

## PROCESO DE GESTIÓN DE FORMACIÓN PROFESIONAL INTEGRAL

### FORMATO TALLER – EVIDENCIA DE APRENDIZAJE

<b>Programa de formación</b>	Gestión de la Seguridad y Salud en el Trabajo Coordinación 5 301: C. Producción y Logística	<b>Ficha</b>	3172044
<b>Grupo</b>	34TGGSTN	<b>Competencia</b>	Interactuar en lengua inglesa de forma oral y escrita dentro de contextos sociales y laborales
<b>Evidencia</b>	Evidencia 1. Workplace health check-in and routine report	<b>Fecha</b>	23 / ABR / 2026

#### EVIDENCE 1: WORKPLACE HEALTH CHECK-IN AND ROUTINE REPORT

**Topics from the guide:** simple present vs present continuous, body parts, health problems, feelings and emotions, and workplace routine vocabulary.

##### 1. Presentación del tema

In this first evidence, apprentices will use English to talk about healthy routines and actions that are happening at the moment in a workplace context. The activity is connected to the Safety and Health at Work guide and uses guide-based resources about present simple vs. present continuous, body parts, health problems, and feelings.

El objetivo del taller es que los aprendices diferencien con claridad el uso del simple present para hablar de rutinas y hábitos de seguridad, y el uso del present continuous para hablar de acciones que están ocurriendo en el momento. El producto final será un diálogo breve, coherente y contextualizado al programa de SG-SST.

##### 2. Práctica guiada

###### A. Guide-based resource 1: Read the texts and answer.

**Isabel:** On Saturday mornings Isabel usually gets up late and goes shopping with her friends. She often has breakfast at home and visits her family in the afternoon. Today is different: she is getting ready for work and she is meeting the safety team at the company.

**Mark:** On Christmas Day Mark usually stays at home with his family and opens presents in the morning. He often watches TV in the afternoon. This Christmas is different: he is helping at a community event and he is talking to visitors right now.

1. What does Isabel usually do on Saturday mornings?

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2. What is she doing today?

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3. What does Mark usually do on Christmas Day?

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4. What is he doing this Christmas?

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**Complete the rule:** Use **simple present** for routines and habits. Use **present continuous** for actions happening now.

**B. Guide-based resource 2: Body parts and health problems.**

*Write the correct body part or health problem from the word bank.*

**Word bank:** headache, backache, shoulder, knee, arm, throat, cough, fever, hand, neck

1. My \_\_\_\_\_ hurts after lifting heavy boxes.
2. She has a \_\_\_\_\_ and needs some rest.
3. The worker has pain in the \_\_\_\_\_ after the inspection.
4. He has a sore \_\_\_\_\_ and he cannot speak well.
5. I hit my \_\_\_\_\_ on the table.
6. She has a \_\_\_\_\_ and should not continue working.
7. He is holding the tool with his right \_\_\_\_\_.
8. My \_\_\_\_\_ hurts when I look down for a long time.

**C. Guide-based resource 3: Feelings and emotions.**

*Complete each sentence with a suitable feeling.*

**Word bank:** tired, worried, nervous, calm, frustrated, happy, sick, exhausted

1. If a person has too many tasks and no time to rest, he probably feels \_\_\_\_\_.
2. If a worker has an interview with the supervisor, she probably feels \_\_\_\_\_.
3. If a person finishes a task successfully, he feels \_\_\_\_\_.
4. If a person is not feeling well at work, she feels \_\_\_\_\_.
5. If a person has many responsibilities and little sleep, he feels \_\_\_\_\_.

**D. Model dialogue**

**Safety apprentice:** Good morning. How are you today?

**Worker:** I feel tired and a little worried today.

**Safety apprentice:** What do you usually do before your shift?

**Worker:** I usually put on my helmet, gloves, and safety boots. I also stretch my back and shoulders.

**Safety apprentice:** What are you doing right now?

**Worker:** I am moving some boxes and checking the storage area.

**Safety apprentice:** Do you have any health problem today?

**Worker:** Yes. My back hurts and my right shoulder feels sore.

**Safety apprentice:** How do you feel emotionally?

**Worker:** I feel nervous because the area is busy, but I am okay.

### **E. Controlled practice**

Write **SP** for simple present or **PC** for present continuous.

1. The worker wears gloves every day. \_\_\_\_\_
2. She is checking the machine now. \_\_\_\_\_
3. They usually arrive at 7:00 p.m. \_\_\_\_\_
4. I am feeling tired today. \_\_\_\_\_
5. He often reports unsafe conditions. \_\_\_\_\_
6. We are talking to the instructor at the moment. \_\_\_\_\_

### **3. Práctica libre – descripción de la evidencia**

Crear y representar un diálogo corto en inglés entre un aprendiz de Seguridad y Salud en el Trabajo y un trabajador, con el fin de diferenciar claramente el uso del simple present y del present continuous en una situación laboral. La primera parte del diálogo debe enfocarse en rutinas y hábitos de seguridad. La segunda parte debe enfocarse en acciones que están ocurriendo en ese momento durante la jornada.

#### **Entregable de la evidencia**

- Un diálogo manuscrito en inglés por pareja.
- Un role play presencial en clase.
- Duración oral recomendada: 2 a 3 minutos.

#### **Instrucciones**

1. Trabajen en parejas durante la clase.
2. Un estudiante actuará como aprendiz de SG-SST y el otro como trabajador.
3. Escriban un diálogo sobre una situación laboral, por ejemplo: iniciar un turno, revisar un área de trabajo o hacer un chequeo breve a un trabajador.

4. Organicen el diálogo en dos momentos claramente diferenciados:
  - a) Rutinas y hábitos de seguridad: aquí deben usar simple present.
  - b) Acciones que están ocurriendo ahora: aquí deben usar present continuous.
5. En la primera parte, incluyan preguntas y respuestas sobre acciones habituales, por ejemplo: usar elementos de protección, revisar el área, llegar al turno o seguir normas de seguridad.
6. En la segunda parte, incluyan preguntas y respuestas sobre lo que el trabajador está haciendo en este momento, por ejemplo: checking the area, moving boxes, talking to the safety apprentice o wearing PPE now.
7. Al final, agreguen una o dos líneas breves sobre una molestia física o una emoción del trabajador para cerrar la situación de manera natural, por ejemplo: My back hurts today / I feel tired today.
8. Escriban el diálogo a mano y practiquen la pronunciación antes de presentarlo.
9. Presenten el role play frente al grupo.

### **Requisitos lingüísticos obligatorios**

- Usa al menos 4 intervenciones en simple present sobre rutinas o hábitos.
- Usa al menos 4 intervenciones en present continuous sobre acciones que ocurren ahora.
- Incluye al menos 3 partes del cuerpo.
- Incluye al menos 1 problema de salud o síntoma y 1 sentimiento o emoción.
- Incluye vocabulario del contexto laboral como helmet, gloves, boots, worker, shift, area, report o safety.
- Usa al menos 2 conectores como and, but, because o also.

### **Ejemplo claro de la evidencia**

#### **Parte 1. Routine check – Simple Present**

Safety apprentice: What do you usually do before your shift?

Worker: I usually wear my helmet, gloves, and safety boots.

Safety apprentice: Do you check the area every morning?

Worker: Yes, I do. I check the storage area before I start working.

#### **Parte 2. Current situation – Present Continuous**

Safety apprentice: What are you doing right now?

Worker: I am checking some boxes and talking to you.

Safety apprentice: Are you carrying materials now?

Worker: No, I am not carrying materials now. I am inspecting the area.

#### **Closing**

Worker: My back hurts today and I feel tired, but I am okay.

### **4. Criterios de valoración**

- Fluidez y claridad en la interacción oral.

- Uso correcto del simple present y del present continuous.
- Uso apropiado del vocabulario relacionado con partes del cuerpo, problemas de salud, emociones y seguridad en el trabajo.
- Organización coherente del diálogo.
- Pronunciación e inteligibilidad.
- Participación activa durante el role play presencial.