA DE APRENDIZAJE:	EJECUTAR EL PROGRAMA DE SALUD OCUPACIONAL DE LA EMPRESA, SEGÚN ORIENTACIONES DADAS Y NORMATIVIDAD VIGENTE.
• COMPETENCIA DE APRENDIZAJE:	Ejercer derechos fundamentales del trabajo en el marco de la constitución política y los convenios internacionales.

• COMPETENCIA DE APRENDIZAJE:	FOMENTAR PRÁCTICAS SEGURAS Y SALUDABLES EN LOS AMBIENTES DE TRABAJO.
• COMPETENCIA DE APRENDIZAJE:	PRODUCIR TEXTOS EN INGLÉS EN FORMA ESCRITA Y ORAL

RESULTADOS DE APRENDIZAJE

BUSCAR DE MANERA SISTEMÁTICA INFORMACIÓN ESPECÍFICA Y DETALLADA EN ESCRITOS EN INGLÉS, MAS ESTRUCTURADOS Y CON MAYOR CONTENIDO TÉCNICO

COMPRENDER LAS IDEAS PRINCIPALES DE TEXTOS COMPLEJOS EN INGLÉS QUE TRATAN DE TEMAS TANTO CONCRETOS COMO ABSTRACTOS, INCLUSO SI SON DE CARÁCTER TÉCNICO, SIEMPRE QUE ESTÉN DENTRO DE SU CAMPO DE ESPECIALIZACIÓN

COMPRENDER UNA AMPLIA VARIEDAD DE FRASES Y VOCABULARIO EN INGLÉS SOBRE TEMAS DE INTERÉS PERSONAL Y TEMAS TÉCNICOS

ENCONTRAR Y UTILIZAR SIN ESFUERZO VOCABULARIO Y EXPRESIONES DE INGLÉS TÉCNICO EN ARTÍCULOS DE REVISTAS, LIBROS ESPECIALIZADOS, PÁGINAS WEB, ETC

IDENTIFICAR FORMAS GRAMATICALES BÁSICAS EN TEXTOS Y DOCUMENTOS ELEMENTALES ESCRITOS EN INGLÉS

LEER TEXTOS COMPLEJOS Y CON UN VOCABULARIO MÁS ESPECÍFICO, EN INGLÉS GENERAL Y TÉCNICO

RELACIONARSE CON HABLANTES NATIVOS EN UN GRADO SUFICIENTE DE FLUIDEZ Y NATURALIDAD, DE MODO QUE LA COMUNICACIÓN SE REALICE SIN ESFUERZO POR PARTE DE LOS INTERLOCUTORES

REPRODUCIR EN INGLÉS FRASES O ENUNCIADOS SIMPLES QUE PERMITAN EXPRESAR DE FORMA LENTA IDEAS O CONCEPTOS

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• COMPETENCIA DE APRENDIZAJE:	RESULTADOS DE APRENDIZAJE ETAPA PRACTICA

HORAS DEDICADAS EN LA FICHA :	7,90

TOTAL HORAS ACTIVIDADES ACADÉMICAS:	167,00

EVENTOS DE DIVULGACIÓN TECNOLÓGICA - EDT´s

FICHA	FECHA INICIO	FECHA FINAL	EVENTO	HORAS

TOTAL TIEMPO EDT´s:	0,00

ACTIVIDADES ADICIONALES

FECHA INICIAL	FECHA FINAL	ACTIVIDAD	HORAS

TOTAL ACTIVIDADES ADICIONALES:	0,00

INSTRUCTOR: DAVID RAMIRO CARRILLO BRICEÑO

CENTRO DE FORMACIÓN: CENTRO DE GESTION INDUSTRIAL

SERVICIO NACIONAL DE APRENDIZAJE - SENA

SEGURIDAD Y SALUD EN EL TRABAJO

Hace constar:

Que el Sr(a) DAVID RAMIRO CARRILLO BRICEÑO Identificado(a) con cédula de ciudadanía 1057572142 realizó el día 17/02/2026 la inducción en Seguridad y Salud en el Trabajo de la entidad y aprobó la respectiva evaluación.

La presente constancia tiene validez para aplicación y uso al interior de la entidad, con el fin de dar cumplimiento al Decreto 1072 de 2015, Libro 2, Parte 2, Título 4, Capítulo 6, Articulo 2.2.4.6.11., Parágrafo 2.

Compromiso SST:

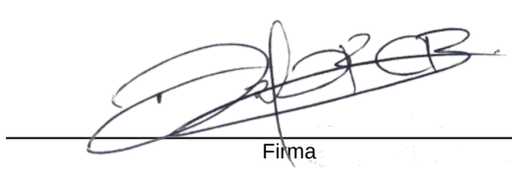
Yo DAVID RAMIRO CARRILLO BRICEÑO Identificado(a) con cédula de ciudadanía 1057572142 me comprometo a dar cumplimiento a las obligaciones en Seguridad y Salud en el Trabajo (Decr. 1072/2015):

1. Procurar el cuidado integral de mi salud.

2. Contar con los elementos de protección personal necesarios para ejecutar la actividad contratada, para lo cual asumiré su costo.

3. Informar a los contratantes la ocurrencia de incidentes, accidentes de trabajo y enfermedades laborales.

4. Participar en las actividades de Prevención y Promoción organizadas por los contratantes, los Comités Paritarios de Seguridad y Salud en el Trabajo o Vigías Ocupacionales o la Administradora de Riesgos Laborales.



Firma

Dependencia de Seguridad y Salud en el Trabajo – Secretaría General -

SERVICIO NACIONAL DE APRENDIZAJE - SENA

MANUAL DE DISCAPACIDAD Y SU POLÍTICA EN EL SENA

Agencia Pública DE EMPLEO

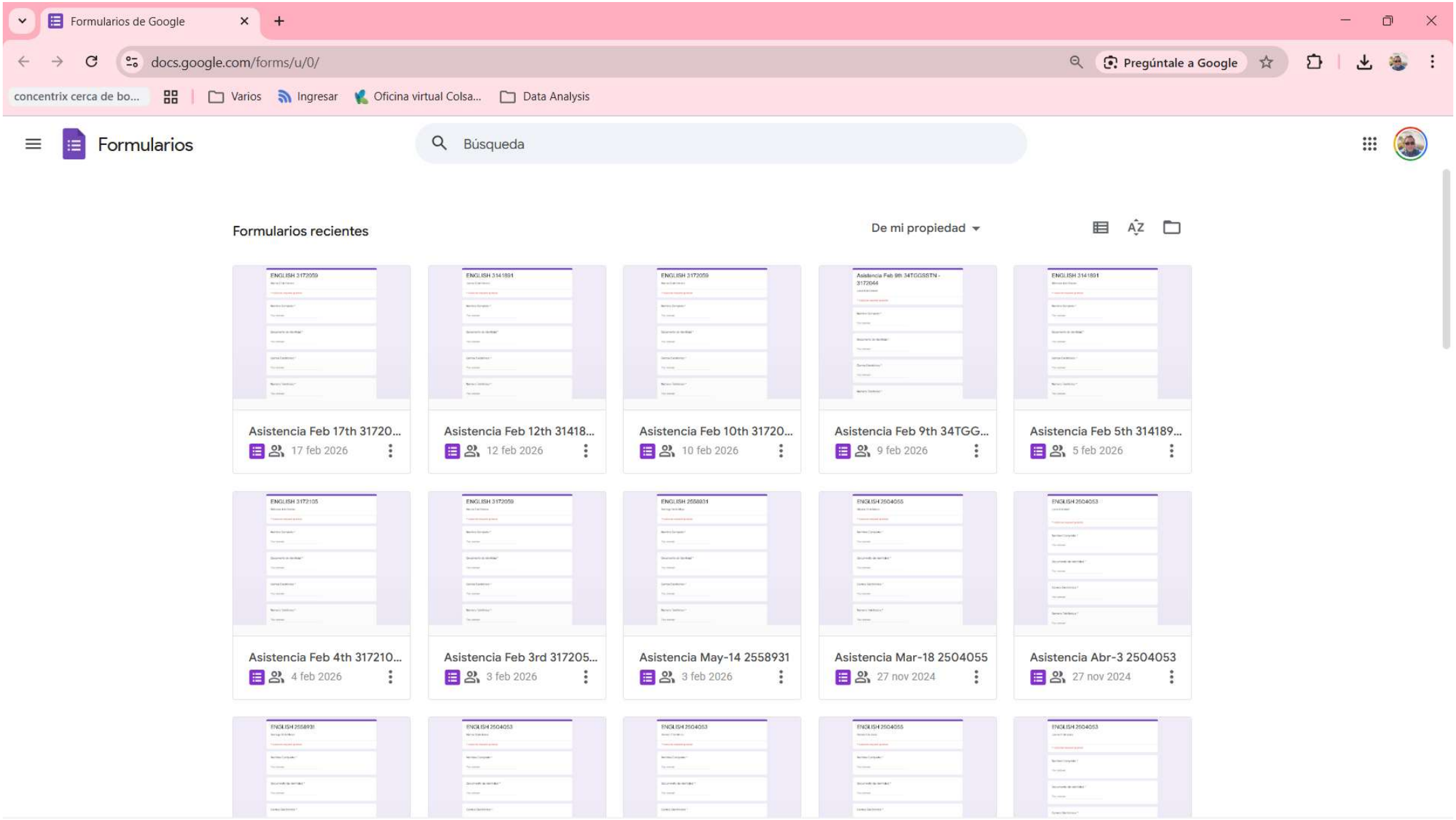
Hace constar:

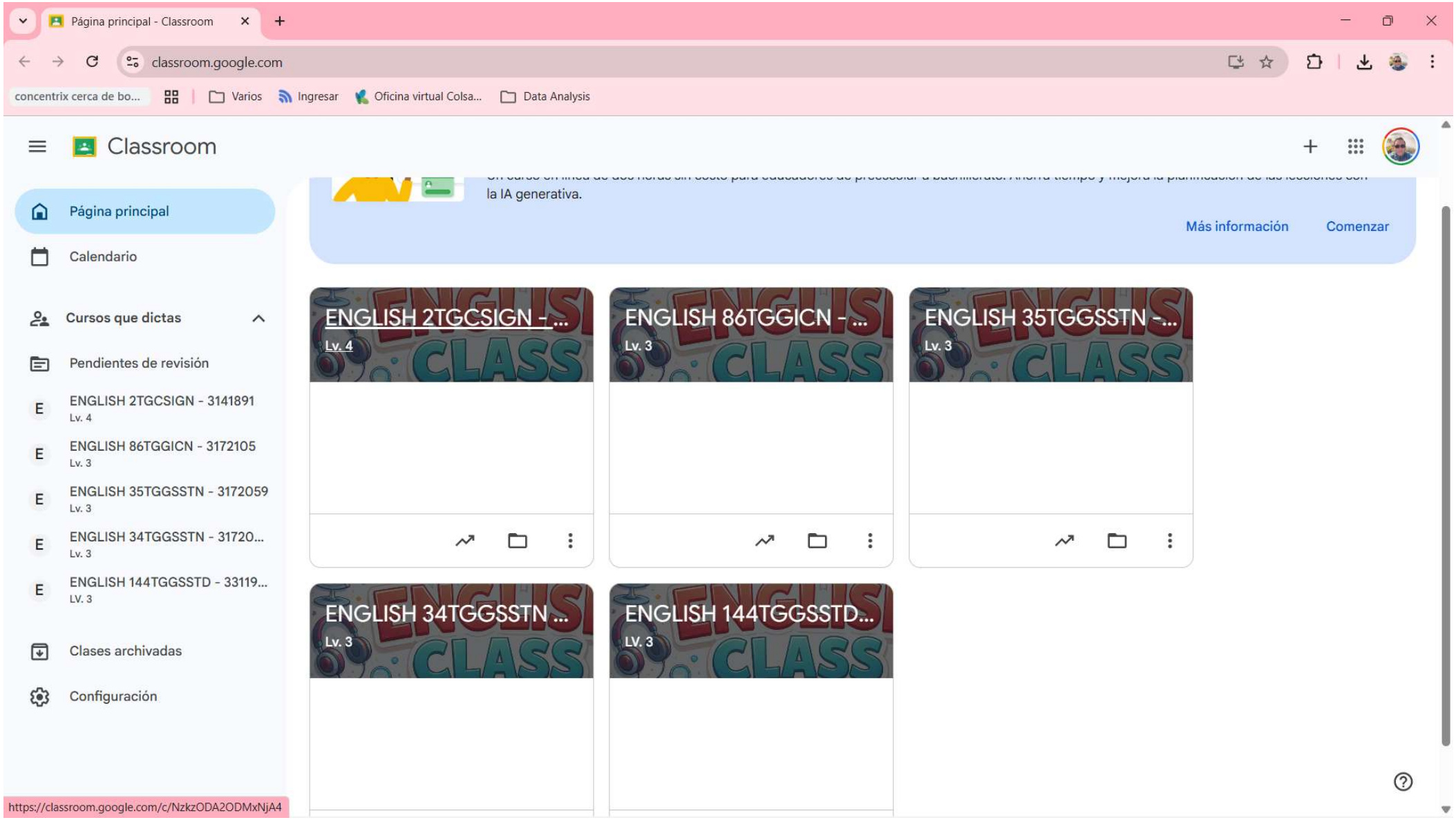
Que el Sr(a) DAVID RAMIRO CARRILLO BRICEÑO Identificado(a) con cédula de ciudadanía 1057572142 el día 17/02/2026 aprobó la respectiva evaluación de apropiación de conocimientos del Manual de Discapacidad y su Política en el SENA.

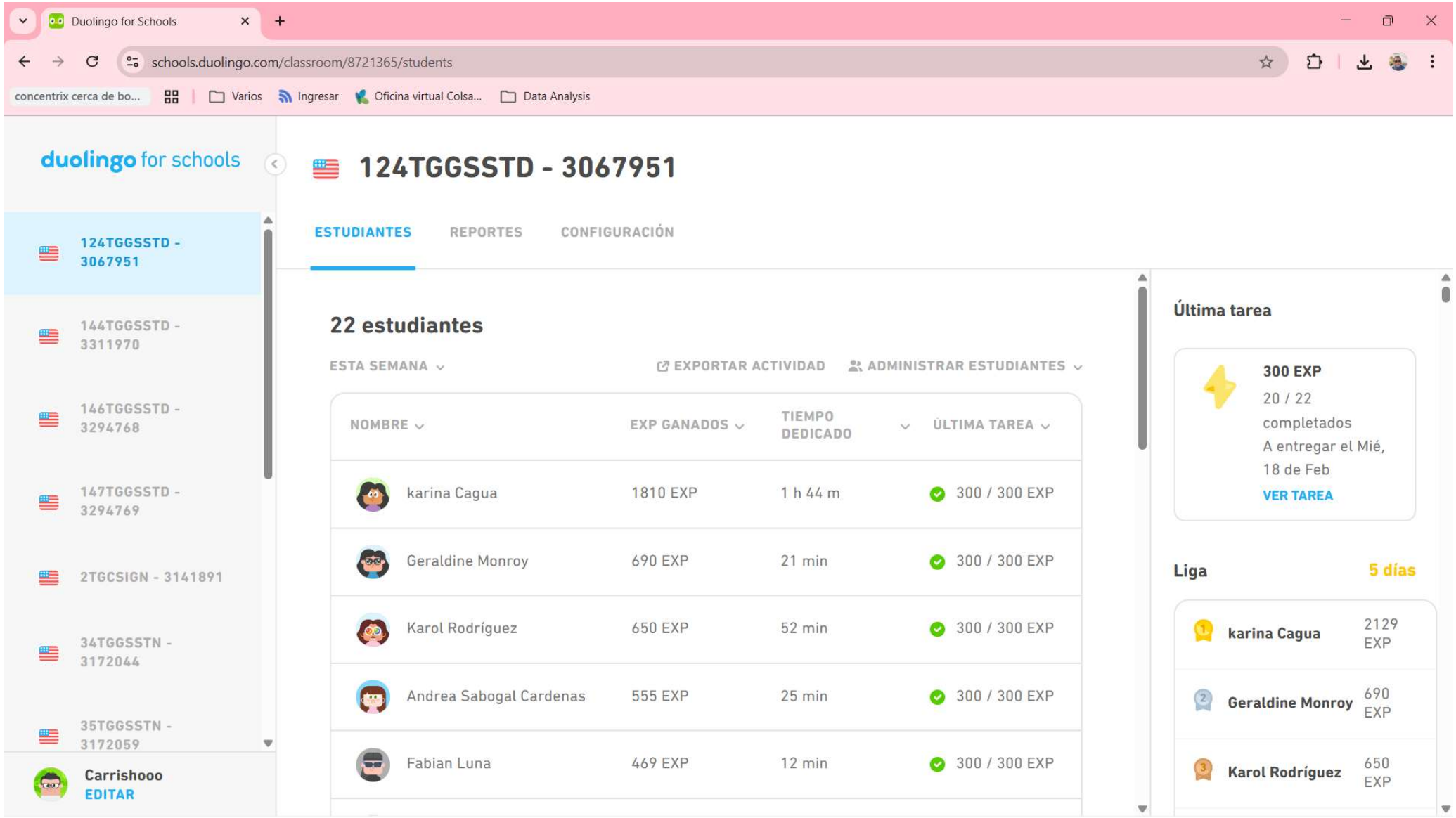
La presente constancia tiene validez al interior de la entidad, en la generación de una cultura institucional incluyente, como acción afirmativa para promover acciones integrales y accesibles para las Personas con Discapacidad, de acuerdo con lo contenido en la Resolución 1726 de 2014, mediante la cual el SENA adopta su Política Institucional para la atención de personas con discapacidad.

Dirección de Empleo y Trabajo - Secretaría General - SENA

Diseñado por: Grupo Gestión de los Sistemas de Información - Oficina de Sistemas


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Formularios recientes
De mi propiedad
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17 feb 2026
Asistencia Feb 12th 31418...
12 feb 2026
Asistencia Feb 10th 31720...
10 feb 2026
Asistencia Feb 9th 34TGG...
9 feb 2026
Asistencia Feb 5th 314189...
5 feb 2026
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4 feb 2026
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147TGGSSTD - 3294769
2TGCSIGN - 3141891
34TGGSSTN - 3172044
35TGGSSTN - 3172059
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EDITAR
124TGGSSTD - 3067951
ESTUDIANTES
REPORTES
CONFIGURACIÓN
22 estudiantes
ESTA SEMANA
EXPORTAR ACTIVIDAD
ADMINISTRAR ESTUDIANTES
NOMBRE
EXP GANADOS
TIEMPO DEDICADO
ÚLTIMA TAREA
karina Cagua 1810 EXP 1 h 44 m 300 / 300 EXP
Geraldine Monroy 690 EXP 21 min 300 / 300 EXP
Karol Rodríguez 650 EXP 52 min 300 / 300 EXP
Andrea Sabogal Cardenas 555 EXP 25 min 300 / 300 EXP
Fabian Luna 469 EXP 12 min 300 / 300 EXP
Última tarea
300 EXP
20 / 22 completados
A entregar el Mié, 18 de Feb
VER TAREA
Liga
5 días
karina Cagua 2129 EXP
Geraldine Monroy 690 EXP
Karol Rodríguez 650 EXP

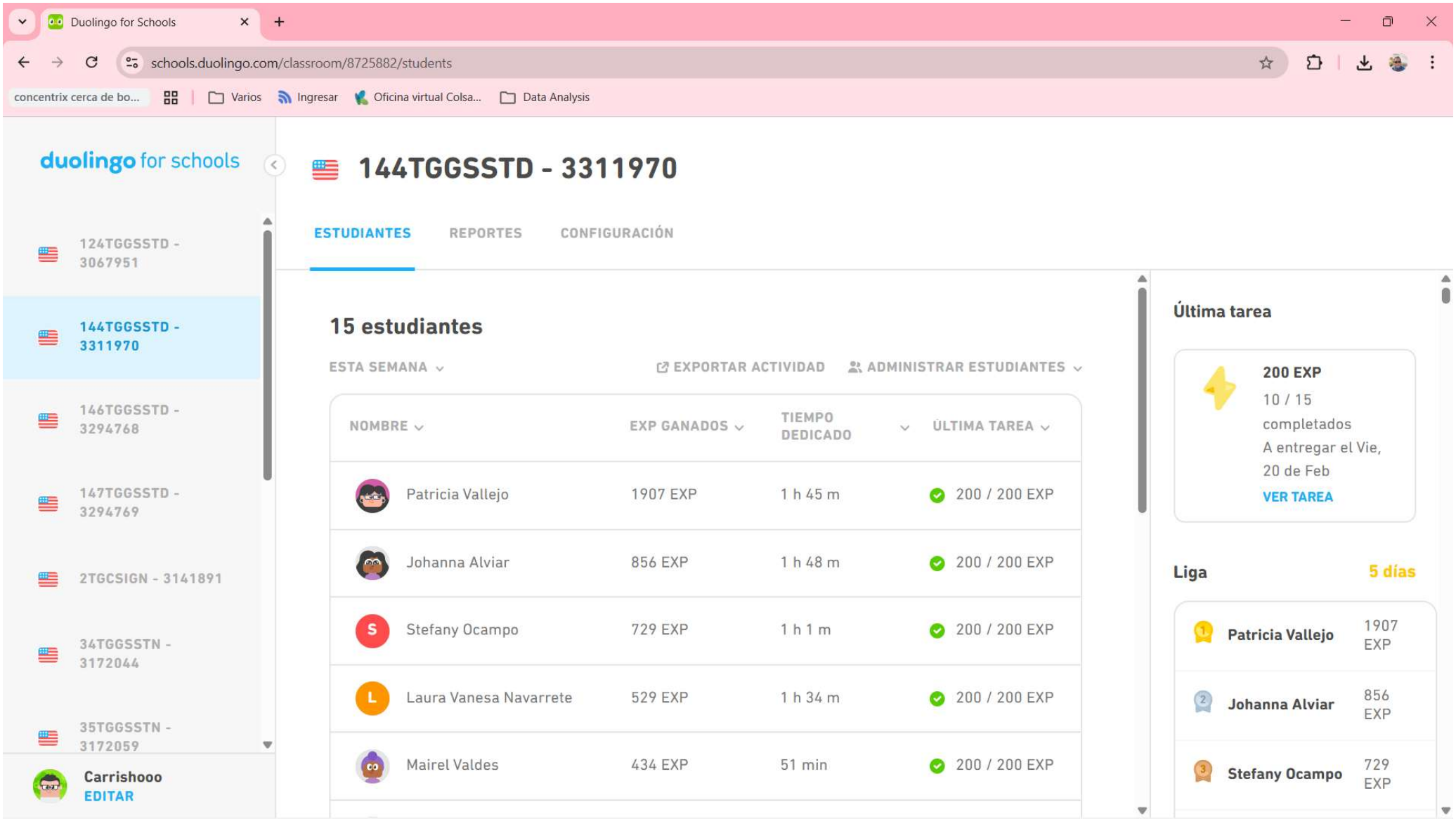

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35TGGSSTN - 3172059
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144TGGSSTD - 3311970
ESTUDIANTES
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ESTA SEMANA
EXPORTAR ACTIVIDAD
ADMINISTRAR ESTUDIANTES
NOMBRE
EXP GANADOS
TIEMPO DEDICADO
ÚLTIMA TAREA
Patricia Vallejo 1907 EXP 1 h 45 m 200 / 200 EXP
Johanna Alviar 856 EXP 1 h 48 m 200 / 200 EXP
Stefany Ocampo 729 EXP 1 h 1 m 200 / 200 EXP
Laura Vanesa Navarrete 529 EXP 1 h 34 m 200 / 200 EXP
Mairel Valdes 434 EXP 51 min 200 / 200 EXP
Última tarea
200 EXP
10 / 15 completados
A entregar el Vie, 20 de Feb
VER TAREA
Liga
5 días
Patricia Vallejo 1907 EXP
Johanna Alviar 856 EXP
Stefany Ocampo 729 EXP

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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: Comprender textos en inglés en forma escrita y auditiva.

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

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

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.

Resultado de Aprendizaje por alcanzar y evaluar en la nueva competencia:

- 03 - Discutir sobre posibles soluciones a problemas dentro de un rango variado de contextos sociales y laborales.

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 empleamos esa información para solucionar gran variedad de problemáticas.

1. FORMULACIÓN DE LAS ACTIVIDADES DE APRENDIZAJE

NIVEL 3

Actividades de reflexión Inicial: WARM UP

a) Listening exercise. Click on the following link and develop the activities.
https://learnenglishteens.britishcouncil.org/skills/listening/a1-listening/getting-id-card

Getting an ID card



b) Choose the correct option:

1-

a. a cotton dirty old tie
b. a dirty cotton old tie
c. an old cotton dirty tie
d. a dirty old cotton tie

2-

a. a small Japanese serving bowl
b. a Japanese small serving bowl
c. a small serving Japanese bowl
d. a serving small Japanese bowl

3-

a. a red big plastic hat
b. a big red plastic hat
c. a plastic big red hat
d. a big plastic red hat

4-

a. a new French exciting band.
b. a French new exciting band
c. an exciting French new band
d. an exciting new French band

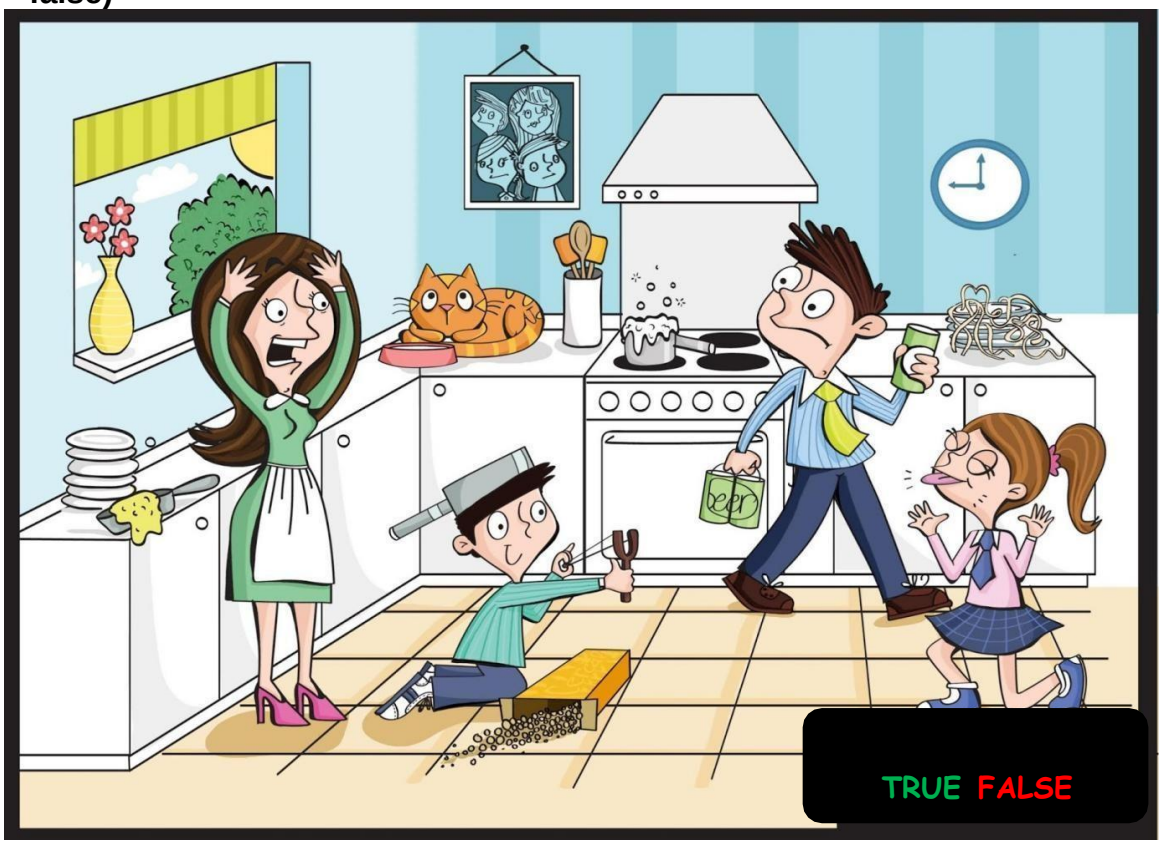
5-

a. an old wooden square table
b. a square wooden old table
c. a square old wooden table
d. a wooden old square table

6-

a. a beautiful blue sailing boat
b. a blue beautiful sailing boat
c. a sailing beautiful blue boat
d. a blue sailing beautiful boat

c) Look at the picture and write T (if the sentence is true) or F (if the sentence is false)



1. The family is in the bedroom.
2. It is nine o'clock at night.
3. Mum is happy and smiling.
4. Dad is holding some cans of beer.
5. Tom is kneeling on the floor.
6. Tom is firing his catapult at Judy.
7. Mum is wearing her slippers.
8. The dog is sitting on the kitchen unit.
9. The window blind is down.
10. Outside, it looks cold, windy and it's raining.
11. The pan on the cooker is boiling over.
12. Judy has got her tongue out.
13. Mum has got long black hair.
14. There is a box of cereal on the floor in front of Tom.
15. There are some plates of spaghetti under the clock.
16. There is a vase of flowers on the windowsill.
17. Dad is wearing an apron.
18. Judy has got a pan on her head.
19. There is a picture of the family on the wall.
20. The children are on their way to school.

d) Now write the correction of the false sentences:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

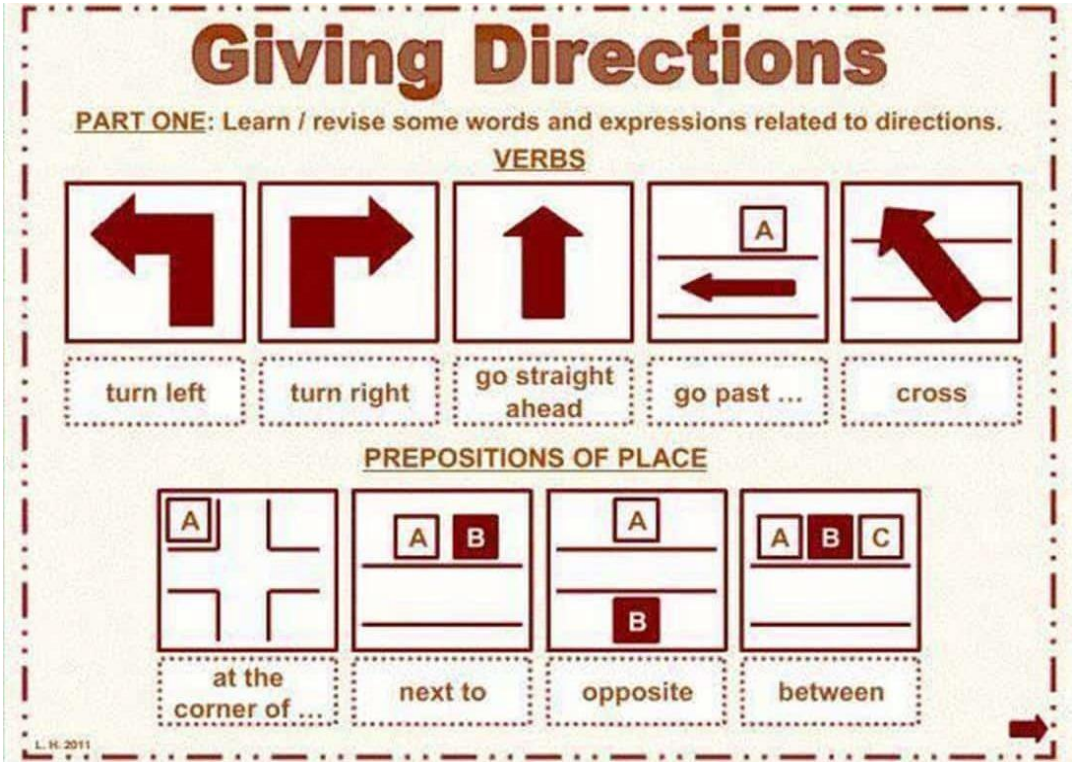
I. ASKING AND GIVING DIRECTIONS

Asking for directions

- Excuse me! How do I get to the...?
- Excuse me! Where's the ...?
- Excuse me! Is there a ... near here?
- Excuse me! Can you tell me the way to the...?

Giving directions

- Go straight ahead.
- Go along the street.
- Turn left/ right.
- Take the first/second turning on the right/left.
- Cross the street
- Go past
- Go through the park/...
- Go across the bridge
- Go as far as the roundabout



a) Conversation model: Practice the following conversations with a classmate:

1) A: Excuse me sir. Is there a bank around here?
B: Yes, there is one right across the street next to Library.
2) A: Can you give me directions to the petrol station?
B: Of course, I will, just follow this road until you come to the main road. Turn right and then continue for about 100 meters. You will see the petrol station on the left.
3) A: Is there a bank near here?
B: Yes, there is one in Orange Street. Orange Street is the third road on your right.
4) A: Excuse me, where is the school?
B: It is across from the police office.
5) A: Excuse me! Could you tell me where the nearest bank is, please?
B: Walk two blocks and turn left at the bookstore. The bank will be across the street, next to the post office.
A: Is it far from here?
B: No, it's just a ten-minute walk.
A: Thank you very much.
B: You're welcome.

b) Read the fax message. Which is Monica's new house: a, b, c or d?

To: Simon Miles
From: Monica Adams
Fax Number: 567 892 3453

Simon,

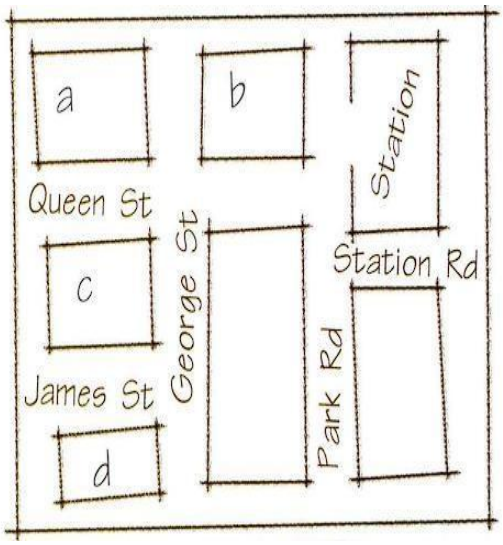
I'm so pleased you can come on Sunday. Here are the directions to my new house.

Come out of the station and turn left. Walk along Park Road and take the first turning on your right into Queen Street. Turn left again into George Street. Then, walk along George Street and take the first turning on your right into James Street. My house is on the left, opposite the cinema.

Don't get lost! Just phone me if there's a problem.

See you soon.

Monica



c) Listening exercise. Click on the following link and develop the activities.
https://learnenglishteens.britishcouncil.org/skills/listening/a2-listening/giving-directions

Giving directions



II. SIMPLE PRESENT TENSE

SIMPLE PRESENT TENSE

The simple present tense is used to describe habits, unchanging situations, general truths, and fixed arrangements.

Forms

+ S + V(s/es) + O.
− S+ don/t/doesn/t + V (base form) + O.
? Do/does + S + V(base form) + O ?



Affirmative (+)	Negative (-)	Interrogative (?)
• I run fast.	I don't run fast.	Do I run fast?
• You run fast.	You don't run fast.	Do you run fast?
• He runs fast.	He doesn't run fast.	Does he run fast?
• She runs fast.	She doesn't run fast.	Does she run fast?
• It runs fast.	It doesn't run fast.	Does it run fast?
• They run fast.	They don't run fast.	Do they run fast?
• We run fast.	We don't run fast.	Do we run fast?

- **Read and complete:**

1. Who _____ Sally _____ in Spain? (visit)
   She _____ her aunt and uncle. (visit)

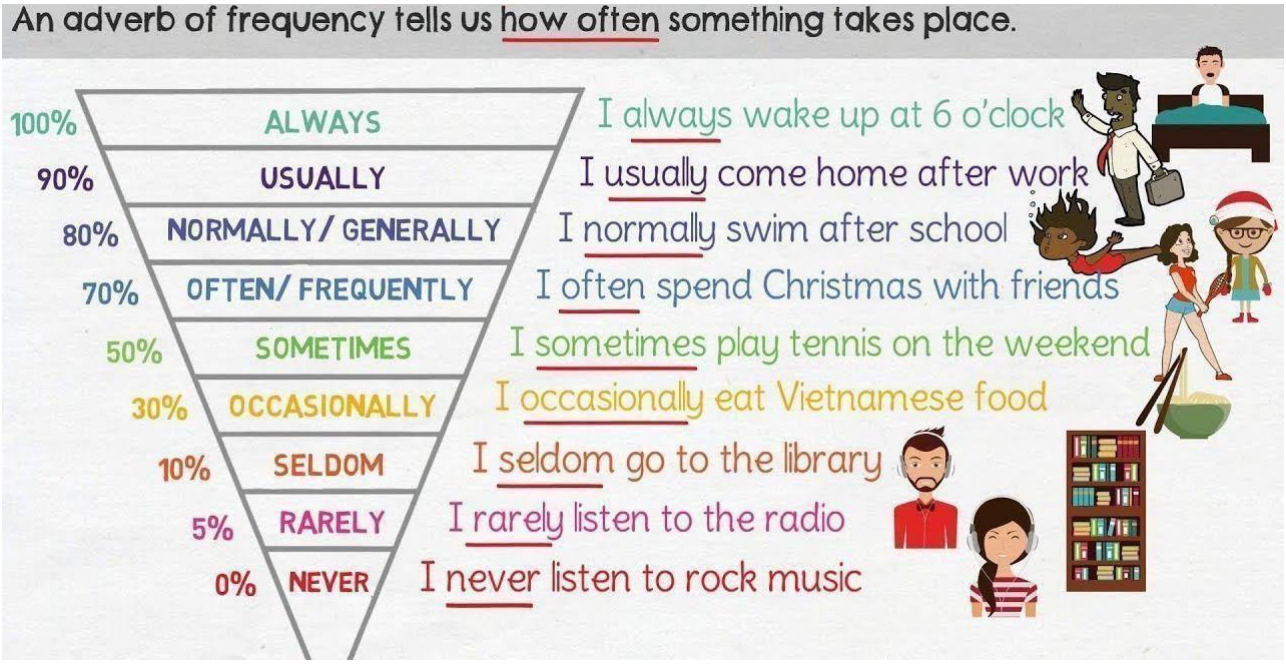
2. _____ Tom _____ to school by bus? (go)
   No, he doesn't. He _____ to school on foot. (go)

3. What _____ she _____ on TV? (watch)
   She _____ the news but she _____ soap operas.
   (watch) (not watch)

4. _____ they _____ swimming? (like)
   Yes, they do, but they _____ running. (not like)

5. When _____ you _____ to a football match? (go)
   I _____ to a football match on Sundays. (go)

III. ADVERBS OF FREQUENCY



- **Ask your classmates how often they do something, use the vocabulary below. Check and practice with the exercises included here:**

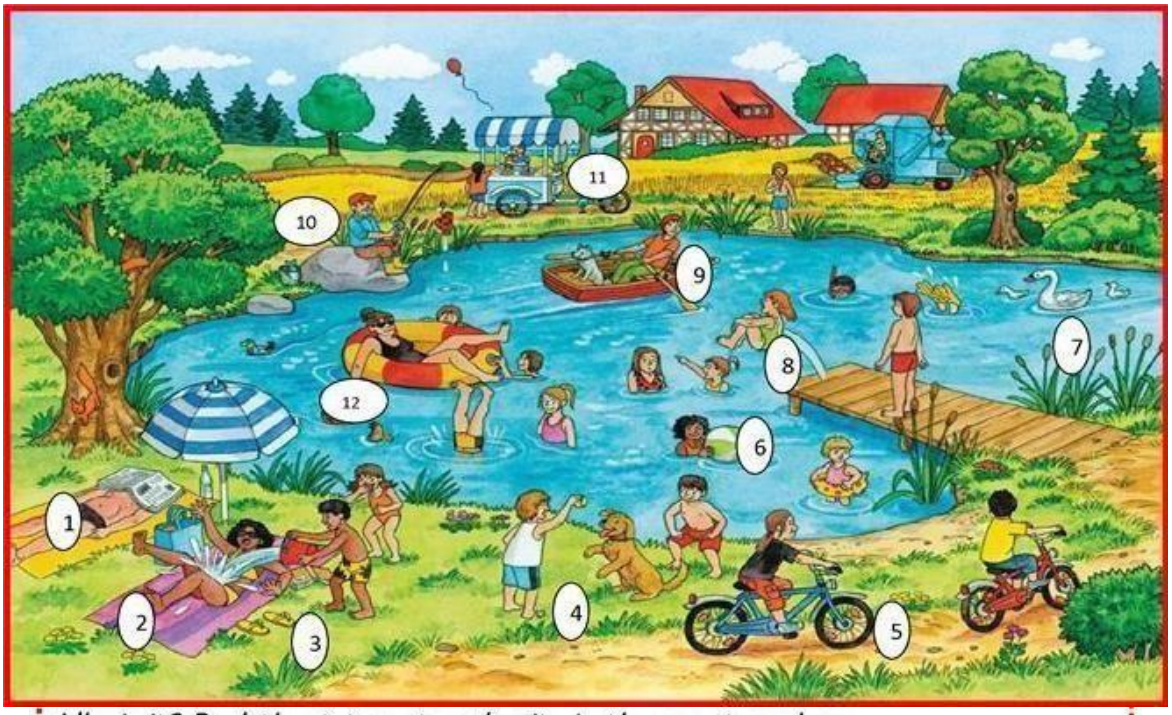
clean	eat	relax	play (sports or instruments)	study
do the grocery	drink wine	listen to music	phone (friends, relatives,...)	do the gardening
go shopping	walk	run	speak a foreign language	go on holidays
swim	sing	drive	read something	watch TV
dance	drink coffee	go to the cinema	eat ethnic food (what kind?)	feed your pet
go to the gym	cook	write emails	use the internet	drink tea

How often do you .....?

https://agendaweb.org/grammar/adverbs-exercises.html

IV. PRESENT CONTINUOUS - PROGRESSIVE

a) What are they doing now?



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

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

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

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

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

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

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

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

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

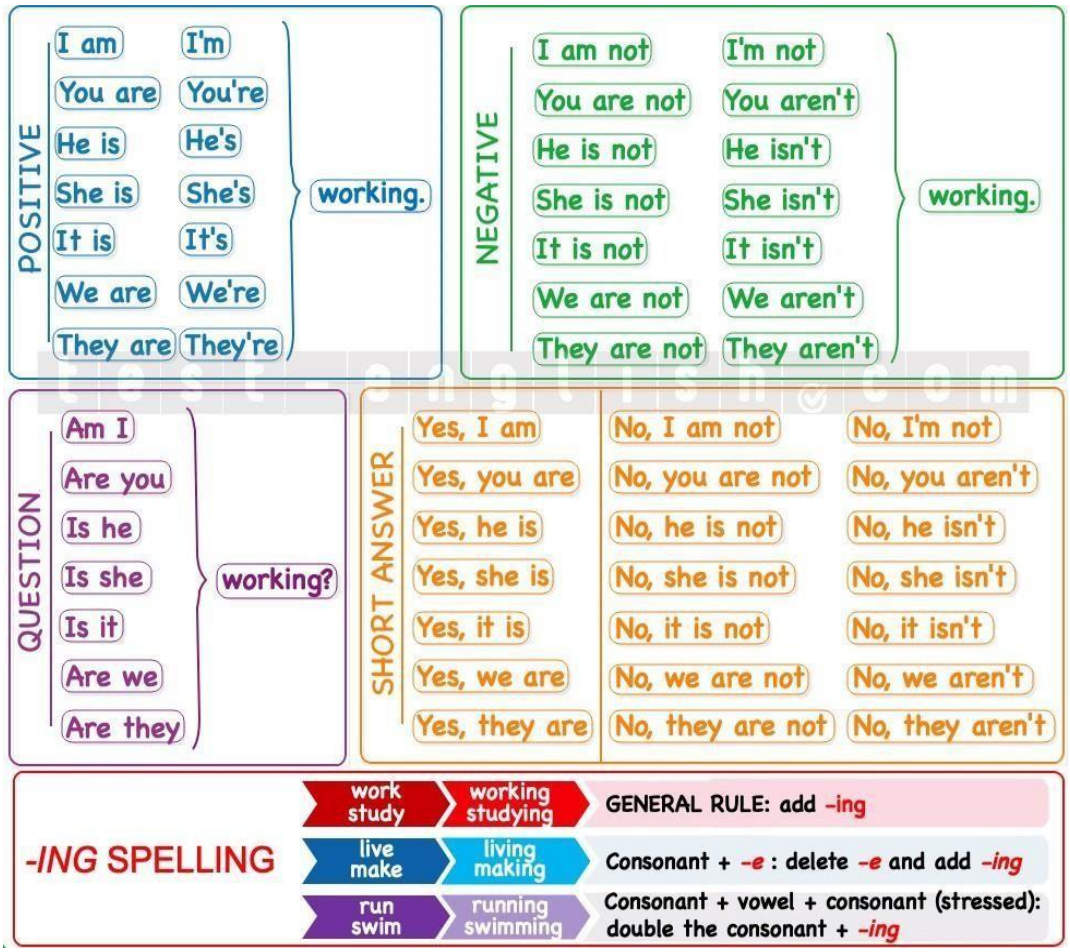
I) I am trying to relax. I don't want too much sun, so I have got my newspaper on my face. I am lying down. I am Number __

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

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

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

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POSITIVE
I am
I'm
You are
You're
He is
He's
She is
She's
It is
It's
We are
We're
They are
They're
working.
NEGATIVE
I am not
I'm not
You are not
You aren't
He is not
He isn't
She is not
She isn't
It is not
It isn't
We are not
We aren't
They are not
They aren't
working.
QUESTION
Am I
Are you
Is he
Is she
Is it
Are we
Are they
working?
SHORT ANSWER
Yes, I am
No, I am not
No, I'm not
Yes, you are
No, you are not
No, you aren't
Yes, he is
No, he is not
No, he isn't
Yes, she is
No, she is not
No, she isn't
Yes, it is
No, it is not
No, it isn't
Yes, we are
No, we are not
No, we aren't
Yes, they are
No, they are not
No, they aren't
-ING SPELLING
work
study
working
studying
GENERAL RULE: add -ing
live
make
living
making
Consonant + -e : delete -e and add -ing
run
swim
running
swimming
Consonant + vowel + consonant (stressed): double the consonant + -ing
General Rule
In general we just add -ING to the end of a verb.
eat ⇒ eating
go ⇒ going
read ⇒ reading
Verbs ending in W, X, or Y
Do NOT double the final letter at the end of the verb when it is W, X, or Y.
snow ⇒ snowing
fix ⇒ fixing
play ⇒ playing
Verbs ending in Consonant + E
Remove the E from the end of the verb and add -ING.
dance ⇒ dancing
ride ⇒ riding
write ⇒ writing
Verbs ending in IE
Remove the IE from the end of the verb and add -YING.
die ⇒ dying
lie ⇒ lying
tie ⇒ tying
© Woodward English
Consonant + Vowel + Consonant
When a verb with one syllable ends in a C + V + C we double the final consonant.
Exception: When the verb ends in W, X, or Y.
cut ⇒ cutting
run ⇒ running
stop ⇒ stopping
Consonant + Vowel + Letter L
Double the final L
Do NOT double the final L unless stressed
equal ⇒ equalling equaling
travel ⇒ travelling traveling
control ⇒ controlling controlling
Last syllable is NOT stressed
Two or more syllables and final syllable is NOT stressed, do NOT double final letter.
happen ⇒ happening
open ⇒ opening
visit ⇒ visiting
Last syllable IS stressed
Verb with two or more syllables and final syllable IS stressed, double the final letter.
begin ⇒ beginning
forget ⇒ forgetting
submit ⇒ submitting

b) Read and answer using the gerund:

a) Maria _____ (cook) dinner.

b) Lily _____ (read) a book.

c) John and Susan _____ (work).

d) Father _____ (walk) in the garden.

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

f) My mother _____ (prepare) dinner.

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

h) Anna _____ (wash) the dishes.

i) My friends _____ (watch) television.

j) Helen _____ (dive) in the sea.

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

l) Grandpa _____ (smoke) a cigarette.

m) My sister _____ (cut) some bread.

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

o) Emma _____ (wear) black trousers.

p) Harry and Lee _____ (eat) burgers.

q) Alvin _____ (swim) in the lake.

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

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

t) Poppy _____ (telephone) her friend.

Click on the following link and develop the exercises:
https://www.ego4u.com/en/cram-up/tests/present-progressive-1

V. DYNAMIC AND STATIVE VERBS

Introduction

Verbs in English can be classified into two categories: **stative** verbs and **dynamic** verbs. Dynamic verbs (sometimes referred to as "action verbs") usually describe actions we can take, or things that happen; stative verbs usually refer to a state or condition which is not changing or likely to change. The difference is important, because stative verbs cannot normally be used in the continuous (BE + ING) forms. This will explain the differences between the two types of verbs and give lots of examples of each kind.

Dynamic verbs

There are many types of dynamic verbs, but most of them describe activities or events which can begin and finish. Here are some examples:

Dynamic Verb	Type	Examples
play	activity	She plays tennis every Friday. She's playing tennis right now.
melt	process	The snow melts every spring. The snow is melting right now.
hit	momentary action	When one boxer hits another, brain damage can result. (This suggests only ONE punch.) When one boxer is hitting another, brain damage can result. (This suggests MANY repeated punches.)

Dynamic verbs, as you can see from the table above, can be used in the simple and perfect forms *(plays, played, has played, had played)* as well as the continuous or progressive forms *(is playing, was playing, has been playing, had been playing)*.

Stative verbs

Stative verbs usually refer to a state or condition which is quite static or unchanging. They can be divided into verbs of **perception** or **cognition** (which refer to things in the mind), or verbs of **relation** (which describe the relationships between things). Here are some:

Stative Verb	Type	Examples
hate	perception	I hate chocolate.
believe	perception	She believes in UFOs.
contain	relation	The box contains 24 cans of soda.
own	relation	Yong owns three motorbikes.

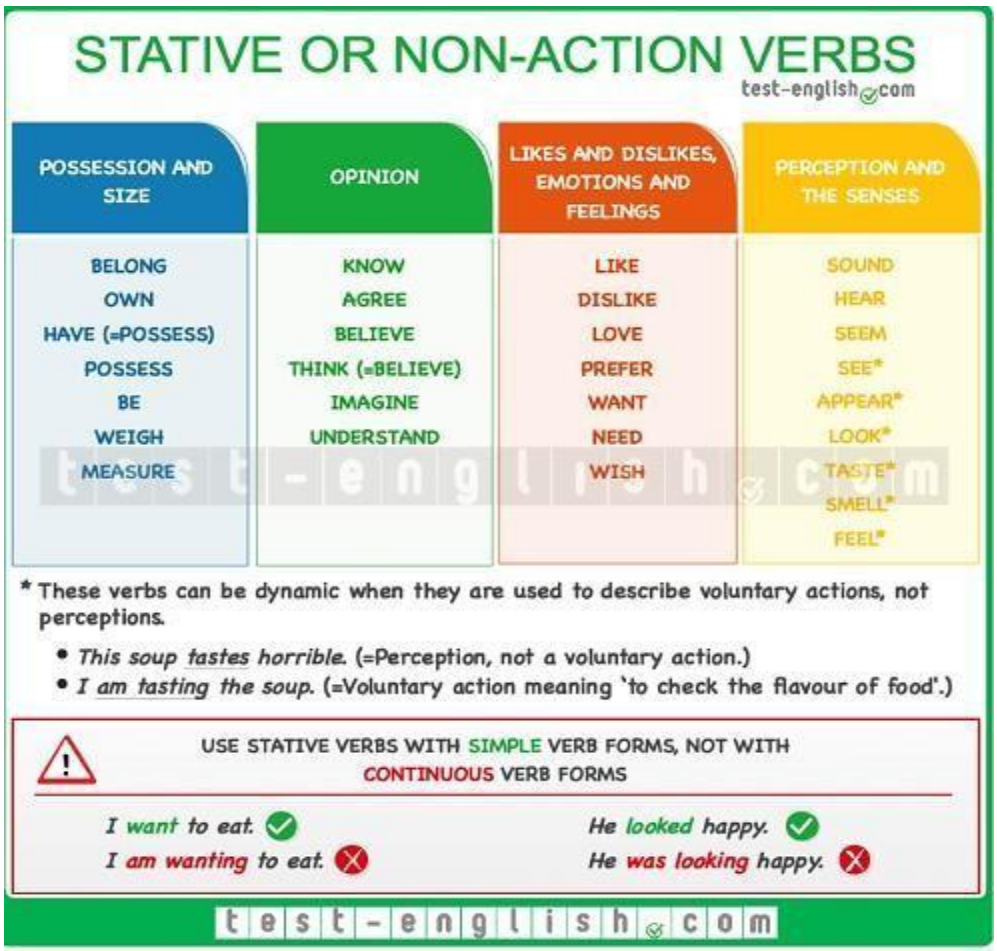
Note that we CANNOT use these verbs in the continuous (progressive) forms; you CAN'T say "*Yong is owning three cars." Owning is a state, not an action, so it is always in the simple form.

Example verbs

Here are some common stative and dynamic verbs. The lists may help you to understand what types of verbs are likely to be stative and what types are commonly dynamic.

Stative Verbs	**love**; **hate**; **like**; **see**; **hear**; **sound**; **think** (meaning "have an opinion"); **mind** (meaning "care about") ; **recognize**; **seem**; **have** (meaning "own"); **prefer**; **doubt**; **consist of**; **mean**
Dynamic Verbs	**eat**; **drink**; **go**; **type**; **read**; **write**; **listen**; **speak**; **watch**; **say**; **grow**; **work**; **sleep**; **cook**; **talk**

***Click on the following links and develop the exercises:**
https://www.eltbase.com/quiz/075_01.htm
https://continuingstudies.uvic.ca/elc/studyzone/410/grammar/stat1
https://www.perfect-english-grammar.com/stative-verbs-exercise.html



VI. LISTENING EXERCISE:

a) **Write down the study habits you have (use the simple present and frequency adverbs):**

_____
_____
_____
_____

b) **Click on the following link and develop the activities:**

https://learnenglishteens.britishcouncil.org/skills/listening/a1-listening/study-tips

Study tips



VII. COMPARATIVES AND SUPERLATIVES

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



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

a) Comparative and superlative exercises

Fill in the correct form of the words in Brackets (comparative or superlative):

1- My house is _____ (big) than yours.

2- This flower is _____(pretty) than that one.

3- Non-smokers usually live _____(long) tan smokers.

4- Who is the _____(rich) woman on earth?

5- He was the _____(clever) thief of all.

6- New york is _____(big) tan paris.

7- English milk is _____(strong) tan French milk.

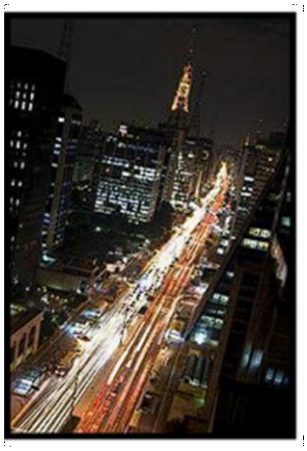
b) Work on these exercise and check:
https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Comparatives_and_superlatives/Compartive,_Superlative_and_Equatives_-_Adjectives_and_Adverbs_sz596575uv

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

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

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

d) Reading comprehension



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

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

The **main** tourist attractions in the city include the different neighborhoods with their

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

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

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

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

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

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

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

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

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



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

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

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

_____
_____
_____
_____

VIII. GERUNDS AND INFINITIVE

What is a gerund?

A gerund is a noun made from a verb by adding "-ing." The gerund form of the verb "read" is "reading." You can use a gerund as the subject, the complement, or the object of a sentence.

EXAMPLES:

- ***Reading*** *helps you learn English. SUBJECT OF SENTENCE*
- *Her favorite hobby is* ***reading****. COMPLEMENT OF SENTENCE*
- *I enjoy* ***reading****. OBJECT OF SENTENCE*

Gerunds can be made negative by adding "not."

EXAMPLES:

- *He enjoys* ***not working****.*
- *The best thing for your health is* ***not smoking****.*

What is an infinitive?

An infinitive is the "to" form of the verb. The infinitive form of "learn" is "to learn." You can also use an infinitive as the subject, the complement, or the object of a sentence.

EXAMPLES:

- ***To learn*** *is important. SUBJECT OF SENTENCE*
- *The most important thing is* ***to learn****. COMPLEMENT OF SENTENCE*
- *He wants* ***to learn****. OBJECT OF SENTENCE* Infinitives can be made negative by adding "not." **EXAMPLES:**
- *I decided* ***not to go****.*
- *The most important thing is* ***not to give up****.*

Use a gerund or an infinitive?

Both gerunds and infinitives can be used as the subject or the complement of a sentence. However, as subjects or complements, gerunds usually sound more like normal, spoken English, whereas infinitives sound more abstract. In the following sentences, gerunds sound more natural and would be more common in everyday English. Infinitives emphasize the possibility or potential for something and sound more philosophical. If this sounds confusing, just remember that 90% of the time, you will use a gerund as the subject or complement of a sentence.

EXAMPLES:

- ***Learning*** *is important. NORMAL SUBJECT*
- ***To learn*** *is important. ABSTRACT SUBJECT - LESS COMMON*
- *The most important thing is* ***learning****. NORMAL COMPLEMENT*
- *The most important thing is* ***to learn****. ABSTRACT COMPLEMENT - LESS COMMON*

As the object of a sentence, it is more difficult to choose between a gerund or an infinitive. In such situations, gerunds and infinitives are not normally interchangeable. Usually, the main verb in the sentence determines whether you use a gerund or an infinitive.

EXAMPLES:

- *He* ***enjoys swimming****. "ENJOY" REQUIRES A GERUND.*
- *He* ***wants to swim****. "WANT" REQUIRES AN INFINITIVE.*

Some verbs are followed by gerunds as objects. List of Verbs Followed by Gerunds https://www.englishpage.com/gerunds/gerund_list.htm

EXAMPLES:

- *She* ***suggested going*** *to a movie.*
- *Mary* ***keeps talking*** *about her problems.*

Some verbs are followed by infinitives. List of Verbs Followed by Infinitives https://www.englishpage.com/gerunds/infinitive_list.htm

EXAMPLES:

- *She* ***wants to go*** *to a movie.*
- *Mary* ***needs to talk*** *about her problems.*

EXERCISES

a) Infinitive or gerund?

1. Remember_____(BRING) your literature books for next class!!!We will start _____(WORK) on a short story.
2. If you want_____(LOSE) weight, you should stop_____(EAT) sugar and you should avoid_____(DRINK) beer.
3. I admit_____(HAVE) some butter cookies for breakfast this week. That's why I am not likely_____(LOSE) much weight.
4. I am writing this letter_____(COMPLAIN) about the service in your restaurant. The food was cold, and the waiter forgot_____(BRING) the water I had ordered. I really didn't enjoy_____(EAT) in your place

b) Put the verbs in the infinitive or gerund:

1. If you want_____(LOSE) weight, you must get into the habit of_____(DO) physical activity.

2. It's important_____(VISIT) a nutritionist before you start_____(DIET).
3. _____(EAT) fruit and vegetables are always a healthy option.
4. Remember_____(DRINK) 2 litres of water a day.
5. I remember_____(WALK) a lot when I was young.That helped me _____(LOSE) weight.
6. I can't stand(DRINK) green tea! I only enjoy__(HAVE) mate.

c) <u>Multiple choice</u>:

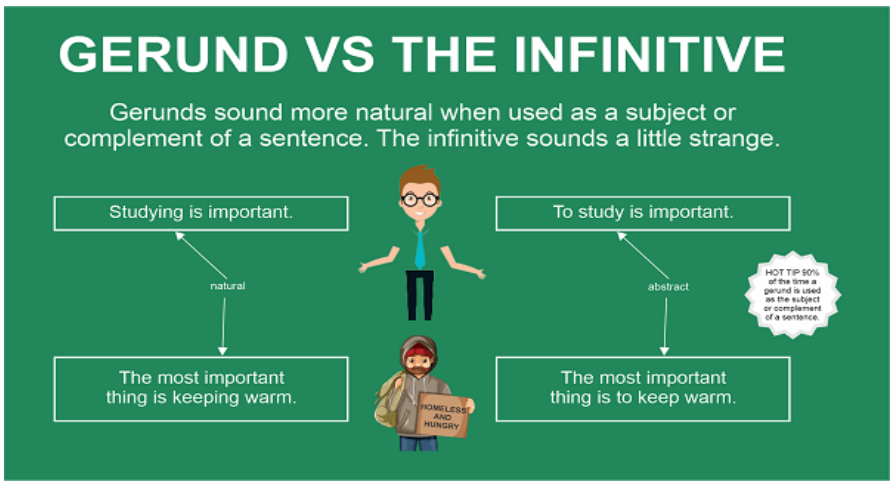
1. I was reading a book when the phone started ringing. I had to stop _____ (ANSWER/TO ANSWER/ANSWERING) it.
2. Marty's worried_____(ABOUT PUTTING/FOR PUTTING/TO PUT) on weight.
3. Eat a kiwi fruit immediately after_____(HAVE/TO HAVE/HAVING) lunch or dinner. It's a good way of (BURNING/BURN/TO BURN) calories.
4. I don't mind_____(DRINK/TO DRINK/DRINKING) water.

d) <u>Put the verbs in the infinitive or gerund</u>:

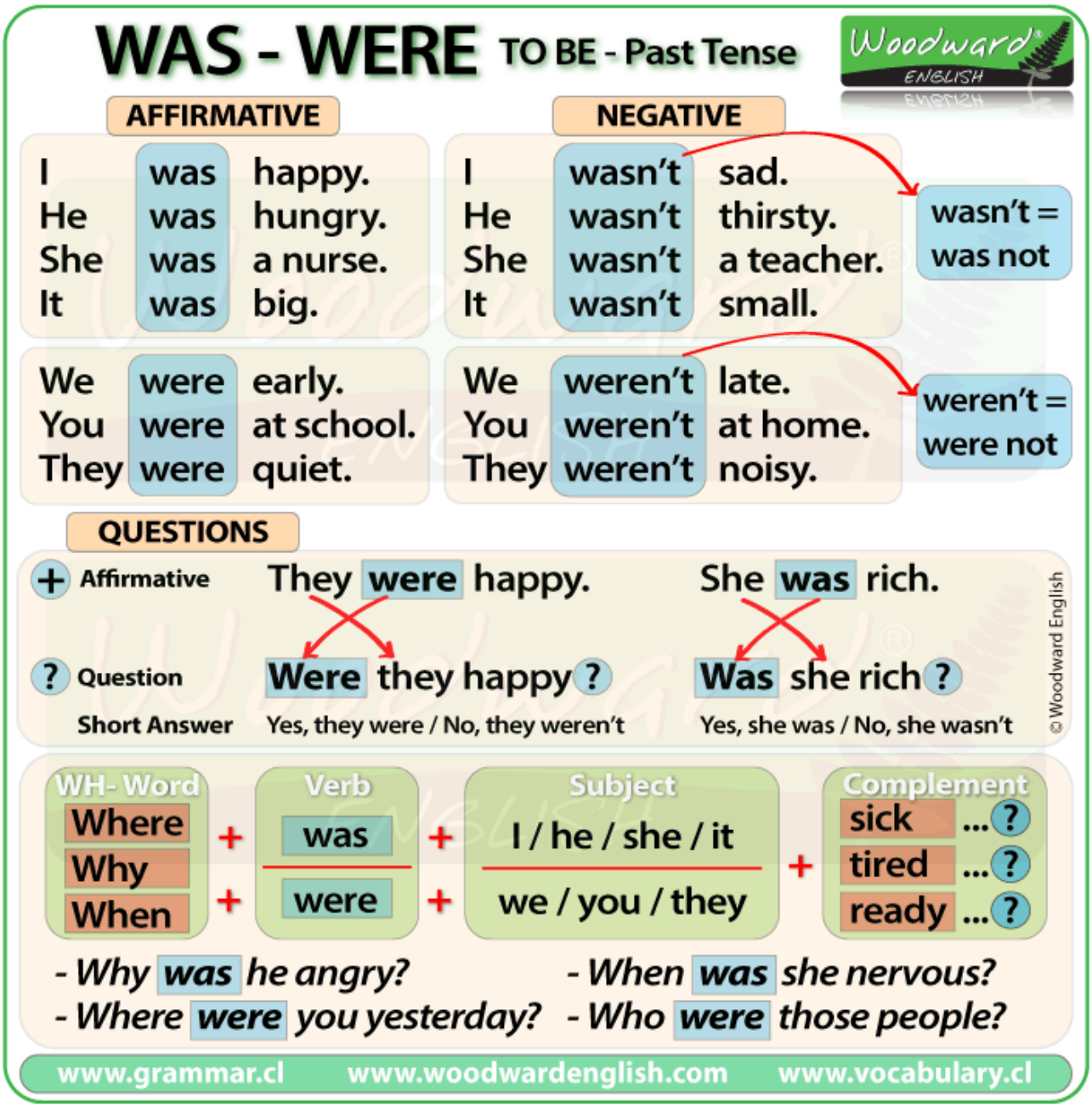
1.If you want_____(FIND)a job, you should start _____(TALK) to people who have a steady job.
2._____ (WRITE) your C.V.(Curriculum) is also very important.
3. Don't forget . (ADD) a color photo of yourself to your C.V.
4. Remember _____(PRACTISE) your English if you have a job interview in a company. It is necessary _(HAVE) good English skills for a job like that.
5. I remember _____(GO) to my first job interview 20 years ago. It was very positive. I learned _____(BE) more self-confident after it.
6. I am worried about _____(TALK) in public. I expect _____(DO) it well next time.

e) Click on the following links and develop the exercises:

https://www.englishpage.com/gerunds/gerunds_infinitives_1.htm
https://www.englishpage.com/gerunds/gerunds_infinitives_10.htm
https://www.englishpage.com/gerunds/gerunds_infinitives_8.htm



IX. VERB TO BE IN PAST



a) Fill in the blanks accordingly:

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

b) Make the same sentences negative and interrogative:

Negative

_____
_____
_____
_____
_____
_____

Interrogative

_____
_____
_____
_____
_____
_____

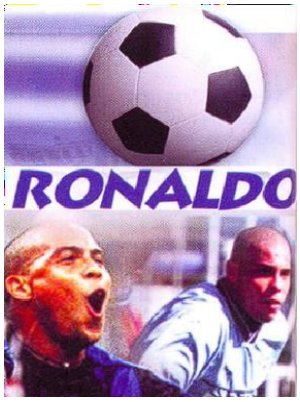
c) Read the answers and write the WH- question for each one. Pay attention to bold phrases.

1) _____?
Cornelio was born **in Mexico City.**
2) _____?
Analia and Andrea were **in Buenos Aires the last week.**
3) _____?
My best friend in high school was **Jorge Essen.**
4) _____?
His favorite course in high school was **geography.**
5) _____?
He was **eighteen years old** when he enrolled college.

d) Read the biography and match the numbers (1-3) to what they refer to (A-C)

1- 1976	**A-The age he was when Jairzinho discovered him.**
2-14	**B-The goals he scored for a Brazilian team.**
3-54	**C-The year he was born.**

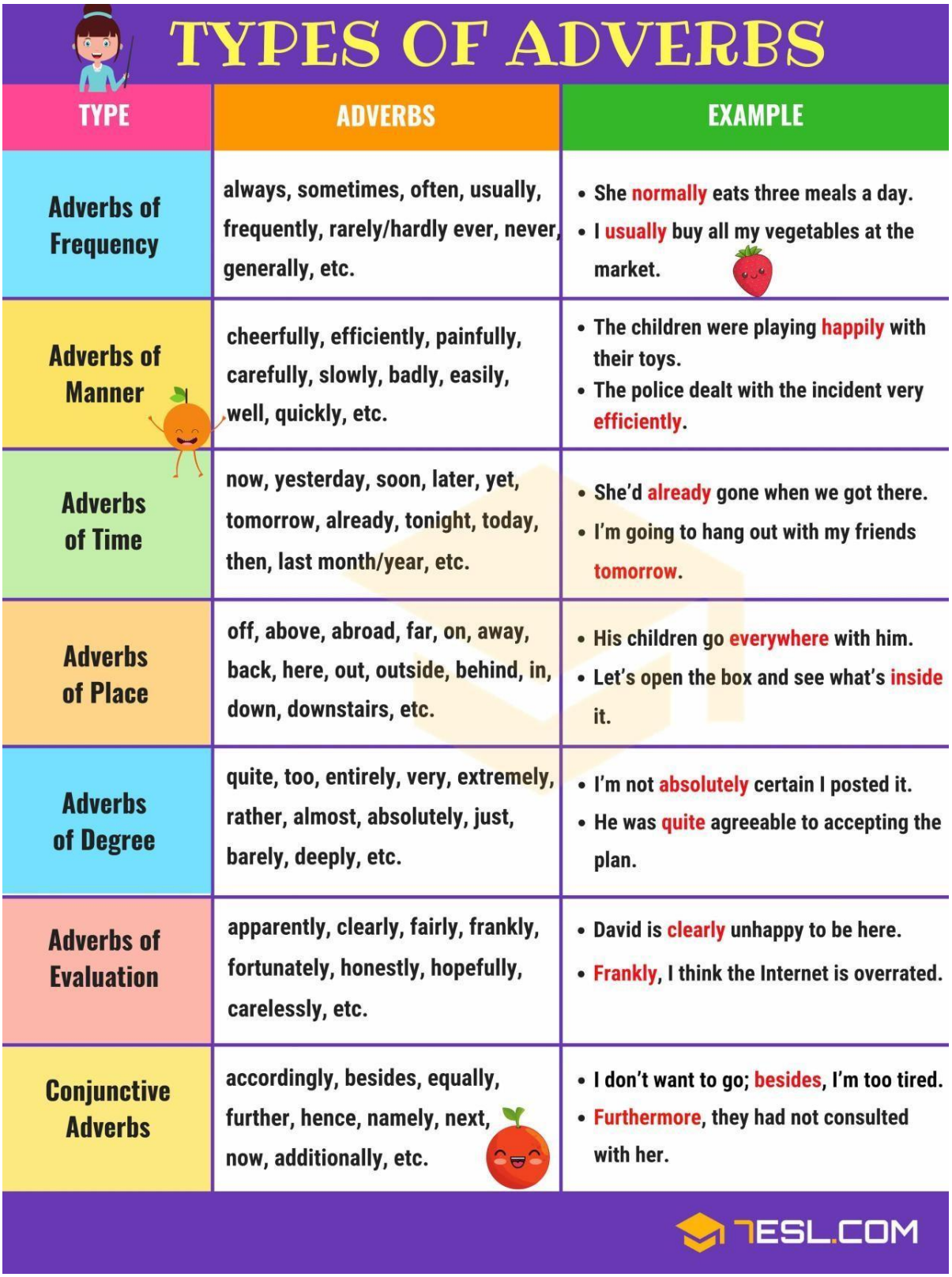
Ronaldo Nazario da Lima, the famous footballer, was born on September 22nd, 1976, in a poor area of Rio de Janeiro, Brazil.
Ronaldo did not have the things most children have, but his great joy in life was football. He often missed school and was usually outside with his friends, with no shoes on, playing football with a rag ball! Ronaldo's mother did not want him to play football. She believed that there was no future for him. But Ronaldo loved the sport so much that nothing could stop him from playing it.
When Ronaldo was 14 years old, a former football player, Jairzinho, discovered him. He realized that he was a talented player, and two years later Ronaldo played for a Brazilian team, scoring 54 goals in 54 games! Ronaldo was on his way to the top and everyone wanted him on their team. In fact, they thought he was the greatest football player since Pele.
Today Ronaldo is retired and was one of the best players in the world and everyone knows his name. He is the living proof of a person who turned his dream into reality!



e) Now read the text again and underline the sentences with the verb to be in the past.

f) Click on the following link and develop the exercises:
https://www.liveworksheets.com/w/en/english-second-language-esl/731350

X. THE USE OF ADVERBS



SOME WORDS WORK AS ADJECTIVES AND ADVERBS

ADJECTIVE	ADVERB
The early soap opera.	They arrive early.
A hard test.	They practice hard.
A fast motorbike.	You run fast. They
A long distance.	wait long.
His question is right.	We do it right.
It is near the house.	She lives near my house.
A late movie.	I got home late.
A high building.	An eagle flies high.

a) Use the words in brackets as adjective or adverb as in the example:

Example: Peter works_____(slow).

Answer: Peter works slowly.

1) He_____reads a book. (quick)
2) Mandy is a_____girl. (pretty)
3) The class is_____loud today. (terrible)
4) Max is a_____singer. (good)
5) You can_____open this tin. (easy)
6) It is a_____day today. (terrible)
7) She sings the song_____. (good)
8) He is a_____driver. (careful)
9) The dog barks_____. (loud)

b) Find the adjective in the first sentence and fill the gap with the adverb.

Joanne is happy. She smiles happily.

1) The boy is loud. He shouts_____.
2) Her English is fluent. She speaks English_____.
3) Our mom was angry. She spoke to us_____.
4) My neighbor is a careless driver. He drives_____.
5) The painter is awful. He paints_____.
6) This group is terrible. They behave_____bad today.

c) Fill in the blanks with an adverb of degree:

very – much – completely – too – so – almost – pretty – exactly – slightly – truly – rather – quite

1) I'm_____sorry if I hurt your feelings.
2) This car is_____much. I can't afford it.
3) Ben graduated and his parents are_____happy.
4) I agree_____with you.
5) Wait a minute, I'm_____done with the cleaning.
6) I'm_____tired that I'm going to bed early.
7) "Are you sure?" – "_____sure".
8) "Let's play football." I would_____play volleyball."
9) Thank you very_____.
10) That's_____the color I have been looking for.

XI. IMPERATIVES

The imperative to give orders.

Match the signs with the following commands:

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



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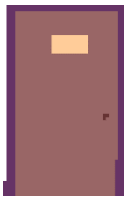
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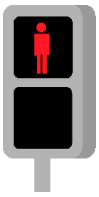
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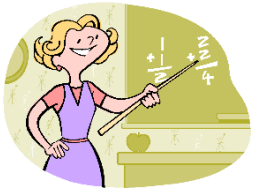
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TECHNICAL ASSIGNMENTS

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

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

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

   a) Immediately **obey** evacuation alarms and orders. **Tell** others to **evacuate.**
   b) No one may remain inside a building when an evacuation is in progress.
   c) If involved with hazardous research or doing a dangerous procedure, immediately shut down operations that could create additional hazards if left unattended. Evacuate as soon as possible.
   d) Assist those who need help, but do not put yourself at risk attempting to rescue trapped or injured victims.
   e) Note location of trapped and injured victims and notify emergency responders.
   f) Walk calmly but quickly to the nearest emergency exit.
   g) Use stairways only. Do not use elevators.
   h) Keep to the right side of corridors and stairwells as you exit.
   i) Proceed directly to your designated EAA. Stay away from the immediate area near the building you evacuated.
   j) Remain in EAA until roll is taken and instructions are given (Debbie Tutak).
   k) Leave the building using any exit and avoid congregating at any exit point. Be mindful of the approach of emergency responders and remain clear.
   l) Do not reenter the building until authorized fire or police department personnel give the “All Clear” instruction.

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

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

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

When the fire alarm sounds, you must leave the building immediately. Never assume that the alarm is false or that the system is being tested. When a system test is being conducted the building will be posted with a notice indicating the day and time of the test. Most building systems are tested during the winter and summer breaks.

The detection devices are very sensitive, and the Fire Alarm System provides you with an early warning of an emergency situation. Even if your area is clear of any smoke or odor, do not disregard the alarm, as there could be an incident on a floor away from your area. Never use an elevator. Proceed to the nearest designated emergency exit and leave the building. Do not re-enter the building until told to do so by either a Tufts Police officer or a member of the local fire department.

USA	Colombia

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

Safety Equipment	Definition
1. A protective mask 	____handles heavy materials and protects the back

2. Safety shoes 	___avoids the worker falling
3.Ear protectors 	___protects body against welding work
4. A protective apron 	___protect ears against noise
5. A safety harness 	____protects from inhaling harmful air particles as dusts,vapours, fumes, and gases
6. Safety gloves 	___provide protection to the eyes
7. A safety helmet 	___protects the head from accidental injury
8. Knee pads 	___handles heavy materials such as breezeblocks, beams andavoids injuries
9. Dorsal belt 	___protect the feet from accidental injury
10. Safety goggles 	___protect knees on the ground while working

4. **Here is the first part of a speech about health and safety. The letters of the missing words in brackets are mixed up. Complete the text with the missing words:**

The average person finds it difficult to assess risks. For this reason, ___(kwro) practices need to be regulated. Examples of dangerous_____(taiveitcis) are:

- welding or grinding without goggles.
- _____(kgwonri) on a construction site without a hard hat.
- working in noisy _____(foescatir), cabs, or airport tarmacs and with outdoor machinery without ear _____(rctopteino).
- working in chemical areas without protective clothing.
- Smoking _____(rane) hazardous substances.

Without regulation, some employees will take _____(skisr).

Health and _____(fetasy) is a part of employment law. It covers general matters such as:

- occupational health
- _____ (ccadient) prevention regulations
- special (ruilegotan) for hazardous occupations such as mining and building
- provisions for risks such as poisons, _____ (usandergo) machinery, dust, noise, vibration, and radiation
- the full range of dangers arising from modern _____ (sutaindirl) processes, for example the widespread use of chemicals.

The key concerns for _____ (hatleh) and safety are to assess the risks and hazards by identifying and quantifying the _____(ffcetse) so that appropriate protective _____ (amesreus) can be taken.

5. **Role-play of a situation where you give first aid to a person who is injured and conscious where you verify the state of orientation and consciousness of the person. (Create the script, learn it and act it by project groups).**

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 **Evidencias de Desempeño y de Producto:** **(Diurno)** De acuerdo con el análisis de una problemática encontrada en la competencia elaborar el plan general de producción, según el plan de ventas, niveles de inventario y capacidad de producción, haga un video en inglés explicando dicha problemática asociada al proyecto formativo (juego de roles).	- 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

Accurate: to correct, exact, and without any mistakes.
Audit: to make an official examination of the accounts of a business and produce a report.
Cardboard: material like very thick, stiff paper, usually pale brown in color, used especially for making boxes.
Control risk: control risk is the risk that the internal control arrangements will fail to prevent material deviations, or to detect and correct them on a timely basis.
Hazardous: dangerous and involving risk, especially to someone's health.
Household goods: equipment, tools, machines, and other things used in a house.
Inhabitant: a person or an animal that lives in a particular place.
Main: being the largest or most important of its kind.
Objectivity: the fact of being based on facts and not influenced by personal beliefs or feelings.
Outlined: a description of the main facts about something.

Paper: thin, flat material made from crushed wood or cloth, used for writing, printing, or drawing on.
Reduce: to make something less in size, amount, degree, importance, or price.
Rubbish: to waste material or things that are no longer wanted or needed.
Stuck: unable to move or to be moved.

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https://busyteacher.org/
https://sites.google.com/site/englishzvonkocar/home/presentcontinuous
https://en.islcollective.com/download/printables/worksheets_doc_docx/present_continuous_-_multiple_choice/present-continuous-present/8921
https://en.islcollective.com/
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https://www.oxfordlearnersdictionaries.com/

7. **CONTROL DEL DOCUMENTO** (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

Tabla de contenido:

I. PAST CONTINUOUS TENSE 2
II. PRESENT PERFECT TENSE 4
III. THE WORLD OF WORK 5
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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):

- 24020152008 - Relacionarse con hablantes nativos en un grado suficiente de fluidez y naturalidad, de modo que la comunicación se realice sin esfuerzo por parte de los interlocutores
- 24020150201 - Reproducir en inglés frases o enunciados simples que permitan expresar de forma lenta ideas o conceptos.
- 24020150202 - Identificar formas gramaticales básicas en textos y documentos elementales escritos en inglés

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:

- 06 - Explicar las funciones de su ocupación laboral usando expresiones de acuerdo con el nivel requerido por el programa de formación.

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.

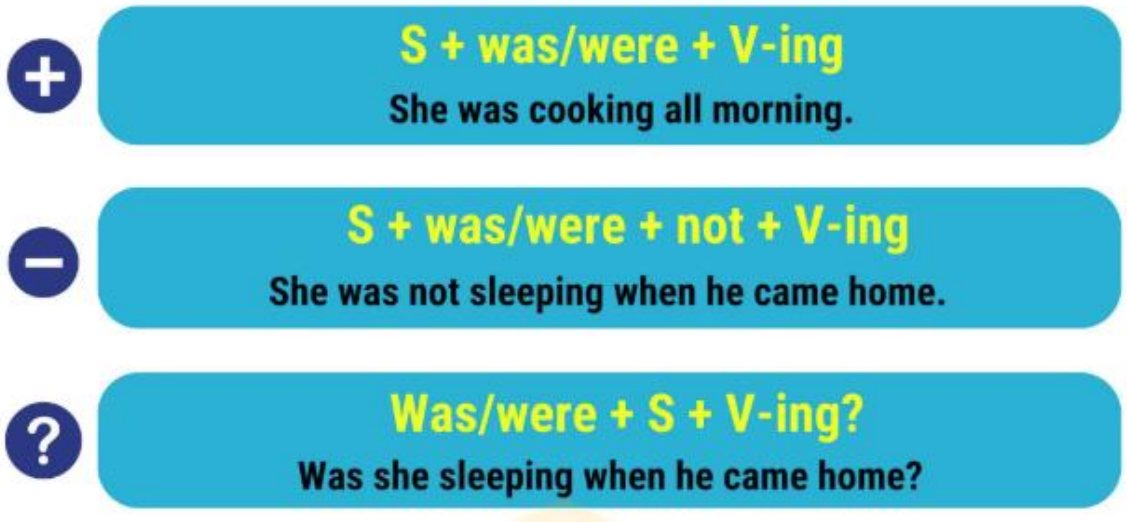
El siglo XXI es sinónimo de globalización, de comunicación instantánea, de comprensión de signos y símbolos estandarizados, es el encuentro de personas que hablan idiomas diferentes con necesidades y metas laborales comunes. Las respuestas fluyen constantemente en textos en inglés y en español y somos las personas, las que les damos significado, somos los que empleados esa información para solucionar gran variedad de problemáticas.

3. FORMULACIÓN DE LAS ACTIVIDADES DE APRENDIZAJE

NIVEL 6

Actividades de reflexión Inicial: WARM UP

I. PAST CONTINUOUS TENSE





1. When _____ Eleven _____ waffles at the café? (eat)



2. _____ you _____ with Max? (skate)

3. Where _____ we _____ at 6.00 in the evening? (swim)

4. The kids _____ last night. (not study)



5. We _____ when the accident happened. (talk)



6. Why _____ he _____ to music yesterday? (listen)

7. You _____ at 9.00. (not sleep)



8. He _____ his bike when I saw him. (ride)

9. Lucas _____ a horror film at 3pm. (not watch)

10. I _____ my homework at eight o'clock. (do)

Don't forget to check some videos to contrast the use all the past tenses
https://www.youtube.com/watch?v=1HDvZsAFag4

II. PRESENT PERFECT TENSE



a) Open the link and complete the exercises using the expressions: already, yet, since and for.
https://www.uv.mx/personal/damorales/files/2013/01/Present-Perfect-Tense.pdf

b) Open the link and answer the questions using true or false:
https://www.liveworksheets.com/w/en/english-second-language-esl/348744

1. Both have eaten Russian food.	T	F
2. The boy has been to Vietnam.	T	F
3. Both have studied French and now speak well.	T	F
4. She has been to Italy.	T	F
5. He has lived in Japan for a few years.	T	F
6. Both have visited many countries.	T	F
7. They loved Greek food.	T	F

c) Answer the questions according to the audio. Then, socialize the information obtained.
https://www.liveworksheets.com/w/en/english-second-language-esl/348744

1. How long has he been a student?
2. What sports has he played so far?
3. What is the most extreme activity he has ever done? Rafting
4. Has he ever had a medical operation?
5. What pets has he had?

III. THE WORLD OF WORK

Job Interview – Interview a classmate

a) Read the questionnaire carefully and answer the questions about yourself.

1. Tell me about yourself. Describe your personality.

2. What are your strengths? Best skills?

3. What is your major weakness?

4. What are your career goals? Future plans?

5. What things are most important to you in a work situation?

6. What would be your dream job? Why?



7. What do you think, is the worst job in the world?

8. Would you describe yourself as a workaholic?

9. When you were a child, what job did you want to have when you were older? Why?

10. What jobs in your country are considered to be good jobs? Why?

11. If you had a choice, would you prefer to work alone or as part of a team? Why?

14. What are your hobbies?

15. What salary are you expecting?

b) After you have answered the questions about you, interview a partner. When you have finished the oral practice, write a short paragraph about his / her answers on the interview.

Example:

I interviewed Leslie Adkins. She is 21 years old and lives in Toronto. She defines herself as a responsible and hard-working woman. She said she always studies hard and does her homework. She is good at computers and knows how to use Microsoft Excel. Her weakness is that she is talkative and likes to gossip. Furthermore, In the future she wants to study for a master's degree. She plans to start her own business selling clothes. On the other hand, she wants a job near her home. And she wants to work with friendly people. In addition, she likes to work alone because she works harder alone. Her hobby is cheerleading. Finally, she expects a salary between $1.200 and $1500 per month.



IV. DIVERSE ENVIRONMENTS - LISTENING ACTIVITY

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

a) Agree and disagree: https://learnenglish.britishcouncil.org/skills/speaking/intermediate-b1/agreeing-and- disagreeing

b) Conversations: https://learnenglish.britishcouncil.org/skills/listening/pre-intermediate-a2/four-conversations

c) At the party: https://learnenglish.britishcouncil.org/skills/listening/pre-intermediate-a2/an-invitation-to-a-party

V. HOW TO WRITE?

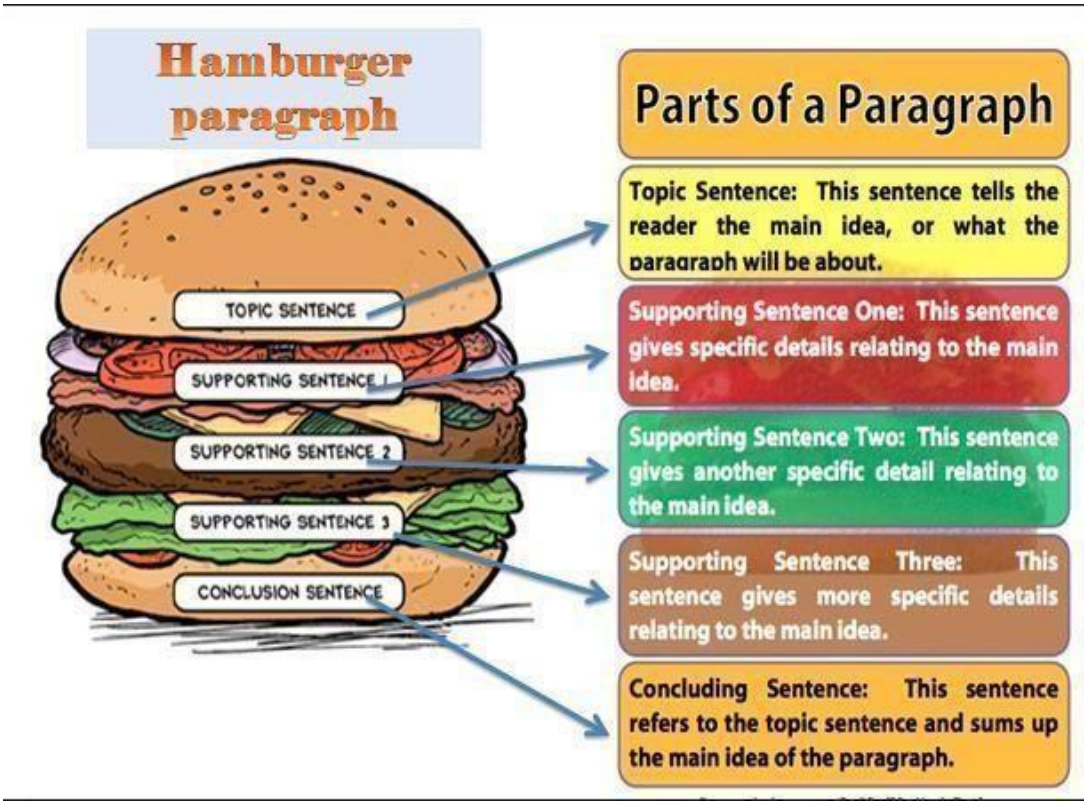
a) Writing a paragraph:

1) Answer the following questions with your partner:

- Do you like writing?
- How often do you write and what type of texts do you write, e.g., poems, songs, journals, essays?
- What type of strategies do you use when writing, e.g., reading before writing, brainstorming etc.?

2) Paragraph structure

A paragraph is a group of sentences that discuss <u>one</u> main idea. In formal academic English, paragraphs have three main parts.



Taken from: https://images.app.goo.gl/sWZZifngxmeKimu99

3) Paragraph outline guidelines

a) Choose a topic.
b) Use pre-writing techniques (e.g., brainstorming, research) to generate ideas about the topic.
c) Organize your ideas (mind map, outline).
d) Construct a topic sentence with controlling ideas.

e) Begin constructing the paragraph outline (see below).

- Think of 2-4 points you want to make about the topic sentence.
- For each of the points use two or more specific details that explain, describe and/or support that point.

f) If necessary, modify or change the topic sentence to fit the specific detail.

g) Write a concluding sentence that summarizes, offers a solution, concludes, makes a recommendation or prediction, based on the information in the paragraph.

h) Write your first draft. Check the connectors.

4) Proof, read and check your work.

5) Identify the three parts of the paragraph in the example:

The **topic sentence** is the paragraph's first sentence. The topic sentence conveys the paragraph's main point and previews the writer's treatment of the subject, SUVs.

Sample Paragraph

Although currently popular among American drivers, Sport Utility Vehicles, or SUVs, damage the environment by emitting pollution and threatening to limit the supply of natural resources. SUVs release more fumes into the atmosphere because the government does not regulate their fuel standards as strictly as those for cars. As global warming becomes more serious, perhaps the government should impose more limits on SUV emissions to protect citizens from air pollution. In addition, due to their size, SUVs use more gas than cars, which, consequently, harms the environment. Hummers or LandRovers, for example, require much more gas than the average sedan. Consumer demand for more gas to fill SUVs' larger tanks has also resulted in the need to drill for more oil, potentially threatening the conservation of natural wildlife areas, such as in Alaska. Further, the 2010 oil spill in the Gulf of Mexico exemplifies the environmental devastation that can result from oil drilling to meet the demand for energy. To curb pollution and the threat to dwindling natural resources such as oil and gas, Americans might consider alternatives such as hybrid vehicles or even public transportation. Consumers should be aware that their choices in vehicles do impact the earth and the preservation of its resources.

Supporting sentences include details, examples, and explanation that directly connect to the topic sentence and develop the topic sentence.

Notice the use of **transition words** (underlined) to help the writer's ideas flow smoothly, maintain organization, and shift to another supporting point.

The final sentence refers back to the topic sentence and helps to unify the paragraph.

b) Writing a topic sentence:

1) Every good paragraph has ONE topic sentence, which gives the general topic of whole paragraph. Remember to use a topic sentence, most preferably as the first sentence of the paragraph.

Example:

Forest Gump is a very touching movie. It shows that it is possible to enjoy life without being stingy, materialistic, or ruthless. It helps us to realize that there are many people among us that were born with various defects. That fact makes me think how fortunate I am to be totally healthy. The movie also contains a love story between Forrest Gump and a girl who does not think of him as a serious partner because of his defect; however, they eventually get married.

Moreover, we see love between mother and son where Forest's mom even slept with the school principal in order to give the son a chance of going to a normal school. All those things make me think of this movie as a very moving story.

2) Activity:

- Working in groups in 10 minutes.
- Read the following paragraphs.
- Fill in the blanks with the best topic sentences for the paragraphs.

Paragraph 1: Beautiful Snow?

I agree that snow is beautiful when it falls. However, after a few days, the snow is not beautiful anymore. It starts to melt, and the clean streets become messy. It is difficult to walk anywhere because the sidewalks are too slippery. Snow also causes traffic problems: some roads are closed; other roads are hard to drive on safely. Drivers have more accidents on snowy roads. I understand why some people like snow, but I do not like it very much.

Paragraph 2: Good teachers

First, good teachers are patient. They never rush their students. Good teachers explain things without getting bored. They are organized. They plan what happens in every class. Good teachers are also encouraging. They help students understand the subject. Finally, good teachers are fair. They treat all students the same. These are some of the most important qualities of a good teacher.

Paragraph 3: European and American universities

In European universities, students are not required to attend classes. In fact, professors in Germany generally do not know the names of the students enrolled in

their courses. In the United States, however, students are required to attend all classes and may be penalized, if they don't. Furthermore, in the European system, there is usually just one comprehensive examination at the end of the students' entire four or five years of study. In the American system, on the other hand, there are usually numerous quizzes, tests and homework assignments and there is almost always a final examination in each course at the end of the semester.

c) Writing supporting sentences:

1) Supporting sentences are the ones that develop the topic sentence. They give information that explains and expands the topic of the paragraph. They also answer the questions *who? what? where? when? why? how?* in order to develop the main idea. Finally, good supporting sentences have different goals. What are the different goals of supporting sentences?

Explain	The family moved from the village to the capital for economic reasons.
Describe	She lived in a lovely three-storey castle surrounded by a forest.
Give facts	More than 10% of the university's student population is international.
Exemplify	Different types of fruit grow in California, such as oranges and grapefruit
Define	Many tourists visit Bangkok, which is the capital and largest city in Thailand.

You don't have to use them all in the same paragraph. The type of supporting sentences you will use depends on the purpose of your paragraph. The main aspect to keep in mind is that all supporting sentences must be connected and related to the topic sentence of your paragraph.

Here you have an example:

I have a dream to visit Alaska. The weather is beautiful there. I love cold weather. When the temperature is low, I have energy! I also want to visit Alaska because I love nature. Alaska looks so pure and natural. I dream about its scenic landscape. In addition, there are wild animals. Finally, I want to learn important information

about the native people of Alaska. Their culture sounds very interesting to me. I hope to visit this wonderful state soon.

2) Activity:
Now is your chance to put it into practice. Choose one topic sentence and develop three supporting sentences for it:

- _____
  _____
- _____
  _____
- _____
  _____

d) Writing the concluding sentence:

1) We have learnt that a paragraph contains a topic sentence, a few supporting details and a concluding sentence. All paragraphs begin with a topic sentence and end with a concluding sentence. A concluding sentence asserts the main idea of the paragraph and, while elaborating the conclusion, it connects the topic sentence, and the ideas presented in the supporting details. In this lesson, we shall learn how to write a concluding sentence or how to draw conclusions on the ideas presented in a paragraph.

A concluding sentence sums up the information that is presented in a paragraph. It completes the paragraph and restates the main idea. While approaching the conclusion linking words or phrases like therefore, thus, resulting, hence, in brief, to sum up, on the whole and in the end are very often used.

The Human Body

The human body is a wonderful piece of work that nature has created. It is not beautiful like the body of a butterfly or peacock, but it is shaped practically. It can do many types of work which other animals cannot. It is not strong like the body of a tiger. But in place of physical strength, it has a big and sharp brain. By using this brain, the human physique has been able to overcome many of its limitations. By sitting in an airplane, it flies faster than a kite, by riding a motorcycle it travels faster than a leopard, and by firing a machine gun it fights much better than a tiger. In spite of all this, the human body suffers from many diseases because it has a weakness for habits such as smoking, drinking and overeating. When it is healthy the body can give great pleasure but when it is sick it can cause great pain. ***The wise man would always keep his body fit because a healthy mind can work only in a healthy body.***

Obviously, the last sentence of the paragraph is the concluding sentence. It connects the topic sentence and the supporting details by contrasting the strengths and the weaknesses of the human body. By means of argument, it extends the logic that the human mind can work wonders only in a healthy body.

2) Activity: It is time to finish your paragraph. Write the concluding sentence for the supporting sentences created in activity c) 2).

_____
_____
_____.

3) Activity: Now it is your turn. Choose a topic you are interested in and write a paragraph. Write the topic sentence, the supporting ideas, and the concluding sentence in a logical order, elaborating with examples to further explain your topic sentence. Remember, to develop your ideas fully, a paragraph should consist of 5-10 sentences.

Topic sentence:

_____
_____

Supporting sentences:

_____
_____
_____

Concluding sentence:

_____
_____
_____

VI. CONNECTORS

Logical connector is a connector which link the semantical unit of language. Logical connectors are used to join or connect two ideas that have a particular relationship. These relationships can be: sequential (time), reason and purpose, adversative (opposition, contrast and/or unexpected result), condition.

1) Even if: despite the possibility that; whether or not.
Example: Even if I had time and money, I wouldn't travel around the world.

2) Whereas: in contrast or comparison with the fact that; while at the same time**.**
Example: Hugh is very hard-working whereas his brother is lazy.

3) Otherwise: something or anything else; in other circumstances.
Example: He must pass the exam, otherwise, his parents will be mad at him.

4) **Therefore:** for that reason; as a result of something that has just been mentioned.
Example: He was injured and therefore unable to work.

5) **Because of:** by reason of
Example: Last winter my children's school was closed for two weeks because of heavy snowfall.

6) **So that:** in order that
Example: I'll help her with math so that she can pass the exam.

7) **Even though:** despite the fact that
Example: She left him even though he was a very good husband.

8) **Afterwards:** after something that you have already mentioned
Example: I have to help my mother in the garden afterwards I can go to the cinema.

9) **Unless:** except on the condition that
Example: Unless it stops raining, we will not go for a walk.

10) **Although:** despite the fact that; even though
Example: I'll try to help them in the garden although I have got little time.

Exercise:
Choose one of the three connectors in the brackets in each exercise.

1) _____ you saved a lot; you wouldn't be able to afford that house. (therefore, so that, even if).
2) _____ your chances are small; you should try to do it. (even if, afterwards, otherwise).
3) He eats only healthy food _____ his sister gorges herself with junk food. (whereas, because of, therefore).
4) You should learn more, _____ you might fail your exams. (although, otherwise, because of).
5) Martha wanted to work in England, _____, she studied English hard. (otherwise, even though, because of).
6) _____ he was very tired; he worked very hard. (although, so that, afterwards).
7) Slice this meat and _____ you can boil it for thirty minutes. (afterwards, although, because of).
8) I cooked dinner _____ my friends wouldn't have to eat out. (unless, so that, otherwise).
9) _____ I learned so much, I didn't manage to pass my exam. (even though, so that, because of).
10) _____ we're at the bus station by seven o'clock, we'll miss our bus. (whereas, therefore, unless).

11)_____ the weather was windy; we went for a walk. (even though, otherwise, therefore).

12)I like horror films _____ my friend prefers comedies. (therefore, unless, whereas).

VII. PUNCTUATION MARKS

Punctuation marks are used in writing to separate sentences and their elements and to clarify meaning.

a) Comma (,) When a subordinate (less important) clause comes before the principal clause. e.g., If you do not go, help me.

1.1- To separate phrases in apposition (describing the same Person or thing mentioned earlier) from the rest of the sentence. e.g., Mr. Brown, the doctor, said that he traveled to Canada.

1.2- To separate items in the same list. e.g., She traveled to America, Canada, and Australia.

b) Full stop (.) A full stop is used at the end of the sentence and the next sentence begins with a capital letter e.g., Ali felt tired. He went to bed.

2.1- An abbreviation ends in a full stop and with acronyms. e.g., Etcetera→ etc. Mr. B.B.C.

c) Colon (:) The use of a colon indicates that what follows is an explanation of what precedes it. e.g., They have some news about the story: John's father has arrived.

3.1- It is also used to introduce a list of the items. e.g., To travel, you need the following items: a passport, a visa, an application and the correct fee.

d) Semicolon (;) A semicolon is used to join two independent but related clauses or sentences. e.g., She is a good writer; she has published several books.

4.1- It can also separate clauses of conjunctive adverbs such as however, therefore, moreover... e.g. We shouldn't go to the fair; however, I do hear that they have good funnel cakes.

5) Quotation mark (‘’) Quotation marks are used for material that is quoted or emphasized. e.g., Ali said, ‘I cannot finish my quiz’

5.1- Quotation marks are used to set off the title of short works of writing. e.g., the television show, ‘Cheers’ (Truss: 2003).

6) Apostrophe (') An apostrophe is used to refer to possessive singular or plural. e.g., The boy's books. (singular) e.g. The boys' books. (plural)

6.1-An apostrophe is always used to be included when telling the time. e.g., It is eight o'clock. *short for: (eight of the clock)

6.2-An apostrophe is used to show letters are missing in words (omission). e.g., You're→ You are e.g. I'm→ I am (Truss:2003).

7) Exclamation mark (!) 1- An exclamation mark is used to signal the expression of strong emotions such as: a-Excitement: e.g. I can't wait! b-Panic: Ex/ Help me!

7.1- An exclamation mark is used to add an emphasis to the sentence. e.g., There's a fly in my Soup. There's a fly in my Soup!

8) **Ellipsis (...) 1-**An ellipsis is used to show that the speaker has been cut off abruptly(interrupted). e.g., 'Whatever you do, don't...' 2-An ellipsis is used to indicate a trailing off in speech or thought. e.g., We could do this ... or maybe that…

9) **Slash (/)** 1-Slash is used with fractions. e.g., 1/2 = one-half e. g. 2/3 = two-third 2- Use a slash to separate the day, month, and a year in dates. e.g., He was born on 18/3/1987.

10) **Question mark (?)** 1-Ues question mark at the end of any direct questions. e.g., Who is your teacher? 2-Use a question mark at the end of a tag question (a statement followed by a short question). e.g., You speak English, don't you?

11) **Hyphen (-) 1-A** hyphen may separate, in some cases, the prefix from the second part of words. e.g., co-opt, T-shirt. 2-A hyphen may join some compound words. e.g., twenty-one.

12) **Dash:** Dash is used to indicate a break, often informally, or to add Parenthetical information. 8 e.g. They received a prize —and a certificate as well. 2- An En–Dash is used to indicate a range. e.g.,1939–1945.

a) Complete the sentences using the correct question marks. They can be exclamation marks, question marks or dots.

1) Leave the room at once ___
2) What a bright day it is ____
3) We saw three birds perched on a high branch ___
4) Where are my keys ___
5) Is that the man you saw ____
6) Help me to find my parents ___
7) Where do you plan to go on vacations ____
8) The teacher came angrily to the classroom _____
9) The cat chased the mice away____
10) I tried to help ____ but I couldn't.

b) Write a 5 lines paragraph using the information above. Do not forget to use punctuation marks.

_____

_____

VIII. WRITING AN APPLICATION LETTER

The following application letter template lists the information you need to include in the letter you submit with your resume when applying for a job. Use the application template as a guideline to create customized letters to send to employers with your resume.

Contact Information

The first section of your letter should include information on how the employer can contact you. If you have contact information for the employer, include that. Otherwise, just list your information.

Your Personal Information

First Name and Family Name

Street Address

City, State, Zip

Code Phone

Number Email

Address

Date

Employer Contact Information (*if you have it)*

Name

Title

Company

Address

City, State, Zip Code

Salutation

Dear Mr./Ms. Last Name or Dear Hiring Manager:

Application Letter Content

Your application letter will let the employer know what position you are applying for, why the employer should select you for an interview, and how you will follow-up.

First Paragraph:

The first paragraph of your job application letter should include information on why you are writing. Mention the job you are applying for and where you found the position. If you have a contact at the company, include it.

Middle Paragraphs:

The next section of your cover letter should describe what you have to offer the company. Make strong connections between your abilities and the requirements listed in the job posting. Mention specifically how your skills and experience match the job. Expand on the information in your resume, don't just repeat it. Try to support each statement you make with a piece of evidence. Use several shorter paragraphs or bullets rather than one large block of text.

Final Paragraph:

Conclude your application letter by thanking the employer for considering you for the position. Include information on how you will follow-up. State that you will do soand indicate when (one week's time is typical). You may want to reduce the time between sending out your resume and follow up if you fax or email it.

Complimentary Close:

Sincerely,

Signature

a) **Now it is your turn to write the letter. Please, write an application letter to Coca-Cola company for the SST role. Bear in mind the different punctuation marks and the instructions above. The letter must be at least one page long, including the personal information.**

IX. ABSTRACT WRITING



What is an Abstract?

The term refers to a condensed form of a text. Technically it is made of a set of short and organized sentences (150 to 350 words) that comprehensively describe, synthesize, and represent the main ideas of a more extensive work.

It is one of the most important sections of an article, whose mission is twofold: on the one hand, to inform about the content of the text and on the other attracting the reader's attention. Usually precedes the introduction of a research document, but it must be able to be understood in isolation and independently of the article body.

How to write an Abstract?



Read the full article, highlight the phrases and key statements of each section. Then, move them to a new document and try rewriting them in your own words to create unique and cohesive paragraphs. Of all the results, select ONLY those findings that you think could attract a potential reader interested in your field of work.

The text that includes the main ideas is not properly an abstract, but it can serve as a starting draft. Do not worry if it is too long, it's better to reduce a text than expand it (it is easier to delete ideas or phrases already written than invent or add new ones).

Structure of an Abstract

Introduction - Why was the study done?

Material and methods - What was done and how?

Results - What are the results?

Discussion and / or conclusions - What do these findings mean and what impact do they have?

Check the vid for some tips: https://youtu.be/WRYchBAdllk

Time to work!

a) **Product:** In your project groups, according to the previous information, write the abstract using technical vocabulary and send the final document in English.
Development: Present and socialize your abstract content using graphic aids in front of the whole class.
Punctuation Marks in English: In writing, the correct use of punctuation marks is an important technique used by writers to convey meaning in a clear and simple way. In this research, the most widely used punctuation marks in writing have been discussed with examples. The aims of the research are to investigate the errors made by students, their performance of punctuation marks, and to identify the most difficult types of them on the part of the students/subjects under investigation.

b) Find the components (Background, Aims, Methods, Results, Conclusion, Keywords) of the abstract below:

Abstract

The use of more than one code of language among the Malaysian English language instructors and ESL learners in the context of formal classroom settings is widely acknowledged (Then & Ting, 2009). Many factors contribute to the occurrence of code-switching or in other words, there must have been certain communication purposes associated which cause code switching to occur. This study aims to uncover the attitudes of ESL learners towards the functions of code- switching employed by English language instructors at tertiary level. It addresses two research questions: (1) What do ESL learners think about code switching in the English classroom? (2) When does code switching best function in the English classroom for the ESL learners? Forty-five diploma students were randomly selected as the respondents for this study. A survey questionnaire which focused on the students" attitudes, usage and opinion towards code switching in the classroom was utilized in the study. It was found that most of the ESL learners have positive attitudes towards code switching. The ESL learners were also reported to believe that code

switching facilitates them in understanding the target language. The findings suggest that the use of code switching is necessary when the situation requires the use of a first language in the classroom to enable the learners to become more confident in mastering English.

Keywords

Code-Switching; Learner's Perception; Upper-Intermediate Level.

c) Look at the components of the next Abstract and order the sentences to create a coherent Abstract.
d) Decide which keywords you would use for this abstract.

Abstract

* The participants were 30 volunteer students, 15 males and 15 females who have recently graduated from the Biology Department of Red Tree University.

* The participants were asked what influence biology education has on their attitudes regarding world peace and humanity.

* The results indicated that biology education has some positive impacts on attitudes of the students regarding humanity and world peace.

* The responses of the participants indicated that, at the end of four-year biology education, they have more self- awareness and have greater capacity to love human beings and all the living creatures.

* The aim of this study was to examine whether biology education has any impacts on attitudes in terms of humanity and world peace.

* In addition, they reported they had the feeling that they could contribute to world peace.

* Biology has always been a beneficial discipline for human beings.

Keywords: .....

X. PHRASAL VERBS

Phrasal verb are verbs combined with an adverb or a preposition, or sometimes both, to give a new meaning.

For example: Go in for, win over and see to.



a) Read the following text and underline all the phrasal verbs, then write some examples using them.

Adventures Growing Up

I was brought up in a small town in the countryside. Growing up in the countryside offered lots of advantages for young people. The only problem was that we often got into trouble as we made up stories that we acted out around town. I can remember one adventure in particular: One day as we were coming back from school, we came up with the brilliant idea to make out that we were pirates looking for treasure. My best friend Tom said that he made out an enemy ship in the distance. We all ran for cover and picked up a number of rocks to use for ammunition against the ship as we got ready to put together our plan of action. We were ready to set off on our attack, we slowly went along the path until we were face to face with our enemy - the postman's truck! The postman was dropping off a package at Mrs. Brown's house, so we got into his truck. At that point, we really didn't have any idea about what we were going to do next. The radio was playing so we turned down the volume to discuss what we would do next. Jack was all for switching on the motor and getting away with the stolen mail! Of course, we were just children, but the idea of actually making off with a truck was too much for us to believe. We all broke out in nervous laughter at the thought of us driving down the road in this stolen Postal Truck. Luckily for us, the postman came running towards us shouting, "What are you kids up to?!". Of course, we all got out of that truck as quickly as we could and took off down the road.

_____
_____
_____
_____
_____

b) Match the phrasal verbs with their meaning.

Carry on	arrive
Find out	unexpectedly start
Get on	a journey continue
Grow up	like being with
Turn up	learn, discover.
Settle down	live in one place
Set off	become adult.

c) Now read the following text and complete it using the phrasal verbs from the chart above.

I recently read my grandfather´s diaries, and I (discovered) _____a lot interesting things about his life. Apparently, he (spent his childhood) ___in San Francisco. He and his parents didn't (like being together) ___at all, and when he was 18, he decided to see America. He (started on his journey) _____with very little money and travelled east. He (continued) until the reached New York, where he got a job washing up in a restaurant. He fell in love with one of the waitresses, and one day he (appeared) _____at her flat with a bunch of roses and asked to marry him. Surprisingly, she agreed, and he (went to live) ___with her in New York, where they had 3 children.

d) Complete the following sentences using the correct form of the phrasal verbs in the box.

turn off take off* look up* ring up* throw away* turn up* try on* switch off*

1) Could you __the TV_____? I can't hear.
2) Don't forget to _____the lights __when you go out.
3) I'll have to __it _____in the dictionary. I am not sure what it means.
4) Don't _____that old painting ___. It might be valuable.
5) Let's _____them _____and see if the want to come with us.
6) I'd better ____these trousers _____. They are soaking wet.
7) _____ it _____. The water is overflowing.
8) If you like those jeans, why don't you __them _____and see if the suit you?

e) Complete the dialogues using the correct form of the phrasal verbs in the box.

Make up	Take up	Think over	Give up	Put off	Work out

1) - What's 43 times 79? I can't _it _____in my head.
- Why don't you use a calculator?

2) - Are you coming or not?
- I'm not sure yet.
- Well, you don´t have to tell me now. Why don't you _____it _____ and tell me tomorrow?

3) - We couldn't get enough people to play in the match on Sunday.
- Don't worry. We'll __it _____ till next week.

4) - That's a lovely song. Who's it by?
- Me. I _____it _____myself.

5) - Do you still play the piano?
- No, I _____the piano two years ago. I play the guitar now.

6) - I didn't know you went jogging.
- Yes, I ___ it _____ a few months ago. I feel myself much better.

XI. TAG QUESTIONS

A tag question is a special construction in English. It is a statement followed by a mini-question. We use tag questions to ask for confirmation. They mean something like: "Is that right?" or "Do you agree?" They are very common in English.

The basic structure of a tag question is:

Positive statement	**Negative tag**
Snow is white,	isn't it?

Negative statement	**Positive tag**
You don't like me,	do you?

Notice that the tag repeats the auxiliary verb (or main verb when *be*) from the statement and changes it to negative or positive.

Positive Statement Tag Questions

Look at these examples with **positive statements**. You will see that most of the time, the auxiliary verb from the positive statement is repeated in the tag and changed to negative

(+) Positive statement				**(-) Negative tag**		
Subject	**auxiliary**	**Main verb**		**Auxiliary**	**Not**	**Person pronoun**
You	are	coming,		are	n't	you?
We	have	finished,		have	n't	we?
You	do	like	coffee,	do	n't	you?
You		like	coffee,	do	n't	you?
They	will	help		wo	n't	they?
I	can	come,		can	‘t	I?
We	must	go,		must	n't	we?
He	should	try	harder,	should	n't	he?
You		are	English,	are	n't	you?
John		was	there,	was	n't	he?

Notice:

- the use of *do* in the two coffee questions. Remember that in Present Simple, *do* is optional in positive statements (*You like coffee/You do like coffee*). But the *do* must appear in the tag. The same applies to Past Simple *did*.
- in last two questions, no auxiliary for main verb *be* in Present Simple and Past Simple. The tag repeats the main verb.

Negative Statement Tag Questions

Look at these examples with negative statements. Notice that the negative verb in the original statement is changed to positive in the tag.

(-) Negative statement					**(+) Positive tag**	
Subject	**auxiliary**		**Main verb**		**Auxiliary**	**Person pronoun**
It	Isn’t		raining,		is	it?
We	have	never	seen	that,	have	we?
You	don’t		like	coffee,	do	you?
They	will not		Help,		will	they?
They	won´t		report	us,	will	they?
I	can	never	do	It right,	can	I?
We	mustn’t		tell	her,	must	we?
He	shouldn’t		drive	so fast,	should	he?

You	won't		be	late,	will	you?
You			aren't	English,	are	you?
John			was not	there,	was	he?

Notice:

- *won't* is the contracted form of *will not*
- the tag repeats the auxiliary verb, not the main verb. Except, of course, for the verb *be* in Present Simple and Past Simple.

Answering Tag Questions

How do we answer a tag question? Often, we just say Yes or No. Sometimes we may repeat the tag and reverse it (They don't live here, *do they*? Yes, *they do*). Be very careful about answering tag questions. In some languages, an opposite system of answering is used, and non-native English speakers sometimes answer in the wrong way. This can lead to a lot of confusion!

For example, everyone knows that snow is white. Look at these questions, and the correct answers:

Tag question	Correct answer	Notes	
Snow is white, isn't it?	Yes, it is.	Answer is the same because snow is white	But notice change of **stress** when answerer does not agree with questioner
Snow isn't white, is it?	Yes, it is.	Answer is the same because snow is white	
Snow is black, isn't it?	No, it isn't.	Answer is same because snow *is not black*	
Snow isn´t black, is it?	No, it isn't.	Answer is same because snow *is not black*	

In some languages, people answer a question like "Snow isn't black, is it?" with "Yes" (meaning "Yes, I agree with you"). This is the wrong answer in English!

Here are some more examples, with correct answers:

The moon goes round the earth, doesn't it? Yes, it does.
The earth is bigger than the moon, isn't it? Yes.
The earth is bigger than the sun, isn't it? No, it isn't!
Asian people don't like rice, do they? Yes, they do!
Elephants live in Europe, don't they? No, they don't!
Men don't have babies, do they? No.
The English alphabet doesn't have 40 letters, does it? No, it doesn't.

a) Complete the sentences with the correct tag question.

1) He sometimes reads the newspaper, _____?
2) You are Indian, _____?
3) Peggy didn't use the pencil, _____?
4) Mary has answered the teacher's question, _____?
5) The boy is from Turkey, _____?
6) Sue wasn't listening, ___? Andrew isn't sleeping, _____?
7) Tom and Maria will arrive at Heathrow, _____?
8) He's been to Texas, _____?
9) Dogs like meat, _____?
10) There are some apples left, _____?
11) I'm late, _____?

b) Click on the following link and develop the exercises:

https://www.englishclub.com/grammar/tag-questions-quiz.php

XII. TYT ENGLISH EXAM

a) Review all the topics studied and ask your teacher for help.
b) Follow your teacher's instructions in order to take the mock test of the TYT exams.
c) Take out an examination paper to write the answers of the exam.



TECHNICAL ASSIGNMENTS

a) Write down the abstract of the characterization and contextualization of your company project.
b) Based on your teacher's instructions make the presentation of the company project in English.
c) For the final presentation of your company project, you have the prepare (Introduction of the project group, characterization of the company and the objectives).

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 **Evidencias de Desempeño** **Evidencias de Producto:** 1. Escribir un *abstract* acerca de la caracterización-contextualización de la empresa proyecto. 2. Según las indicaciones dadas por parte de su instructor haga la presentación de su empresa proyecto en inglés. 3. Diseñe y socialice una presentación sobre la caracterización-contextualización de la empresa proyecto.	- 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

Abstract: a short piece of writing containing the main ideas in a document.

Apply for: to make a request to be part of a company.

Connector: a thing that links two or more things together.

Goal: something that you hope to achieve.
Guidelines: a set of rules or instructions that are given.

In regard of: as concerns, with the aim to.

Keyword: a significant word from a title or document used especially as an index to content.

Mock: an examination, taken as practice before an official examination

Outline: to give a description of the main facts or points involved in something.

Paragraph: a subdivision of a written composition that consists of one or more sentences, deals with one point, or gives the words of one speaker, and begins on a new usually indented line.

Punctuation*:* the act or practice of inserting standardized marks or signs in written matter toclarify the meaning and separate structural units.

Screenshots: an image of the display on a screen, used when showing how a program works.

To focus: to give attention, effort, etc. to one particular subject.

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https://www.englishclub.com/grammar/tag-questions.php
https://en.islcollective.com/

7. CONTROL DEL DOCUMENTO

	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
Autor (es)					

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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: 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.

3. FORMULACIÓN DE LAS ACTIVIDADES DE APRENDIZAJE

NIVEL 4

Actividades de reflexión Inicial: WARM UP

I. SIMPLE PRESENT VS PRESENT CONTINUOUS



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.

a) Read the two texts carefully. Then answer the questions.

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.

b)

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.



c) Write your personal routine using the next linker words:

Connectors
AND
THEN
AFTER – AFTER THAT
LATER
AT THE END OF THE DAY
FINALLY

Do not forget to add some hours in specific cases.
Example: I wake up at 4:55 a.m. and take a shower. ***Then,*** …

_____
_____
_____
_____
_____

d) 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



















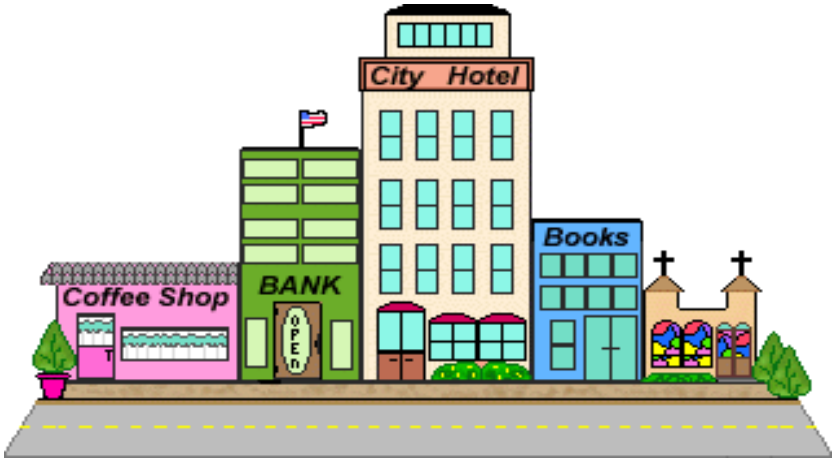








e) Look at the picture and write true or false:



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_____

f) 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

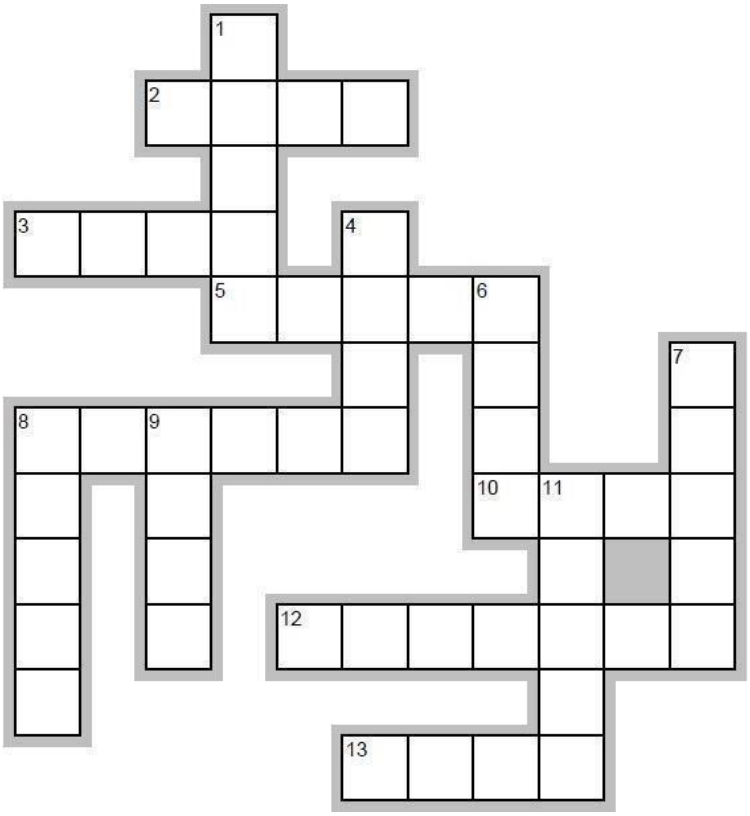
a) Fill in the crossword:

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.



b) 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. VOCABULARY: HEALTH PROBLEMS

a) Choose the correct option:



a) flu
b) measles
c) broken arm



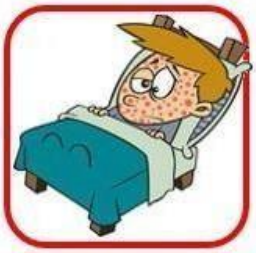
a) sneeze
b) shivering
c) stuffy nose



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. VOCABULARY: FEELINGS AND EMOTIONS

a) 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.



b) Complete the sentences with a feeling or emotion:

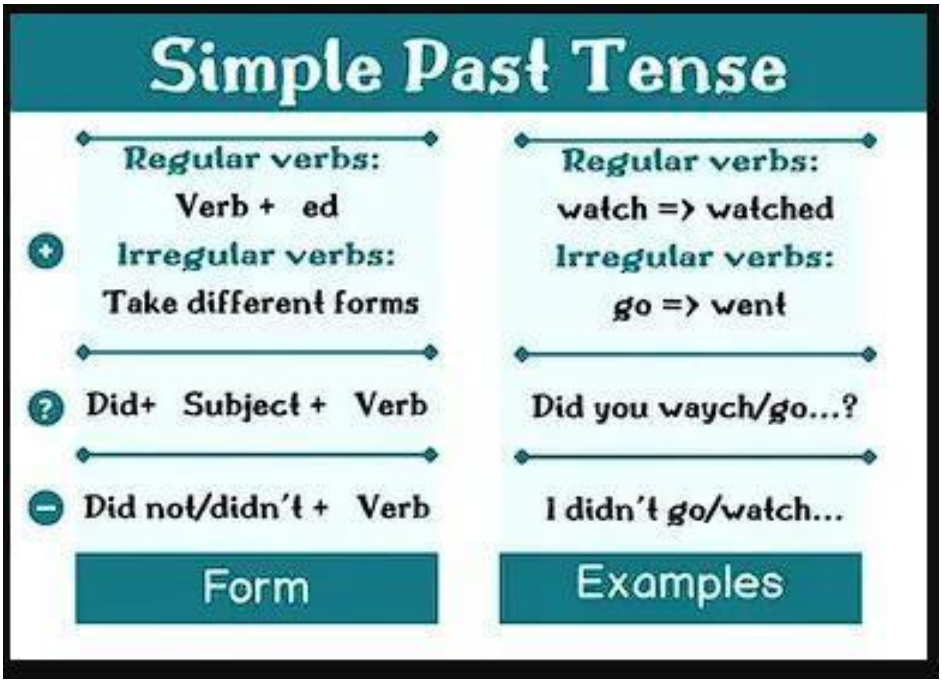
a. If a person has a job interview, he probably feels _____.
b. If a person sees his girlfriend with a man he doesn't know, he probably feels _____.
c. If a person watches a movie about a serial killer and he is home alone, he feels _____.
d. If a person does not eat for 48 hours, he probably feels _____.
e. If a person does not talk to his family or friends for a long time, he probably feels _____.
f. If a person works out and is hot, he probably feels _____.
g. If a person's cat dies, he probably feels _____.
h. If a person has two jobs and no time to relax, he probably feels _____.
i. If a person cannot keep his eyes open, he probably feels _____.
j. If a person gets cut off on the freeway, he probably feels _____.

c) 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,* _____.



V. SIMPLE PAST



a) Watch the video and practice with the exercises you find in it:
https://www.youtube.com/watch?v=mwh_IWwwN8Y
Take some screenshots as evidence of the work done.

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

Do you know these popular stories?		
1) Hansel and Gretel	2) Little Red Riding Hood	3) Sherlock Holmes
4) Beauty and the Beast	5) Robin Hood	6) The Little Mermaid

i. 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?

ii. Sleeping Beauty

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

A long time ago there _____ a beautiful princess. She _____ 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.

iii. The Three Little Pigs

made	tried	ate	were	lived	fell	blew	was	used
came								

Once upon a time there _____ three little pigs. One_____ a house with straw, one _____ a house with wood and the other _____ bricks. One day a big bad wolf_____ and _____ to destroy the houses. He _____ on each house. The houses of straw and wood _____ down and he _____ the pigs. The house of bricks _____ very strong so the final pig _____ a long and happy life.

c) 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	

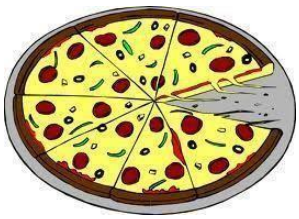
d) Watch and nurture your knowledge:

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



e) Visit to check a list of the most common verbs in English:
https://www.eslbuzz.com/english-verb-forms-regular-and-irregular- verbs/

f) 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.

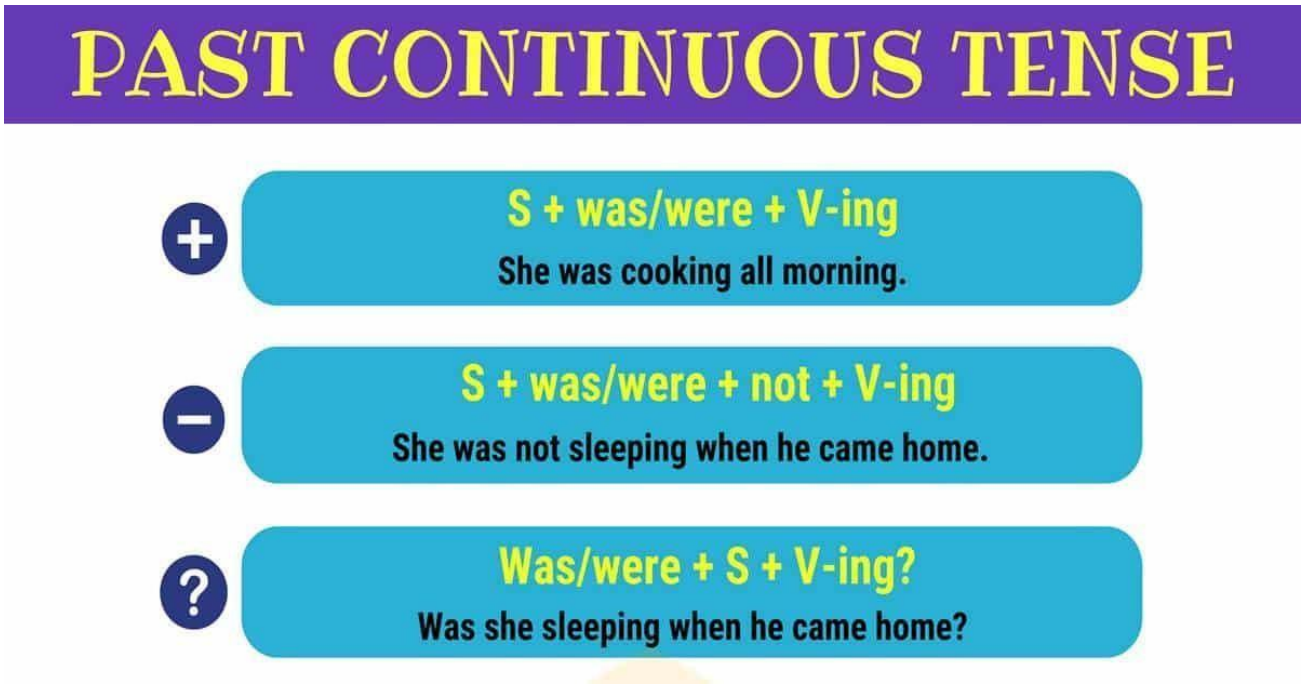
II) Questions.
1. Was Billy hungry?
2. What did he want to eat?
3. What kind of toppings did he want?
4. How much was the pizza?
5. What were they doing while they were eating the pizza?
6. Were they Yankees fans?

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.

VI. PAST CONTINUOUS



A. 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).

B. 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.

VII. 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.

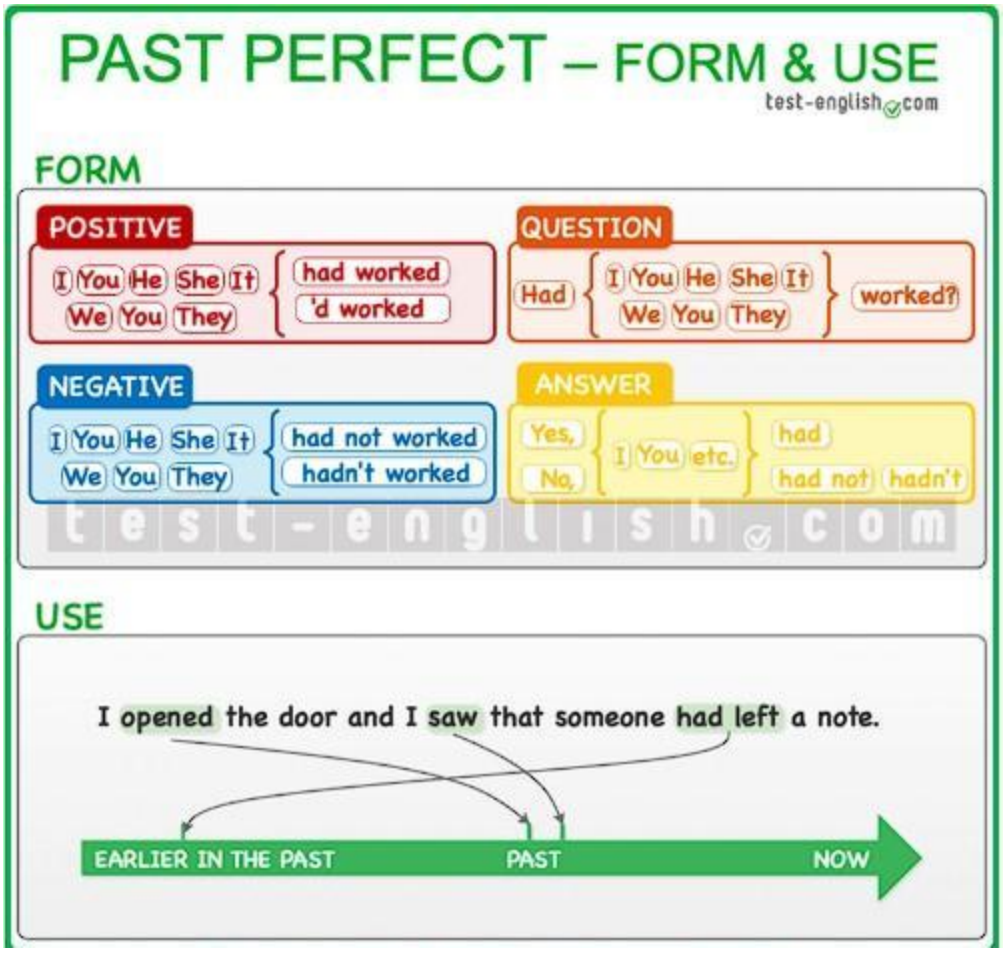
It _____ (be) a rainy day of November. We _____ (come) from school at 2 o'clock. We _____ (not be) very hungry but we _____ (be) too cold. While we _____ (walk) with my umbrella, we _____ (find) a coin. It _____ (not be) a normal coin, it _____ (be) a strange coin.
We _____ (not continue) walking. We _____ (be) a bit nervous. What should we do? Maybe, we _____ (have) to 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. _____.

d) Exercise: 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.

11) Organize the following anecdote:

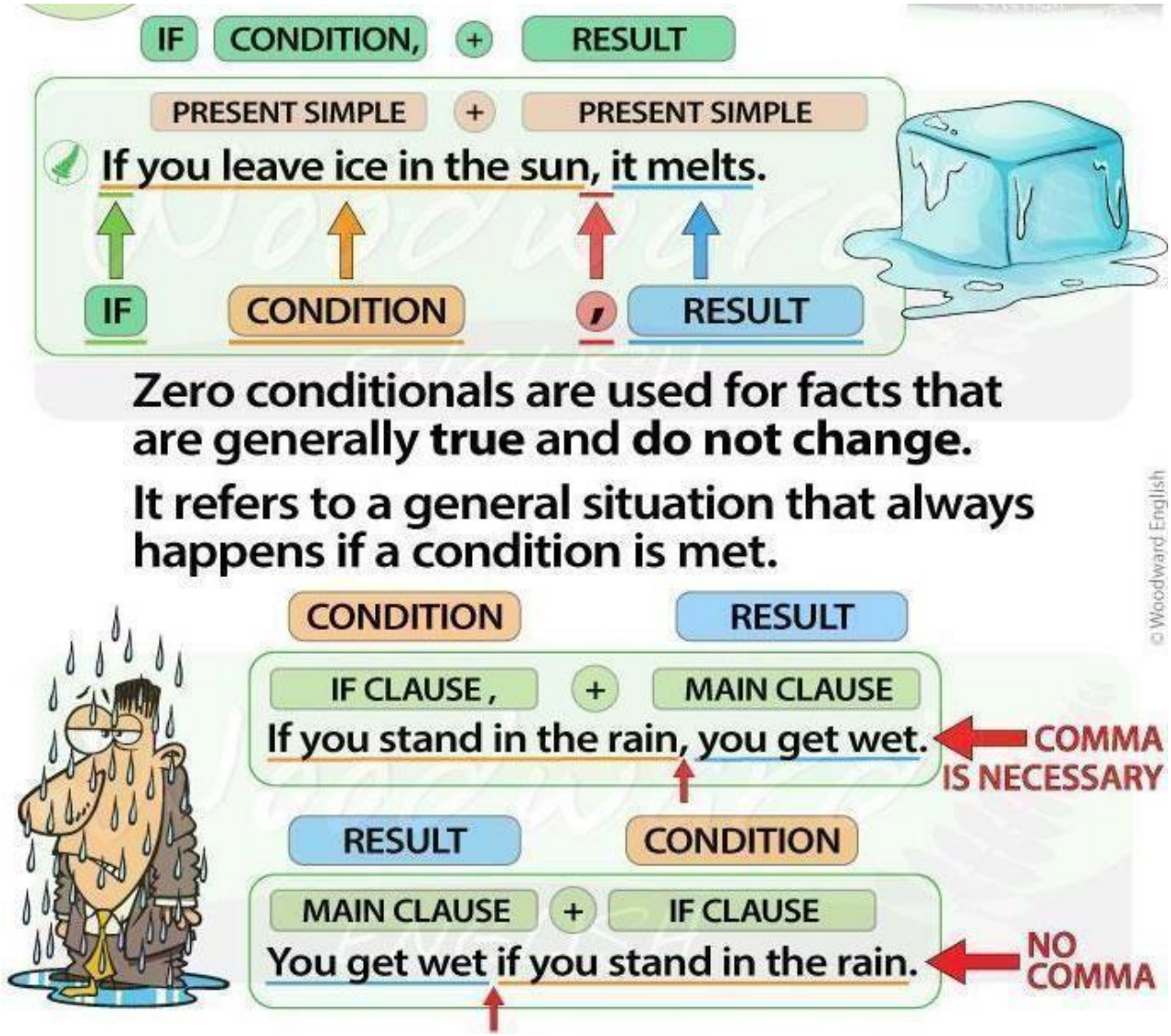
- *I was looking at it across the street. I was 8 years old.*
- *I was walking on the sidewalk with my mom.*
- *It was very hilarious.*
- *When I bumped with the lamp post. It happened to me when.*
- *Then I heard a noise. It was a robot toy so.*
- *We were going to the dentist. And it was very painful.*



2) Using the simple past, past continuous and past perfect write down one anecdote of yours; make a drawing of it.

_____
_____
_____
_____
_____

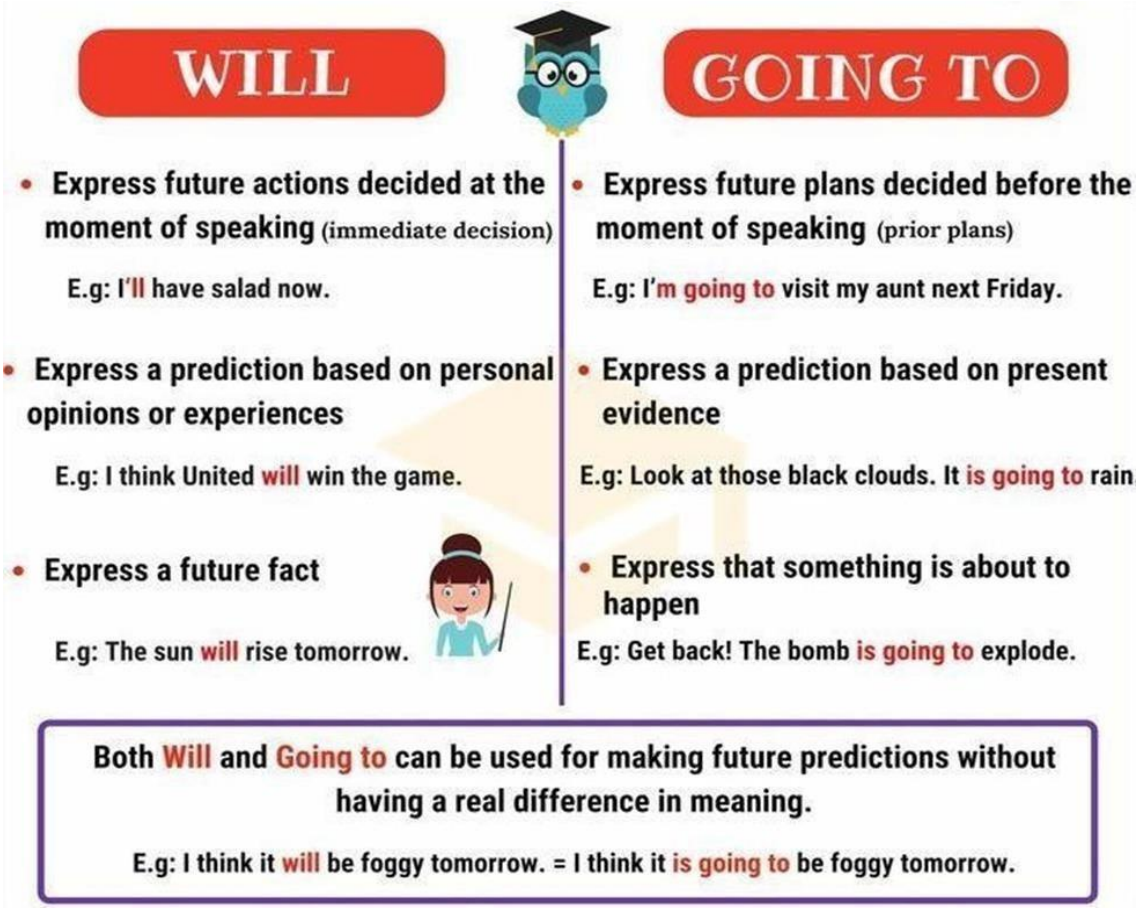
IX. ZERO CONDITIONAL



a) Fill in the blanks:

1) If you _____ (to mix) yellow and blue, you _____ (to get) green.
2) If you _____ (to drop) a glass on the floor, it _____ (to break).
3) She always _____ (to take) her umbrella when it _____ (to rain).
4) Plants _____ (to die) if they don't _____ (to get) enough water.
5) Peter _____ (to get) sick if he _____ (to drink) milk.

X. FUTURE TENSE – WILL VS. GOING TO



a) Open the link and complete the exercises using future.
https://www.liveworksheets.com/w/en/english-second-language-esl/987017

1) I _____ _____ to you tomorrow.

2) Where _____ the meeting _____?

3) Who _____ _____ there?

4) She _____ _____ it later.

5) They _____ _____ all the way home.

6) We _____ _____ a good time.

7) _____ you _____ here tomorrow?

8) He _____ _____ his homework tomorrow.

9) It _____ _____ until next week.

10) That _____ _____ $21.89, please.

b) 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)/Films_-_movies/Going_to_the_Cinema_KET_Listening_xz1978643bi



c) Go around the room and find people and ask them about future plans.

- Ask to your partners about:

1) Traveling or favorite places
2) Weekend activities
3) Studies
4) Leasure activities
5) Professional goals

Example:

Where are you going to travel on vacations? I'm going to travel to Canada.

1. _____
2. _____
3. _____
4. _____
5. _____

XI. 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.



a) 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, "Nobody will believe us!"

a- could b- need c- should

8) Someone _____ have opened this letter secretly.

a- must b- could c- ought to

b) Speaking exercise:

Situation: politician speech.

Order:

- Create 5 proposals by pairs of students and write down some information to change the humankind or the country.
- In a three minutes presentation, show up the proposals to your classmates using the proper intonation and speech of the situation. Do not forget to add the modal verbs in each case.

c) 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.











d) 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 housework. 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?

_____.

e) Listening exercise: Click on the links and do the exercises. Take a screenshot of the result and paste it on your guide.
https://www.liveworksheets.com/w/en/english-language/1357605#google_vignette

XII. USED TO

Past Tense - Used to

Used to + the simple form of a verb describe past habits or activities.

Used to		
Affirmative	**used to** + base verb	I **used to live** in Sudbury. We **used to talk** every day.
Negative	didn't + **use to** + base verb *no -d ending	They **didn't use to cook** dinner every night. You **didn't use to dance** competitively.
Questions	There is no -d ending unless **Who** or **What** is the subject of the question.	**Did** you and your friends **use to play** soccer? **Didn't** you **use to prefer** chocolate ice cream? Who **used to wash** your clothes?

a) Fill in the blanks with use(d) and the base form given:

Example: I <u>used to play</u> **(play)** baseball every summer.
I <u>didn't use to like</u> **(not like)** mushrooms on my pizza.

1) I _____ (live) in an apartment.
2) You _____(love) chocolate as a child.
3) They _____ (not - smoke).
4) The dog ____(like) walks but now he's old.
5) Mr. Smith _____(coach) the tennis team at school.
6) He ____(speak) French every day.
7) We_____ (have) short hair.
8) My neighbors ____(visit) once a week.
9) She ____(study) Swedish.
10) It ____ (get) warmer in summer.
11) My family ___ (not practice) grammar practice.
12) The school bus ____(pick) us up at 7:30 a.m.
13) The students ____ (not enjoy) the same games.
14) My cousins ____(come) to my house every summer.
15) I ____(go)to my grandparents once a year.

b) 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 ASSIGMENTS

a) Match the following definitions with the terms below:

1) _____ It is how well the activities met the plan. These activities can be for any plan but are often used in an ISO 9001 QMS for assessing a process outcome against the plan for the process.
2) _____ The conditions within the company infrastructure that are needed to achieve conforming products or services. This is determined by the company and can include temperature, humidity, lighting, weather protection and noise.
3) _____ Conformity is when the output meets the requirements, and inversely, nonconformity is when the output fails to meet one or more requirements. A defect is a synonym for nonconformity but is normally used in relation to products.
4) _____ When a nonconformity occurs that is systemic in nature, it is important to correct not only the immediate problem, but to find what the root cause of the problem is and correct it.
5) _____ The competence requirements of a job are the required employee skills needed to adequately perform the job.
6) _____ Customer satisfaction is how much your customer perceives that your product or service has met their requirements.
7) _____ The ability to track the history of a part or service. Depending on requirements, this can include being able to identify each sub- component and material batch that is used within a larger product.
8) _____ It is a document that defines the scope of the organization's quality management system (including exclusions from the ISO 9001 requirements), lists or includes the documented procedures that are established for the QMS, and provides a description of how the processes of the QMS interact.
9) _____ It is a set of internal rules that are defined by a collection of policies, processes, documented procedures and records. This system defines how a company will achieve the creation and delivery of the product or service they provide to their customers.
10) _____ Plan-Do-Check-Act is a cycle that was originated by Walter Shewhart and made popular by Edward Deming – two of the fathers of modern quality control. This concept is a cycle for implementing change which, when followed and repeated, would lead to repeated improvements in the process it was applied to.
11) _____ The way that is specified to perform an activity or process. A procedure is a list of steps to take to make a process work properly but need not be documented unless required.

A. Competence
B. Conformity / Nonconformity / Defect:
C. Corrective Action
D. Customer Satisfaction
E. Effectiveness
F. PDCA Cycle
G. Procedure / Documented Procedure,
H. Quality Management System,
I. Quality Manual,
J. Traceability
K. Work Environment

b) Read about the problem-solving process.

Problem solving process

What is it?
The problem-solving process is a logical sequence for solving problems and improving the quality of decisions. It is also a guide to identifying which tools and techniques to apply.

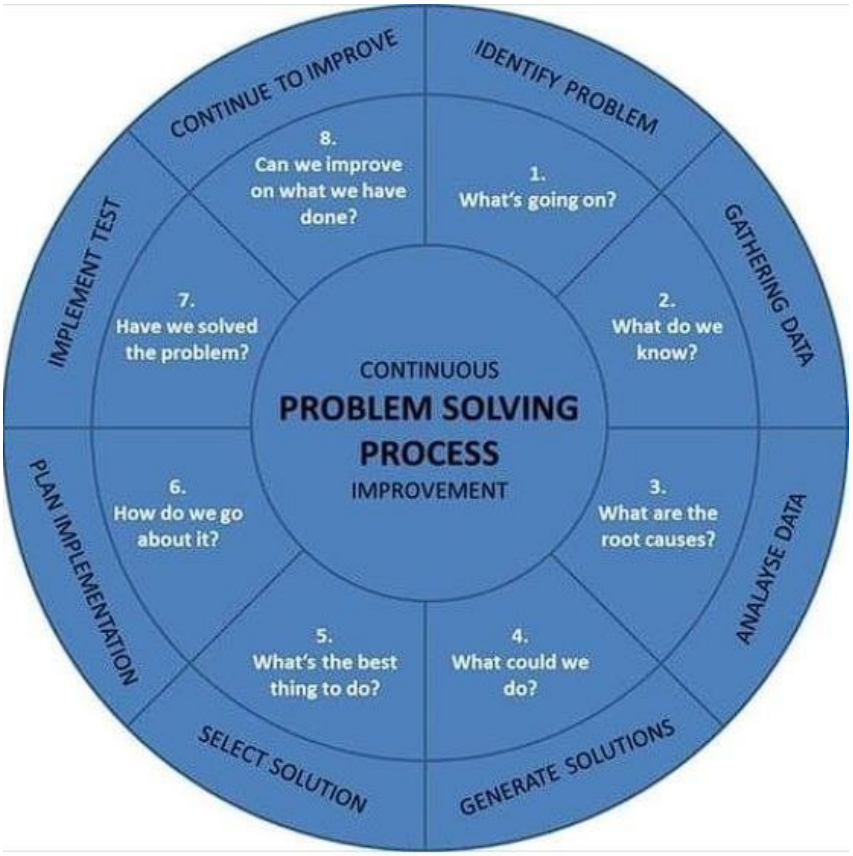
When to use it?
The problem-solving process can be applied to any problem or deviation from requirements but can also be used to tackle an opportunity.

What does it achieve?
Problems, no matter their size or complexity, can best be solved by proceeding through a sequence of steps. This ensures that everything possible will be done to apply the available resources in the most effective manner, to consider a number of options, and to select the best solution.

The problem-solving process can be used for:

- Producing a clear statement of the identified problem/opportunity
- Gathering all necessary information associated with a problem/opportunity
- Analyzing collected data and providing a clear statement of the root causes of a problem or the benefits of an opportunity
- Producing a list of all potential solutions to a problem/opportunity
- Selecting the best solution to fit the problem/opportunity
- Implementing and testing a plan
- Establishing a process for continuous improvement and holding the gains.

c) Have a look at the following diagram, identify the steps given when solving a problem, then choose a common issue in your company project and apply all the steps given in order to find a solution.



d) Complete the following chart about the Key steps in getting certified to ISO 9001.

NUMBER	***KEY STEP***	***DEFINITION***
1-	Make contact	
2-	Complete BSI's application form	
3-	Make sure your staff have the necessary skill	
4-	Gap analysis to make sure you are on track	
5-	Formal assessment to achieve your ISO 9001 certificate	
6-	Certification and beyond – promote your certificate and your business	

e) **Define the objective of the norms ISO 9001 and ISO 14001.**

ISO 90001:
-
-
-

ISO 14001:
-
-
-

f) **Fill up the following comparative chart with the differences between them.**

ISO 9001	ISO 14001

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 **Evidencias de Desempeño** **Evidencias de Producto:** Final presentation preparation (Introduction of the project group, characterization of the company and the objectives.	- 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

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 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.

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.

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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**