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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):

- 24020150102 - Comprender la idea principal en avisos y mensajes breves, claros y sencillos en inglés técnico
- 24020150106 - Comunicarse en tareas sencillas y habituales que requieren un intercambio simple y directo de información cotidiana y técnica.

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

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

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

2. PRESENTACIÓN

Aprender inglés en estos tiempos de exigencias de toda índole, más que un deber o implicar un esfuerzo impuesto, debe ser una motivación para que nosotros como aprendices del Sena, y aún, más allá como personas, que queremos ser cada vez más competentes, tenemos en el área de bilingüismo la posibilidad de mostrar nuestra excelencia y competitividad en el mundo laboral

El aprender un idioma extranjero nos permite conocer otras culturas y por ende contar con diversidad de herramientas para dar respuesta a situaciones laborales innovadoras y exigentes, a través de otros contextos ricos en posibilidades para ampliar nuestra visión de futuro y para recrearnos en los contextos del yo

entiendo, yo puedo y yo propongo métodos y soluciones.

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

3. FORMULACIÓN DE LAS ACTIVIDADES DE APRENDIZAJE

NIVEL 2

ACTIVIDADES DE REFLEXIÓN INICIAL: WARM UP

I. PERSONAL INFORMATION REVIEW

Fill in the blanks using your personal information:

Name _____

Last name _____

Age _____ **Nationality** _____

Occupation _____

Phone Number _____

Birth place _____

Email Address _____

a) Match the questions to the answers:

What is your name?	I'm 20 years old
Where are you from?	My name is Mary
Where do you live?	My birthday is on January 26th
Who is your favorite Singer?	I live in Ciudad Montes.
How old are you?	My favorite Singer is J Balvin
When is your birthday	I'm from Colombia?

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

Hello! How are ____? ___ am great, thanks.
Peter and I aren't in the same class but __'re good friends.
Mrs. Graf isn't my mother. __'s my teacher.
Mr. Park is Portuguese. ___lives in Lisbon.
Tim and Mark aren't singers. _____are football players.
That computer isn't modern. _____is an old one.
You and John look so young! _____are handsome.

c) **Listening exercise. Click on the following link and develop the activities.** https://learnenglishteens.britishcouncil.org/skills/listening/a1-listening/describing- people

II. DESCRIBING PEOPLE



a) **Read the text carefully and answer.**



Rihanna is a singer. She's from Barbados but now she works all over the world. She's thirty-seven years old and she's very famous. She has got big brown eyes and she's tall.

She has got a lot of hit songs: *Umbrella, Diamonds, Work*, etc. The songs are so good that she has many fans all over the world. They love her music.



Rihanna's mother is called Monica and her father's name is Ronald.

b) Mark the sentences as true (T) or false (F).

1) Rihanna isn't a teacher. ___
2) Rihanna is Barbadian. ___
3) She isn't very famous. ___
4) Rihanna is very short. ___
5) She hasn't got many fans. ___
6) Monica and Ronald are her grandparents. ___

c) Answer the questions:

a) What's Rihanna's job?

b) Where is she from?

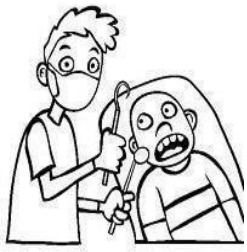
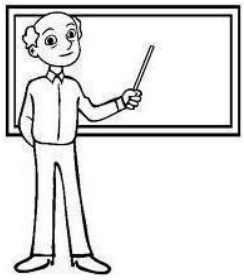
c) How old is she?

d) Is she famous?

e) What color are her eyes?

f) What's her mother's first name?

III. PROFESSIONS

 1.	 2.	 3.	 4.	 5.
 6.	 7.	 8.	 9.	 10.
 11.	 12.	 13.	 14.	 15.

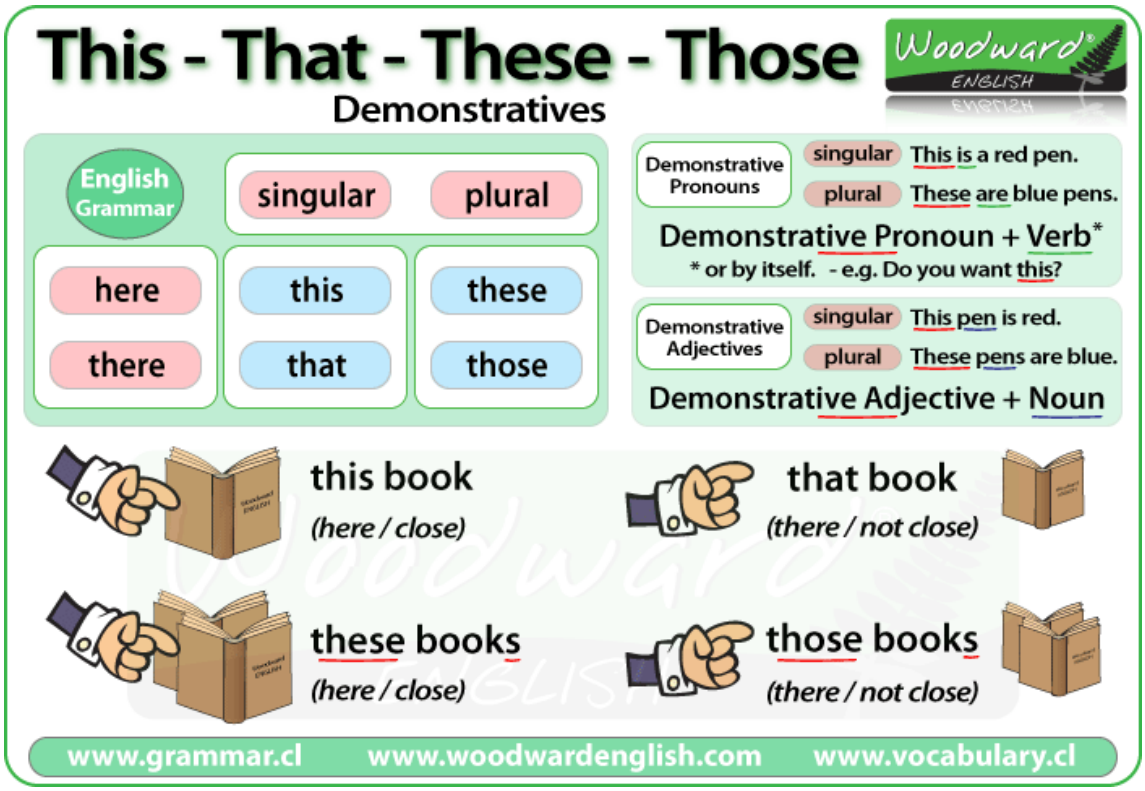
a) What do they do? Match the words to the pictures.

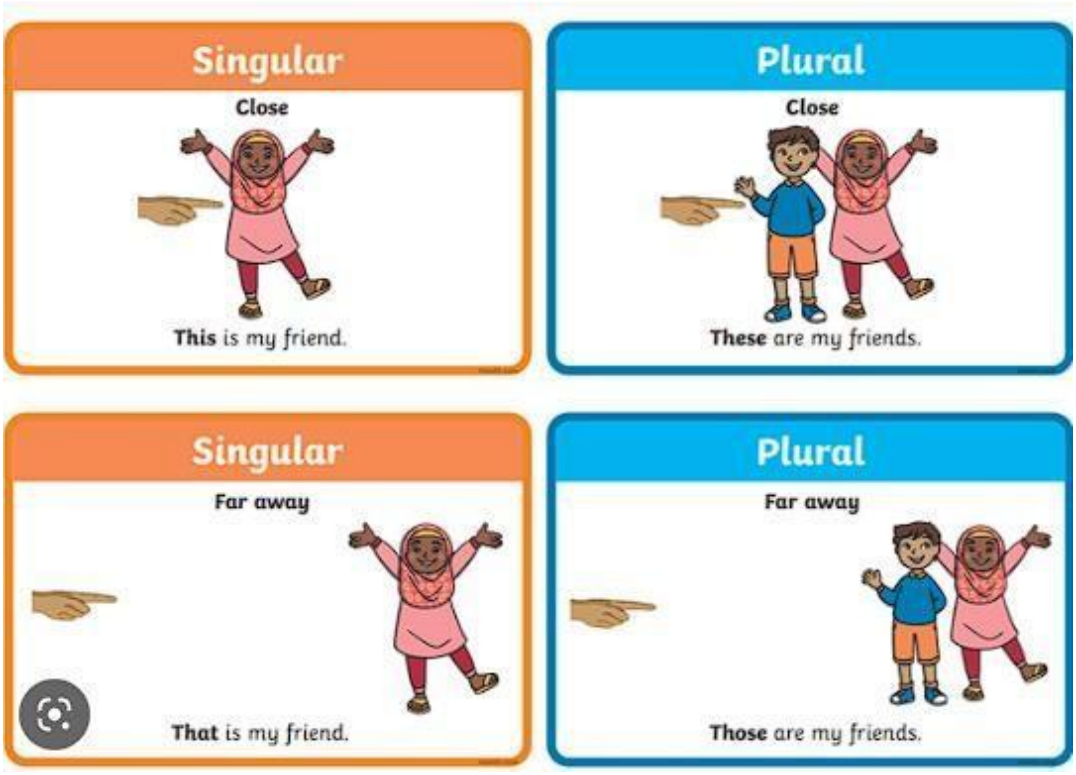
Chef	Dentist	Doctor	Farmer	Unemployed	Hairdresser
Lawyer	Painter	Retired	Secretary	Singer	Student
Teacher	Waiter	Gym instructor			

b) Click on the link below and develop the exercises about professions.

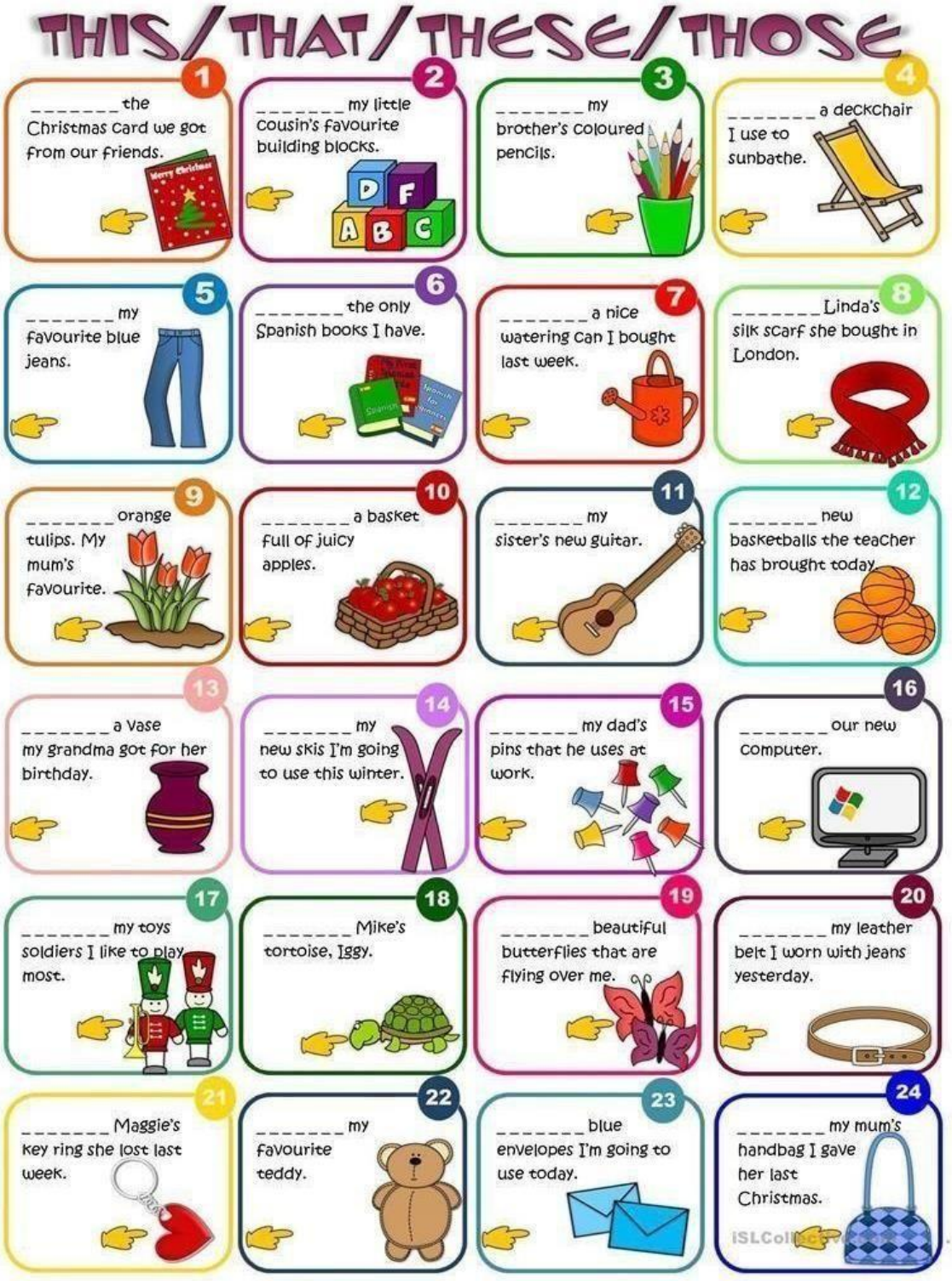
https://www.liveworksheets.com/w/en/english-second-language-esl/845476

IV. DEMONSTRATIVE PRONOUNS





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



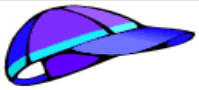
b) Click on the link below, listen to the scripts and then, write them correctly.

https://www.liveworksheets.com/w/en/english-second-language-esl/278326#

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____

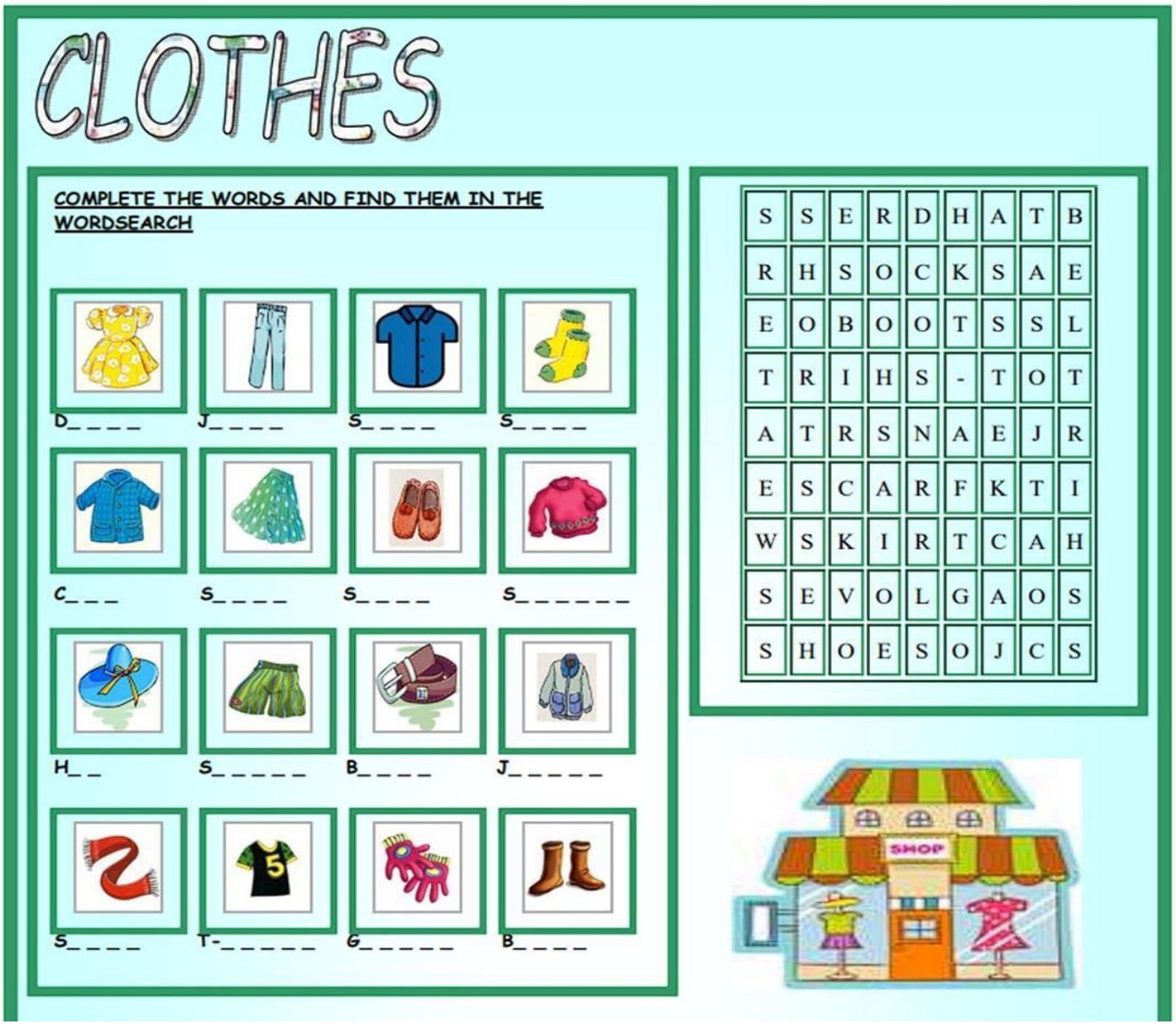
V. CLOTHES VOCABULARY

a) Study the vocabulary and solve the activity:

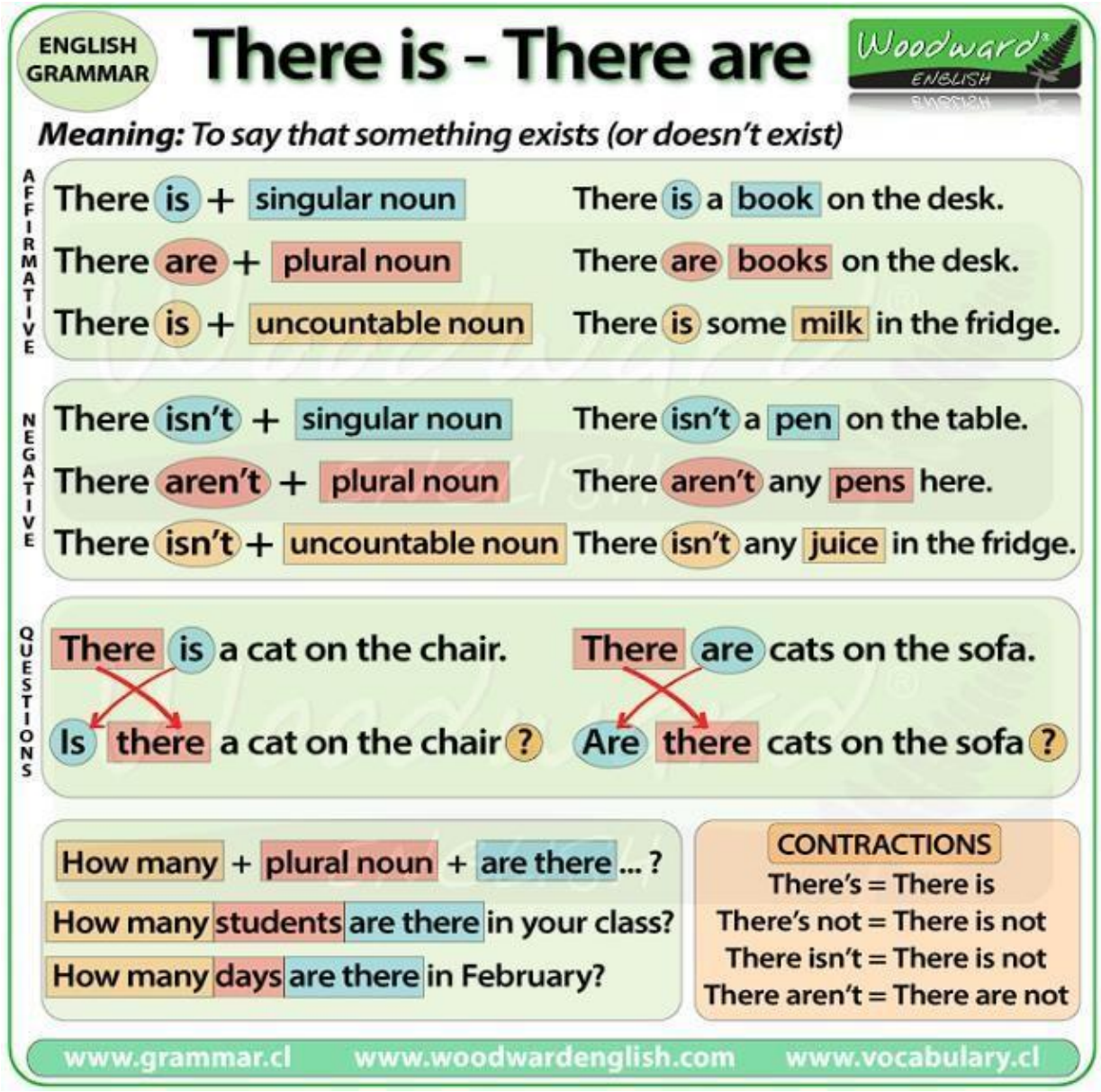
				
dress	skirt	blouse	cardigan	jumper/ pullover /sweater
				
shirt and tie	trousers	jeans	t-shirt	sweat-shirt
				
jacket	raincoat	coat	cagoule	anorak
				
woollen hat	gloves	scarf	hat	cap
				
belt	bermudas	shorts	shoes	slippers
				
trainers	swimsuit	swimming trunks	track suit	socks

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

b) Solve the word search:



VI. THERE IS AND THERE ARE



a) Describe the next images (1 and 2) using there is and there are:





(Source: https://carmen-ilustradora.blogspot.com)

Picture 1:

_____
_____
_____
_____.

Picture 2:

_____
_____
_____
_____.

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

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

c) Complete the exercises:

1. *Complete the sentences using "There is" and "There are".*

_____books on the table.
_____many cars on the street.
_____a picture on the wall.
_____a pencil near the book.
_____many trees in the forest.
_____a cat under the table.
_____seven apples in the fridge.
_____a dog in the house.
_____a monkey on the street.
_____many rooms in my house.

2. *Complete using "Is there" or "Are there".*

_____ an opera in our city?
_____many girls in your class?
_____a police station near the hospital?
_____any bananas in the basket?
_____trees in the park?

3. *Complete the sentences using "There isn't" or "There aren't".*

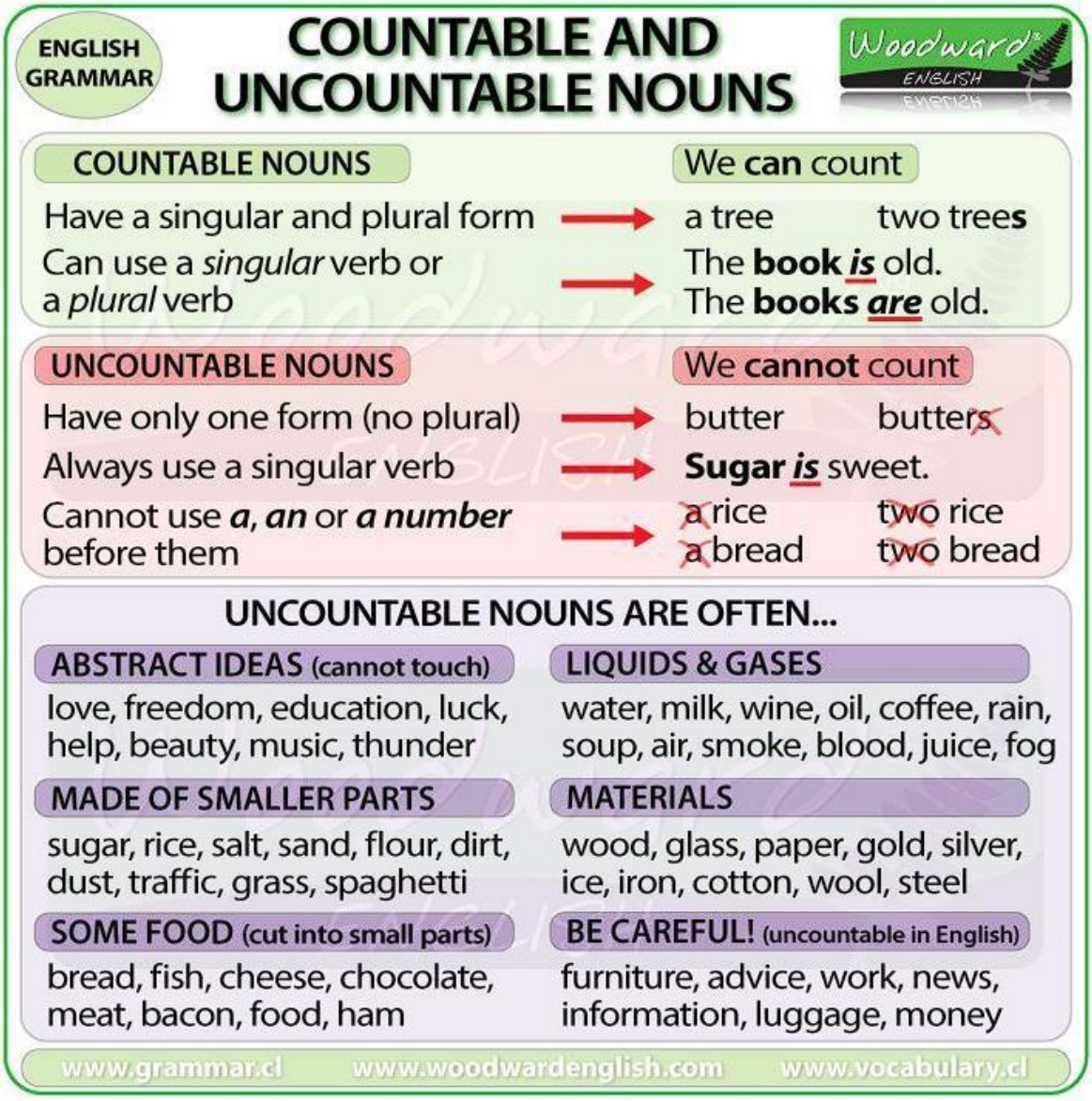
_____many people on the streets.
_____any sausage in the fridge.
_____any plates on the table.
_____any student in the classroom. ___any computers at SENA.

4. *Complete the sentences using "There is", "There are", "Is there", "Are there", "There Isn't" and "There aren't".*

_____someone looking at me.
_____many boys in the school?

_____some photos in her bag.
_____any eggs in the bowl.
_____any books in her room.
_____a soccer stadium here?

VII. UNCOUNTABLE NOUNS



a) Complete the next exercises using countable and uncountable nouns.
https://www.liveworksheets.com/es/w/en/english-second-language-esl/1887865

b) Complete the next chart with the information given:

COUNTABLE/UNCOUNTABLE

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

1-There is _____ apple.
2-There aren't _____ oranges.
3-There aren't _____ eggs.
4-There is _____ butter.
5-There isn't _____ sandwich.
6-There isn't _____ milk.
7-There is _____ pineapple juice.
8-There are _____ bananas.
9-There aren't _____ cakes.
10-There is _____ bread.
11-There isn't _____ rice.
12-There are _____ tomatoes.
13-There is _____ jam.
14-There isn't _____ cheese.



2 Fill the gaps with HOW MUCH or HOW MANY

1-How many potatoes are there?
2-_____ meat is there?
3-_____ butter is there?
4-_____ peaches are there?
5-_____ pizza is there?
6-_____ ham is there?
7-_____ honey is there?
8-_____ salad is there?
9-_____ bottles of milk are there?
10-_____ fish is there?
11-_____ strawberries are there?
12-_____ slices of bread are there?

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

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

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

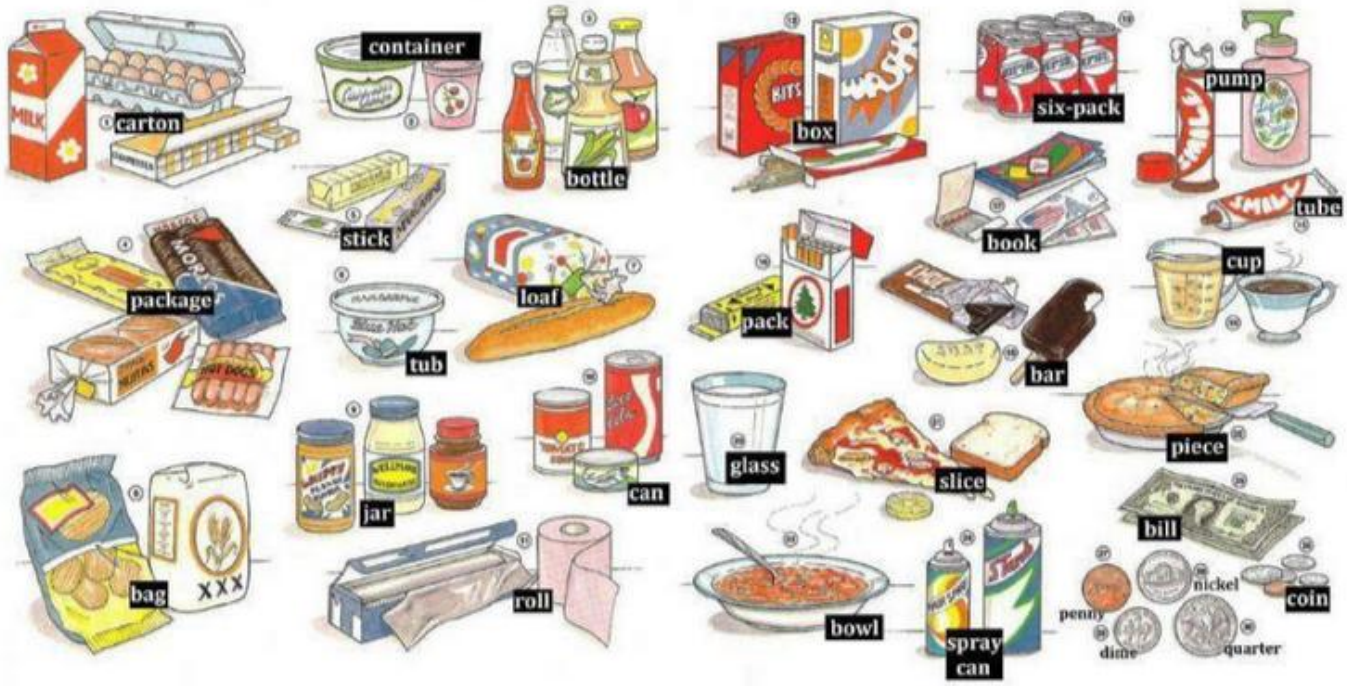
Lisa: I'm hungry. _____ there any crisps?
Tom: No, there _____ any but there is _____ ham sandwich.
Lisa: Great, I'll have the ham sandwich and then _____ orange. Is there _____ ice-cream left?
Tom: No, there _____ any ice-cream. I'll go to the supermarket. How _____ tomatoes are there?
Lisa: There _____ only one. We should buy _____ more tomatoes. Oh! How _____ butter is there?
Tom: There isn't _____. And we need _____ sugar, too.

COUNTABLE OR UNCOUNTABLE?

Write C for countable or U for uncountable

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

c) Look at the images below. Then, divide the nouns into countable or uncountable. At the end, use some or any and add (c) for countable nouns and (U) for uncountable nouns.



EXERCISES

1) Divide the words below into COUNTABLE or UNCOUNTABLE

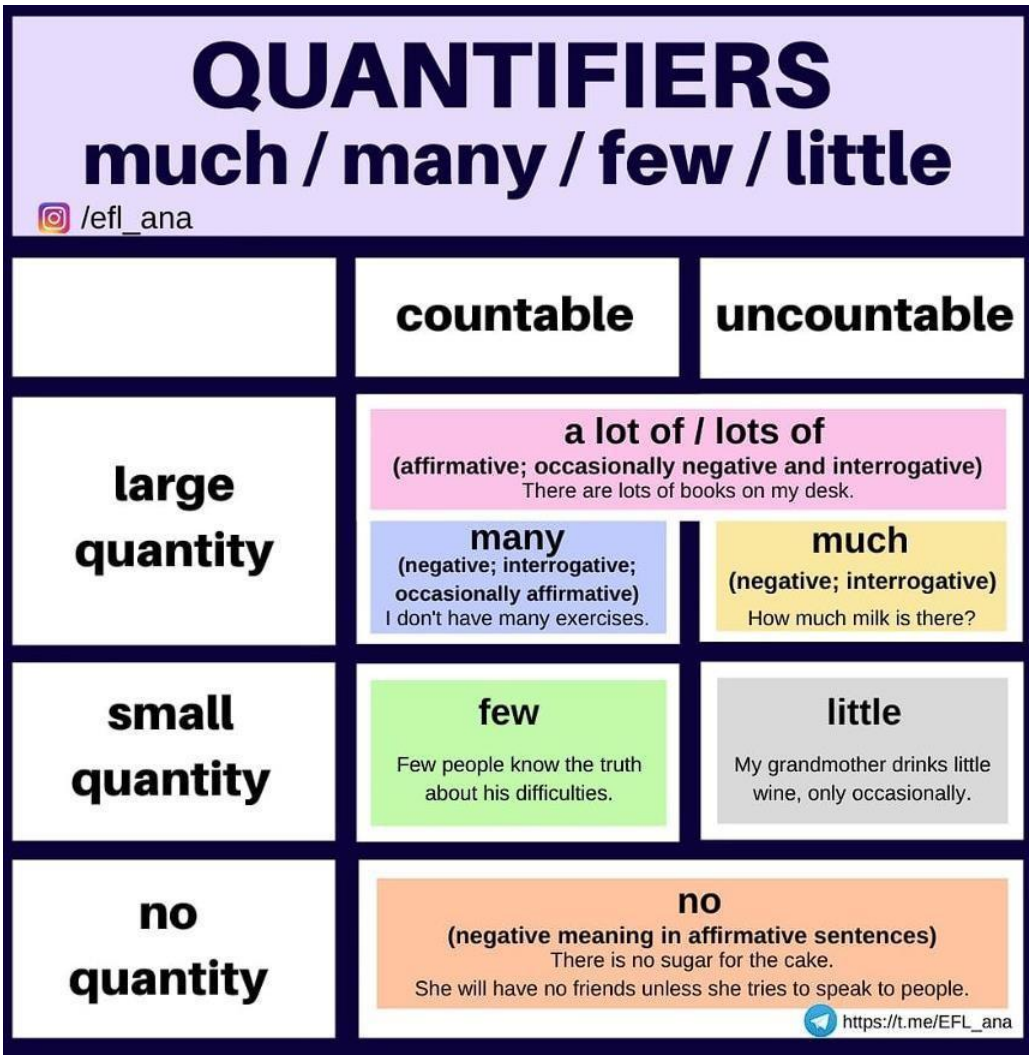
bread - lemons - chocolate - sugar - milk - oranges - cheese - coffee - eggs -

COUNTABLE	UNCOUNTABLE

2) Use **a / an** or **some**, and write C for COUNTABLE or U for UNCOUNTABLE.

a) ( ) money ( )
b) ( ) glass of water ( )
c) ( ) ponds ( )
d) ( ) cup of tea ( )
e) ( ) bar of chocolate ( )
f) ( ) ice-cream ( )
g) ( ) rice ( )
h) ( ) coffee ( )
i) ( ) cake ( )
j) ( ) sugar ( )

VIII. QUANTIFIERS



a) **Complete the conversation correctly using *much, many, a few, a little* or *a lot:***

Jenny: Mom, I'm making pizza and I need (1) a few tomatoes.

Mom: There are (2) _____ of tomatoes in the fridge, Jenny!

Jenny: Oh yes. But there isn't (3) _____ cheese.

Mom: OK, I'll get some from the store.

Jenny: Thanks. Just get (4) _____ cheese.

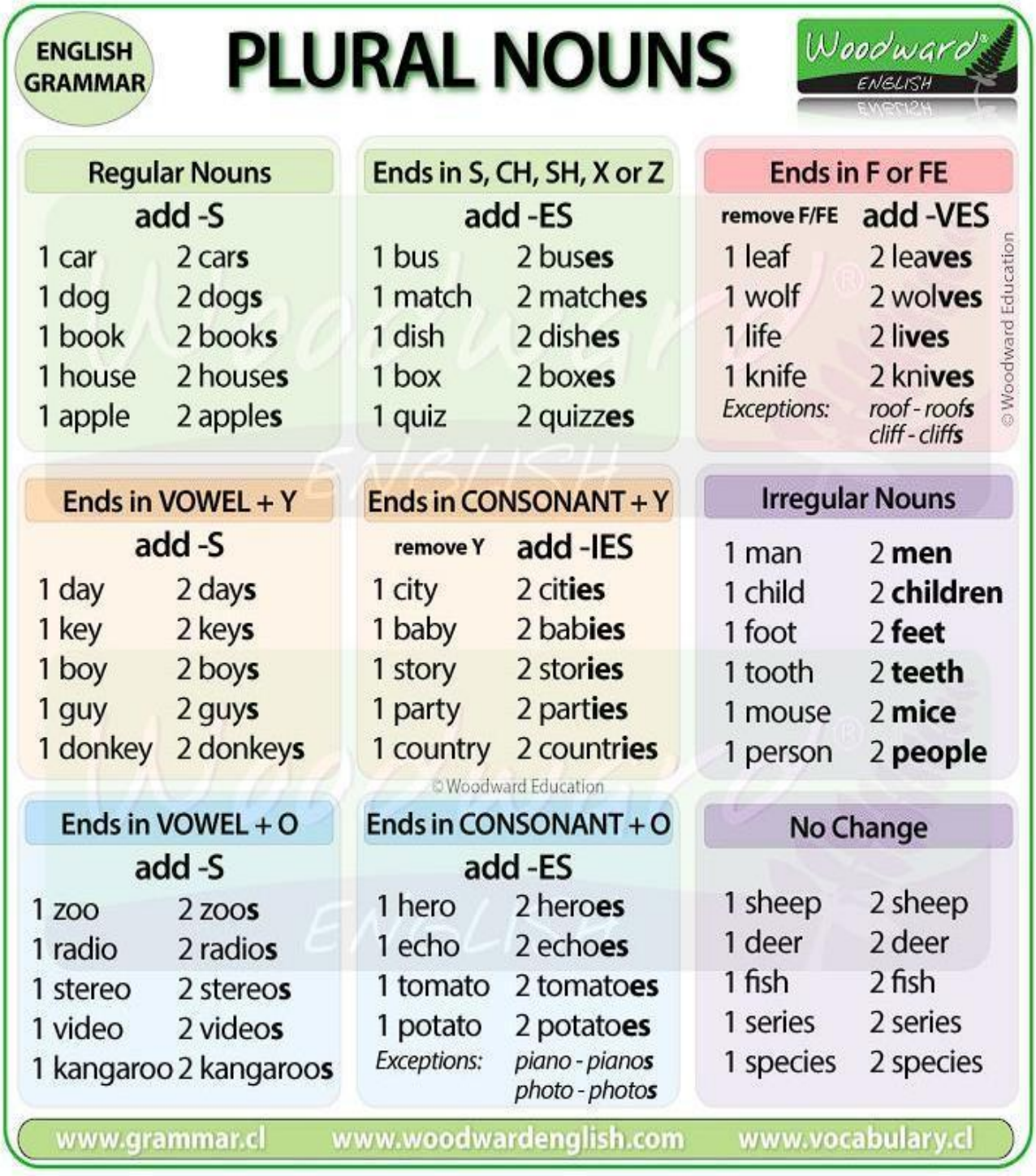
Mom: Do we have (5) _____ peppers?

Jenny: No, but I don't care. I hate them!

Mom: I'll get (6) _____ peppers. Your brother likes them.

b) **Click on the link and complete the exercise online.**
https://www.liveworksheets.com/w/en/english-second-language-esl/144018

IX. PLURAL NOUNS



a) **Based on the previous nouns, please, apply the next test. Then, add the grade obtained:** https://www.usingenglish.com/quizzes/288.html

b. Complete the sentences using the correct plural of the nouns:

1. These (person) _____ are protesting against the president.
2. The (woman) _____ over there want to meet the manager.
3. My (child) _____ hate eating pasta.
4. I am ill. My (foot) _____ hurt.
5. Muslims sacrifice (sheep) _____ in a religious celebration called Eid Al Adha.
6. I clean my (tooth) _____ three times a day.
7. The (student) _____ are doing the exercise right now.
8. The (fish) _____ I bought is in the fridge.
9. They are sending some (man) _____ to fix the roof.
10. Most (housewife) _____ work more than ten hours a day at home.
11. Where did you put the (knife) _____ ?

    On the (shelf) _____ .
12. (Goose) _____ like water.
13. (Piano) _____ are expensive
14. Some (policeman) _____ came to arrest him.
15. Where is my (luggage) _____ ?

    In the car!

X. ORDER OF ADJECTIVES

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



Let's practice!

a) Which is the correct order? Select the correct sentence according to the order of adjectives:

A. 1- A small Canadian thin lady.
2- A Canadian small thin lady.
3- A thin small Canadian lady.

B. 1- A beautiful blue sailing boat.
2- A blue beautiful sailing boat.
3- A blue sailing beautiful boat.

C. 1- A carving steel knew knife.
2- A new steel carving knife.
3- A new carving steel knife.

b) Unscramble the sentences below to describe the animals in the pictures. Then match the descriptions with the pictures:

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

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

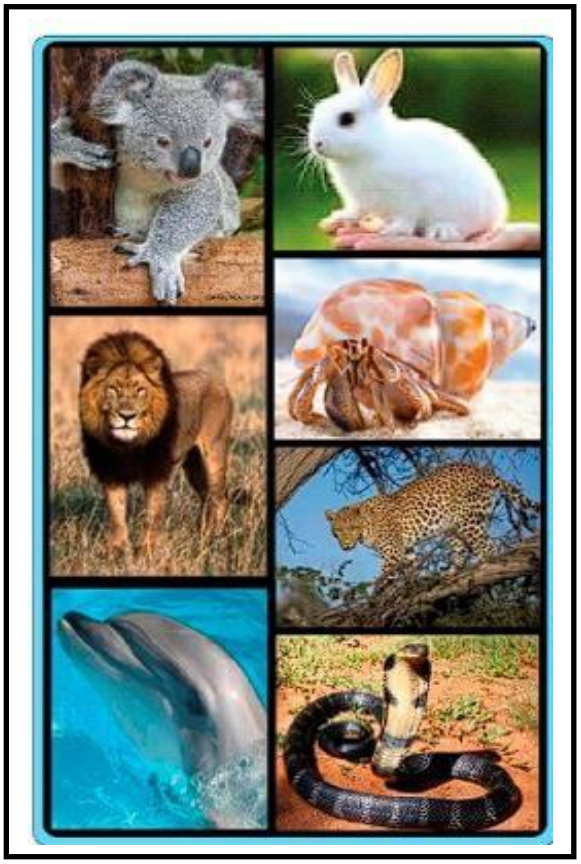
C- Mammal/scary/a//big/furry/fluffy.

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

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

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

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



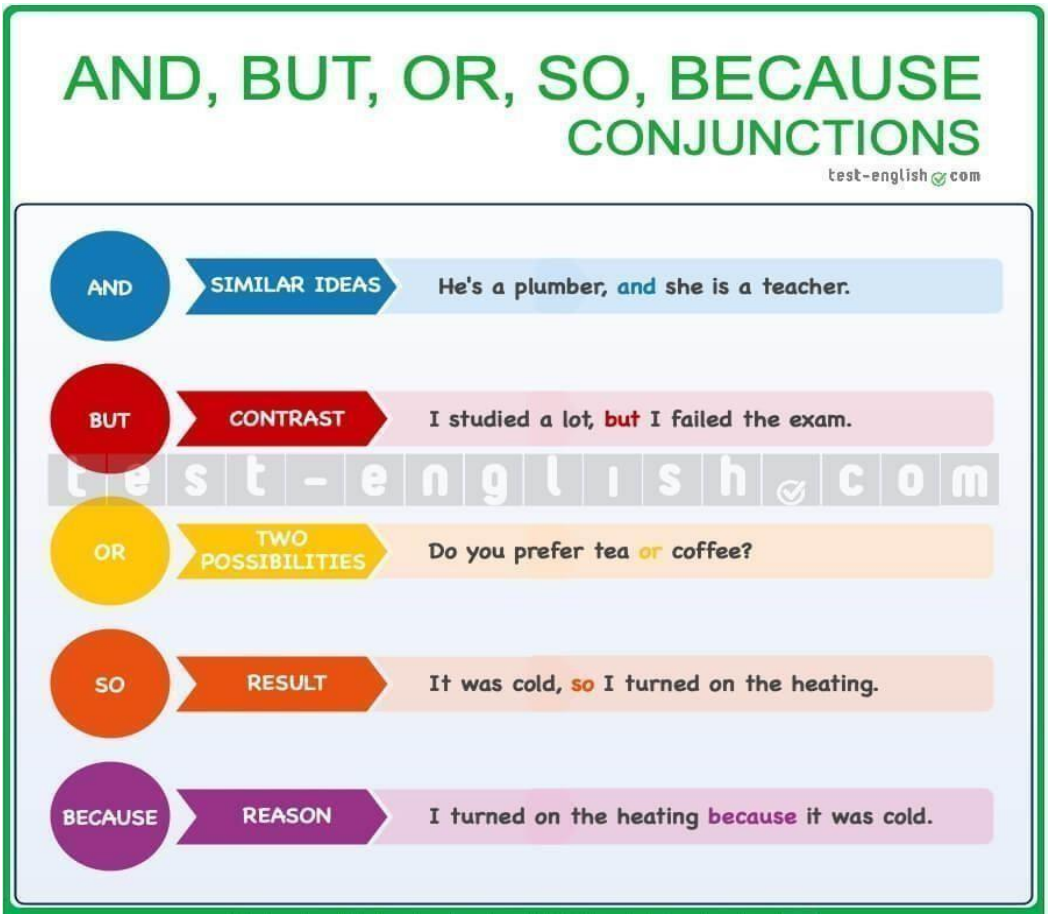
XI. FREE TIME ACTIVITIES



a) **Ask your classmate about their likes and dislikes. Propose simple and WH questions.**

b) **Check the worksheet and match the vocabulary:**
https://es.liveworksheets.com/fd1228079ei

XII. SIMPLE COORDINATING CONJUNCTIONS



a) Complete with the correct conjunction:

1. I've got a brother _____ a sister.
2. It was very sunny last Sunday, ____ we went to the beach.
3. Would you like meat _____ vegetables for lunch?
4. My father likes football ____ he doesn't like basketball.
5. We aren't going to the bank _____ it is closed.
6. We can go to the beach _____ to the mountain. I don't really mind.
7. Vigo is hotter than Santiago, _____ Santiago is more beautiful.
8. It is rainy today, _____ take your umbrella ____ your boots.
9. I didn't buy new shoes _____ I didn't have any money.

XIII. ADJECTIVES TO DESCRIBE PLACES

○ Beautiful	○ Exciting	○ Touristy
○ Boring	○ Rushy	○ Valuable
○ Bustling	○ Expensive	○ Heart touchy
○ Charming	○ Rare	○ Catchy
○ Contemporary	○ Unique	○ Ghostly
○ Compact	○ Famous	○ Heaven
○ Vast	○ Fantastic	○ Hell
○ Notorious	○ Huge	○ Marvelous
○ Amazing	○ Fascinating	○ Ruined
○ Suitable	○ Lively	○ Devastated
○ Perfect	○ Inexpensive	○ Moisty
○ Cosmopolitan	○ Popular	○ Cold
○ Crowded	○ Picture square	○ Hot

1) Describe the places you see in the video using the vocabulary above:
https://www.youtube.com/watch?v=jG_hpUhPfN0&ab_channel=MundoIngl%C3%A9sAm%C3%A9rica



XIV. KARAOKE ACTIVITY-TIME TO SING!

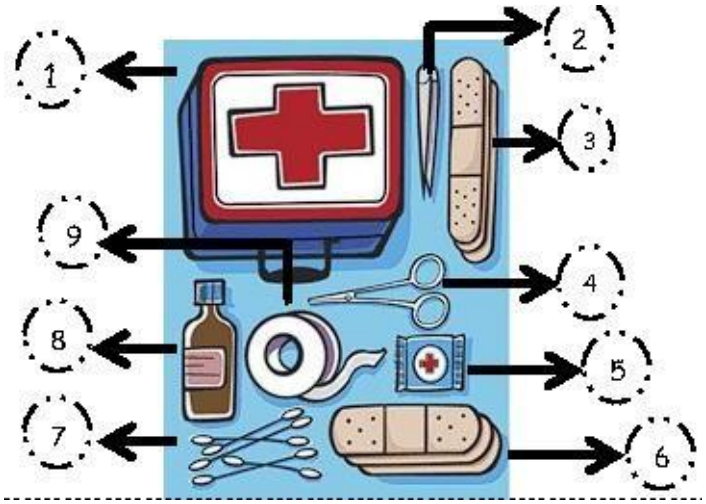


Visit the next webpages and follow the instructor's guidelines: https://lyricstraining.com/en/
https://www.youtube.com/c/singkingkaraoke/videos

TECHNICAL ASSIGNMENTS

1. First Aid kit

a) Look at the following First Aid Kit and identify the materials it contains.Write the corresponding number on the box.



First aid kit	
Scissors	
Adhesive tape	
Ointment	
Band-Aid	
Tweezers	
Cotton applicators	
Pills	

b) Make a list of the elements a First Aid kit has using *there is* and *there are*:

_____
_____
_____
_____
_____

2. Make a brochure indication the evacuation procedure and rescue in case of an emergency in your company project.

3. Make a training speech talking about the identification of danger in the company you are working on.



4. Check the following text and the words that are underlined. Five (5) of those words are incorrect. The other ones are correct. Find the incorrectwords and correct them:

New government regulations mean that we are all required to be more aware of risks in the workplace. As a employer, we will provide our employees with the necessary safety equipment. They must wear goggles to protect your eyes when working on this machinery. They should also wear ear protection because the noise from the machines is high enough to cause damage to their hearing. And of course, there are a lot of dust in the air, so they have to wear masks to stop breathing it in. But in the end, they are responsible for their safety and for preventing accidents happening.
Remember that it is very dangerous to smoke near the store chemical. In fact, we have a no smoking policy throughout the company. Chemicals themselves are, of course, poisonous so they should never enter your mouth. They could causes burns if you get them on your skin. If somebody leaves them without a lid, fumes may escape and cause headaches, drowsiness or dizziness.

4. ACTIVIDADES DE EVALUACIÓN

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

5. GLOSARIO DE TÉRMINOS

Answer: Responder una pregunta.

Ask: Pedir cierta información a alguien.

Carefully: Con cuidado con atención.

Check: Examinar o analizar con atención y cuidado.

Choose: Elegir o escoger una opción o diferentes opciones entre varias.

Classmate: Persona que comparte el espacio de formación.

Culture: Sistema de creencias compartidas, valores, objetivos y prácticas que caracterizan una organización.

Fill in: Llenar un espacio vacío.

Get in pairs: Reunirse con un par académico.

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

Have a look: Observa con atención.

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

Look at: Dirigir la vista y atención hacía algo.

Make a list: Hacer una lista.

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

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

Mark: Poner una marca para distinguir algo.

Match: Establecer una relación.

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

Solve: Encontrar la solución o respuesta.

Workplace: Lugar donde desempeña su labor.

6. REFERENTES BIBLIOGRÁFICOS

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

	Nombre	Cargo	Dependencia	Fecha
Autor (es)				

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

Nombre	Cargo	Dependencia	Fecha	Razón del Cambio