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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



















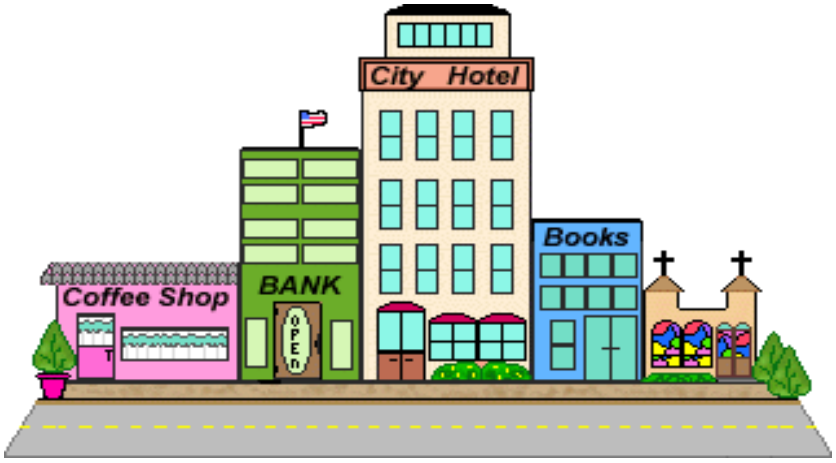








e) Look at the picture and write true or false:



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

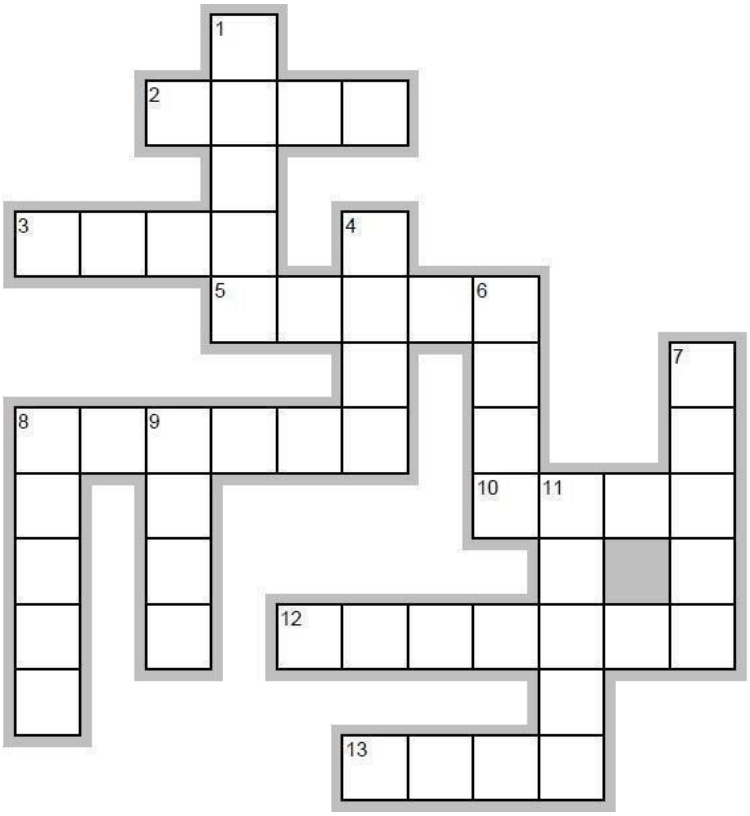
a) Fill in the crossword:

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



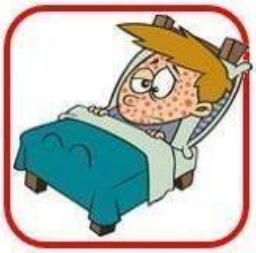
a) sneeze
b) shivering
c) stuffy nose



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:

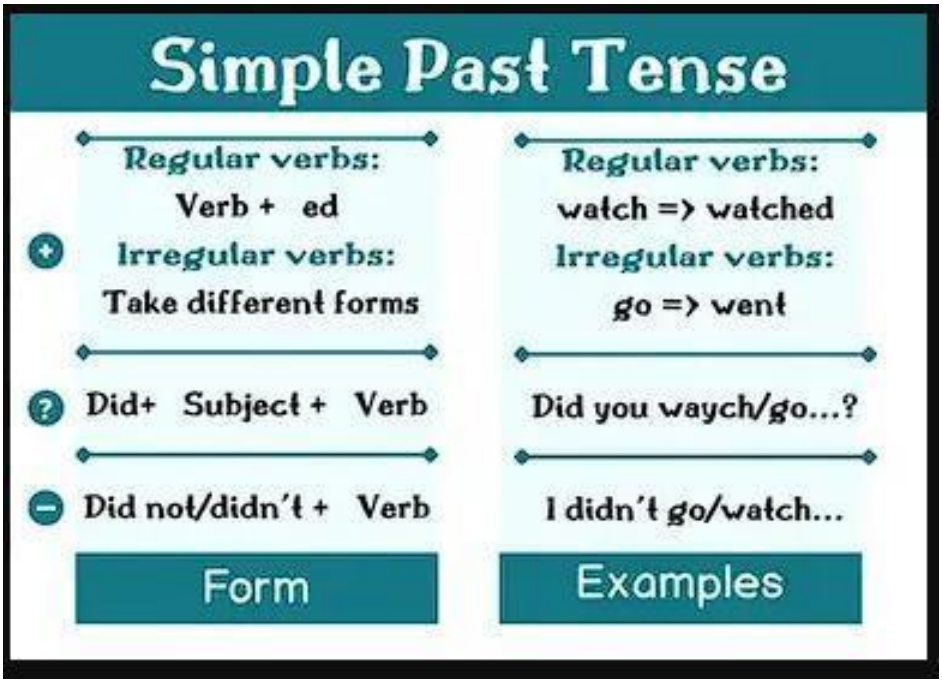
a. If a person has a job interview, he probably feels _____.
b. If a person sees his girlfriend with a man he doesn't know, he probably feels _____.
c. If a person watches a movie about a serial killer and he is home alone, he feels _____.
d. If a person does not eat for 48 hours, he probably feels _____.
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	

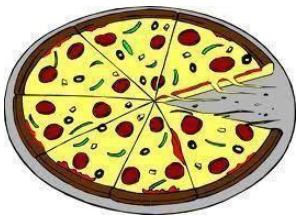
d) Watch and nurture your knowledge:

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.

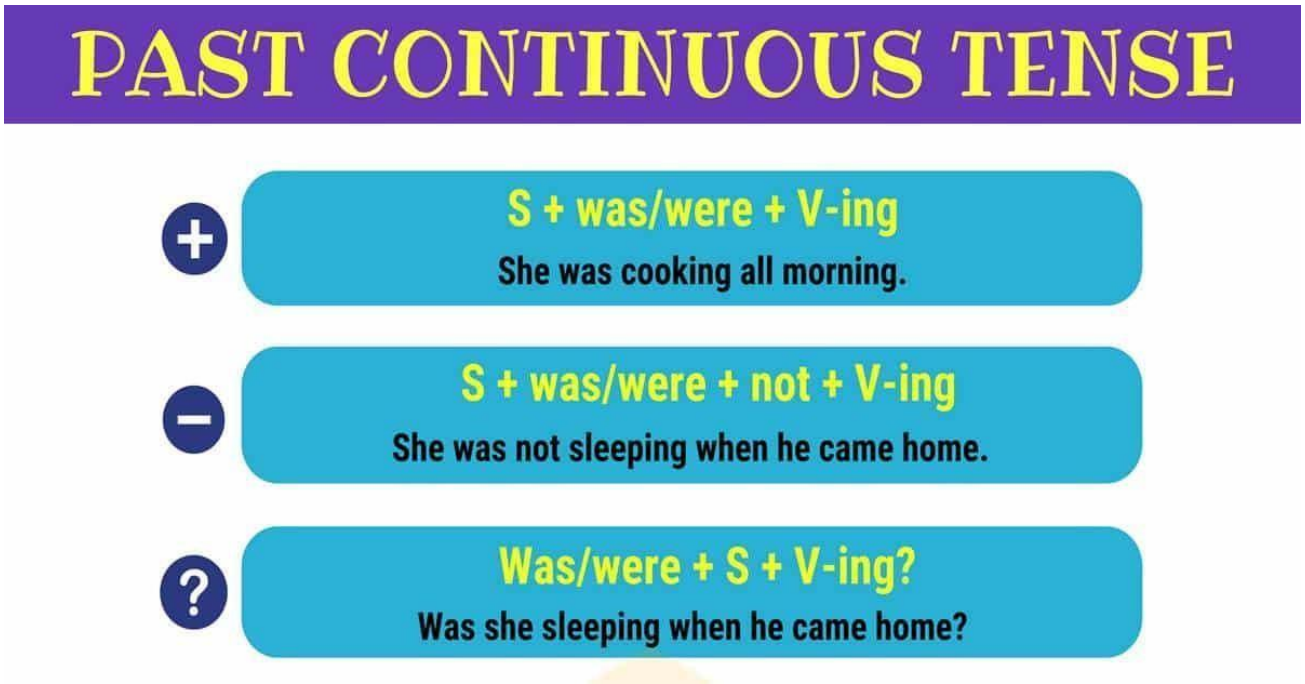
II) Questions.
1. Was Billy hungry?
2. What did he want to eat?
3. What kind of toppings did he want?
4. How much was the pizza?
5. What were they doing while they were eating the pizza?
6. Were they Yankees fans?

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.

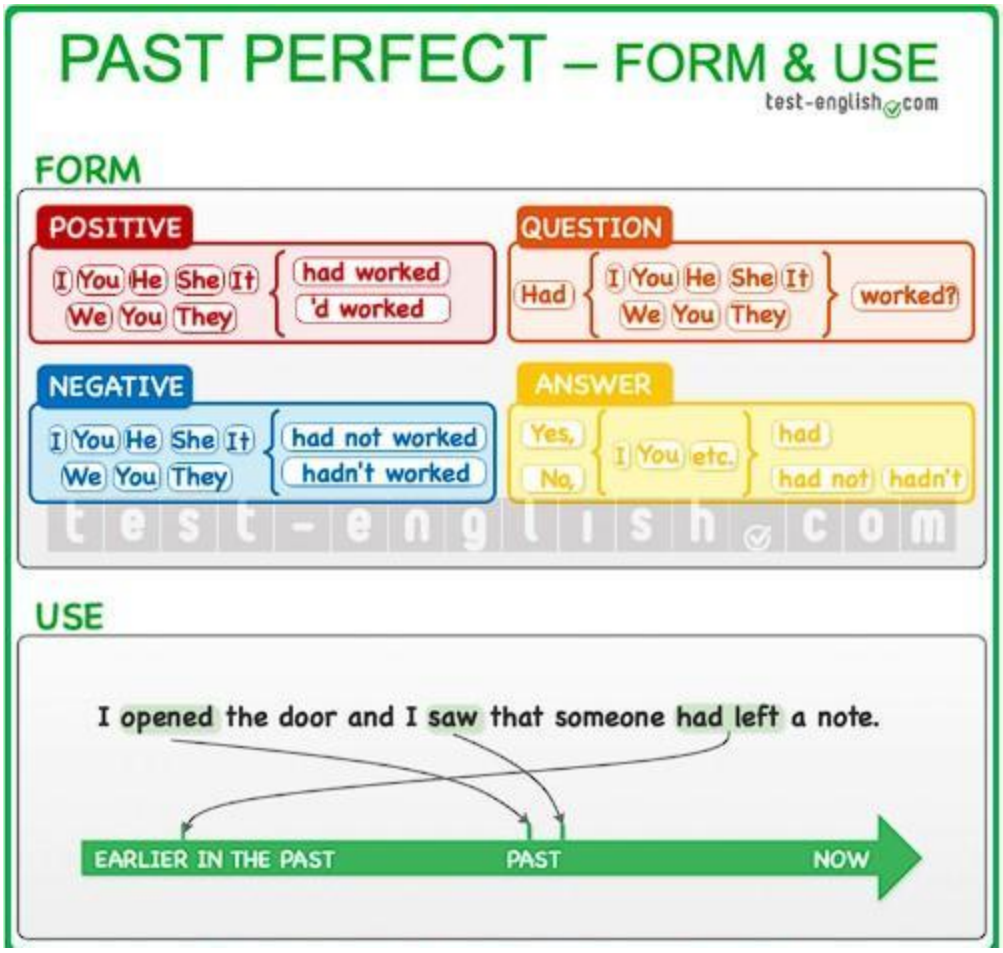
It _____ (be) a rainy day of November. We _____ (come) from school at 2 o'clock. We _____ (not be) very hungry but we _____ (be) too cold. While we _____ (walk) with my umbrella, we _____ (find) a coin. It _____ (not be) a normal coin, it _____ (be) a strange coin.
We _____ (not continue) walking. We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

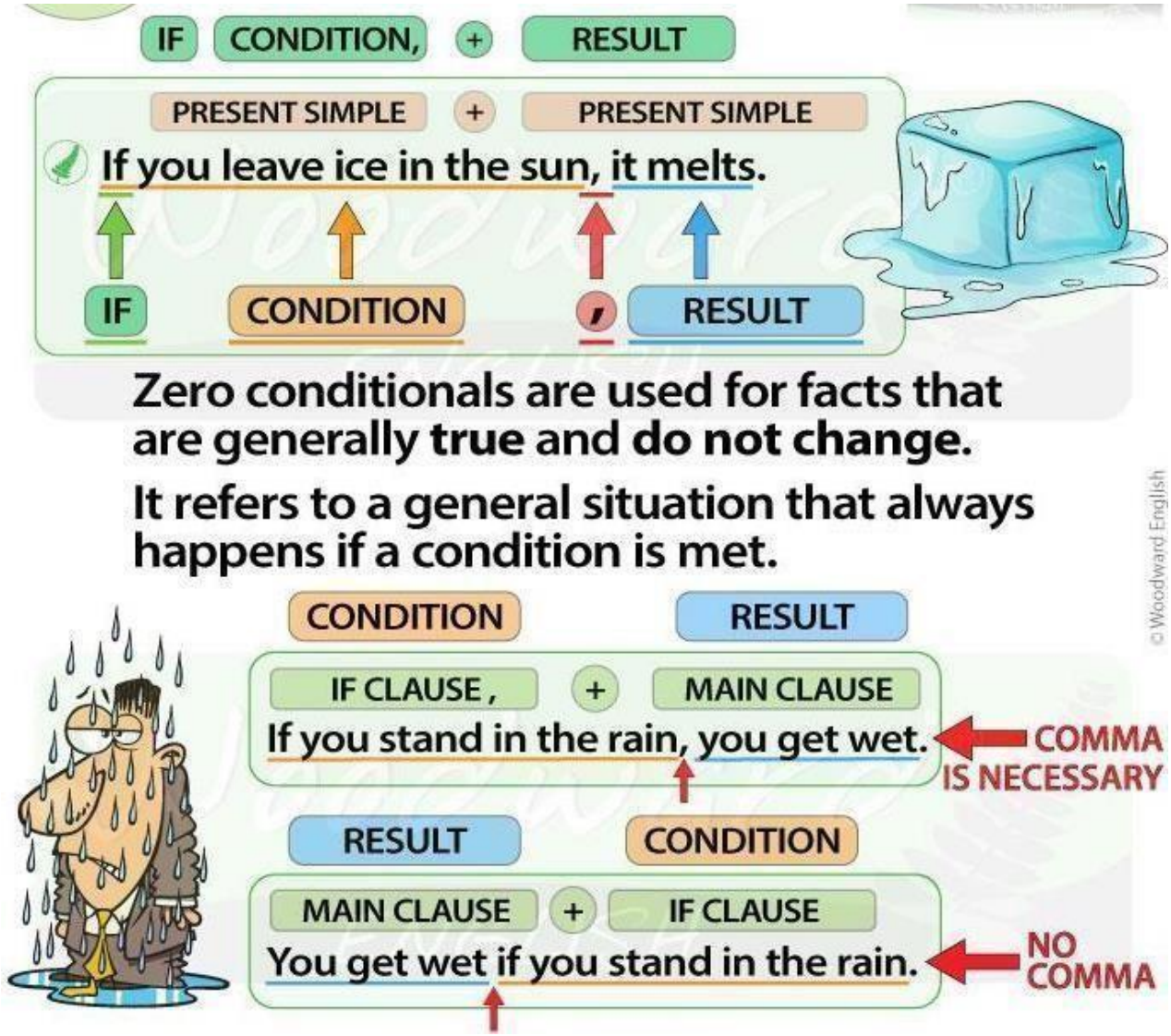
- *I was looking at it across the street. I was 8 years old.*
- *I was walking on the sidewalk with my mom.*
- *It was very hilarious.*
- *When I bumped with the lamp post. It happened to me when.*
- *Then I heard a noise. It was a robot toy so.*
- *We were going to the dentist. And it was very painful.*



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

_____
_____
_____
_____
_____

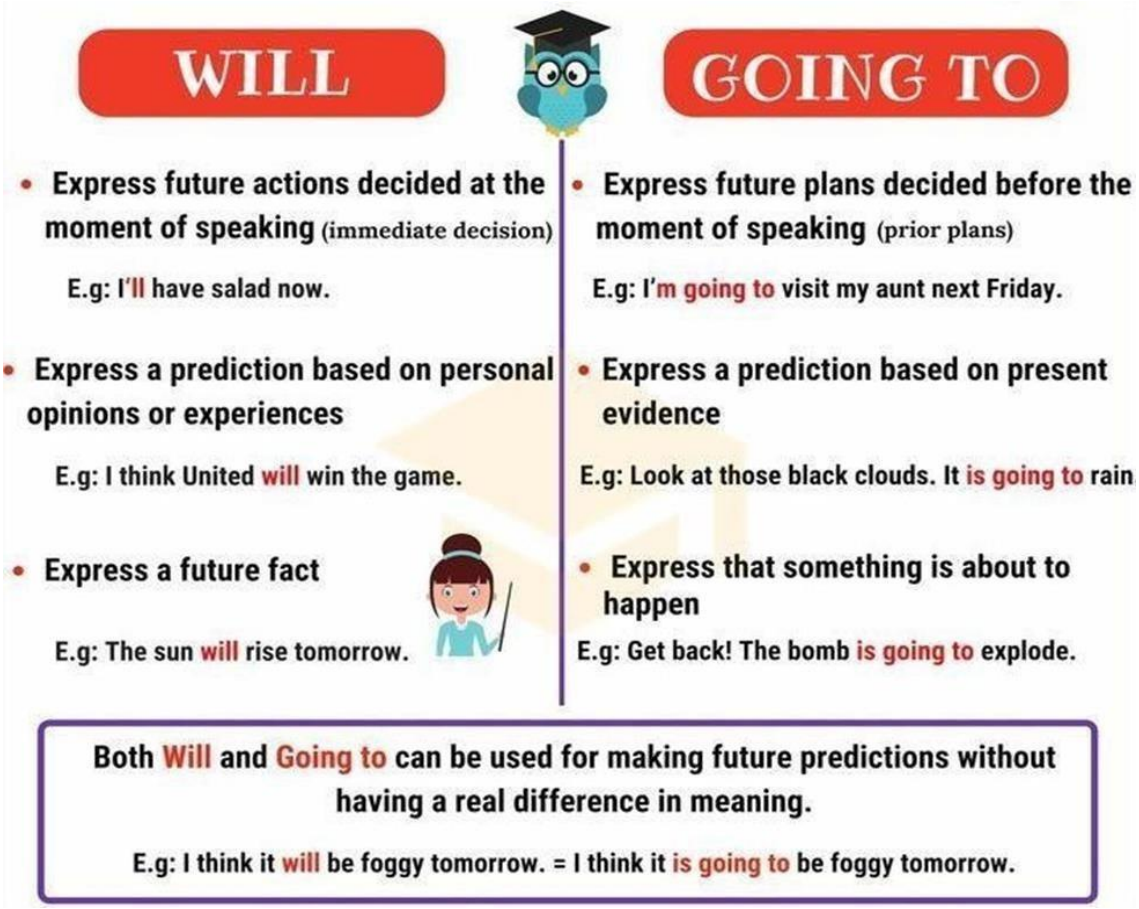
IX. ZERO CONDITIONAL



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.

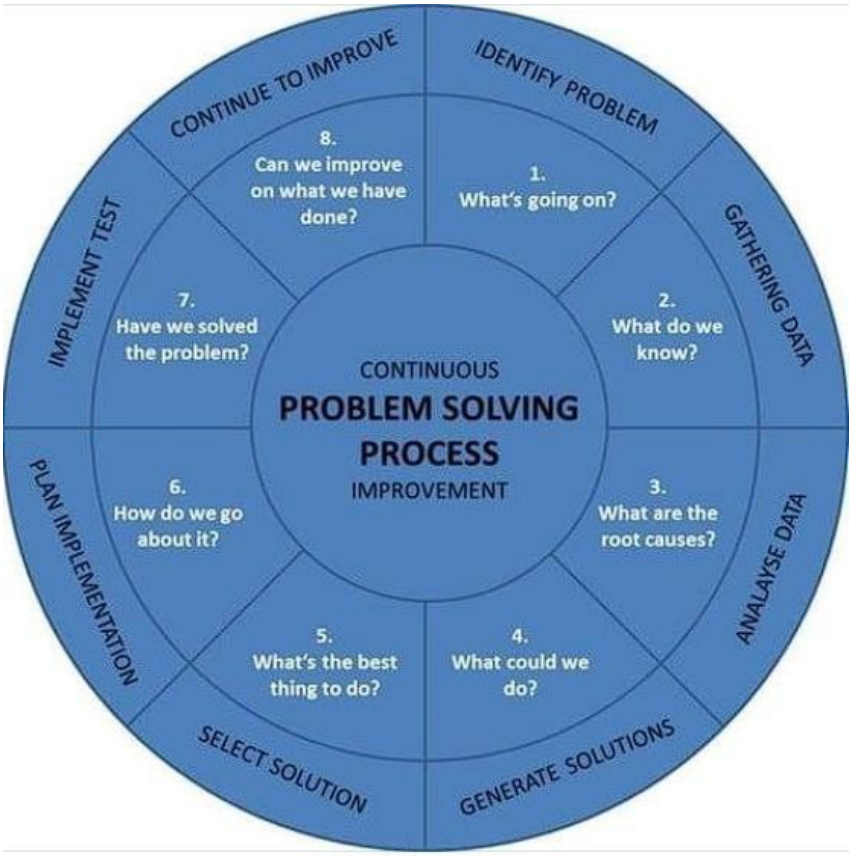
When to use it?
The problem-solving process can be applied to any problem or deviation from requirements but can also be used to tackle an opportunity.

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**