PROCESO DE GESTIÓN DE FORMACIÓN PROFESIONAL INTEGRAL

FORMATO GUÍA DE APRENDIZAJE

IDENTIFICACIÓN DE LA GUIA DE APRENDIZAJE

- Denominación del Programa de Formación: Tecnico en Cosmetologia y estética integral
- Código del Programa de Formación: 637303
- Nombre del Proyecto : Fortalecimiento de habilidades para la comercialización de productos y servicios de Cosmetología y Estética Integral
- Fase del Proyecto : Planeacion
- Actividad de Proyecto : Identificar principios y normatividad del SGSSS para la atención al usuario teniendo en cuenta portafolio de servicios y comunicación asertiva

- 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 :
  Poner en practica vocabulario básico y expresiones comunes de su área ocupacional en contextos específicos de su trabajo por medio del uso de frases sencillas en forma oral y escrita.

- Duración de la Guía 44 horas

2. PRESENTACIÓN

En los últimos años el SENA viene desarrollando iniciativas tanto pedagógicas como académicas para que los aprendices logren un nivel competitivo en inglés. Las iniciativas pedagógicas comprenden cambios continuos en la manera de transmitir el conocimiento para que sea más efectivo, significativo y aplicable en los diferentes campos laborales y personales del aprendiz donde requiere comunicarse. Y las iniciativas académicas incluyen por ejemplo el programa "Volunteachers" en el cual personas extranjeras hacen acompañamiento en la formación con el fin de crear un espacio de inmersión donde los aprendices estén más expuestos a la lengua. Todo este trabajo, tiene un mismo objetivo, que los aprendices puedan comunicarse en otra lengua

y desenvolverse en el mundo laboral que les espera, donde seguramente hablar otro idioma los hará ser aprendices de clase mundial.

English importance during the last years.

It is paramount to speak English nowadays since it gives all kinds of opportunities in communication, life quality, and education. First of all, English breaks down communication barriers because it is a lingua franca. In other words, English is the most commonly used language among foreign language speakers. Throughout the world, when people with different languages come together they commonly use English to communicate. That also means that a vast majority of people around the world can speak use this language for different purposes; for example, a multicultural meeting and a chat with a foreigner unable to speak the local language are some of the situations where English is used as lingua franca. Second, English speakers are very likely to have good job opportunities. For instance, most of the English-speaking countries, such as England and the United States are countries with a high gross domestic product and where speaking English is the best way to get job opportunities. Therefore, the standard of living of these people can improve considerably. Finally, English- speaking countries have the best education offer in the world

PRESENT CONTINUOUS
(ING)

Present continuous

Level: beginner

The present continuous is made from the **present tense of the verb *be*** and the **–*ing* form** of a verb:

*I **am***	*work**ing***
*You **are***	*play**ing***
*He **is***	*talk**ing***

*She **is***	*liv**ing***
*It **is***	*eat**ing***
*We **are***	*stay**ing***
*They **are***	*sleep**ing***

We use the present continuous to talk about:

- **activities at the moment of speaking**:

*I'**m** just **leaving** work. I'll be home in an hour.*
*Please be quiet. The children **are sleeping**.*

Present continuous 1
Present continuous 2

- **future plans or arrangements:**

*Mary **is going** to a new school **next term**.*
*What **are** you **doing** **next week**?*

Present continuous 3
Present continuous 4

Present continuous questions

We make questions by putting ***am***, ***is*** or ***are*** in front of the **subject**:

Are you *listening?*
Are they *coming to your party?*
When ***is she*** *going home?*
What ***am I*** *doing here?*

Present continuous questions 1

Present continuous questions 2

Present continuous negatives

We make negatives by putting ***not*** (or ***n't***) after ***am***, ***is*** or ***are***:

*I'**m not** doing that.*
*You **aren't** listening.* (or *You'**re not** listening.*)
*They **aren't** coming to the party.* (or *They'**re not** coming to the party.*)
*She **isn't** going home until Monday.* (or *She'**s not** going home until Monday.*)

Present continuous negatives 1

Present continuous negatives 2

Stative verbs

We do not normally use the continuous **with stative verbs**. Stative verbs include:

- verbs of **thinking and feeling**:

believe *dislike* *know* *like*	*love* *hate* *prefer* *realise*	*recognise* *remember* *suppose* *think* (= believe)	*understand* *want* *wish*

- verbs of the senses:

appear *feel*	*look* *seem*	*smell* *sound*	*taste*

- others:

agree *be*	*belong* *disagree*	*need* *owe*	*own* *possess*

We normally use the simple instead:

I understand you. (NOT *I ~~am understanding~~ you.*)
This cake tastes wonderful. (NOT *This cake ~~is tasting~~ wonderful.*)

Level: intermediate

We also use the present continuous to talk about:

- something which is happening **before and after a specific time**:

*At eight o'clock we **are** usually **having** breakfast.*
*When I get home the children **are doing** their homework.*

- something which **we think is temporary**:

*Michael is at university. He**'s studying** history.*
*I**'m working** in London for the next two weeks.*

- something which is **new** and **contrasts** with a previous state:

*These days most people **are using** email instead of writing letters.*
*What sort of clothes **are** teenagers **wearing** nowadays?*
*What sort of music **are** they **listening** to?*

- something which is changing, growing or developing:

*The children **are growing up** quickly.*
*The climate **is changing** rapidly.*
*Your English **is improving**.*

- something which happens **again and again**:

*It**'s always raining** in London.*
*They **are always arguing**.*
*George is great. He**'s always laughing**.*

Note that we normally use *always* with this use.

Wh - Question Form of the Present Continuous (Progressive) Tense

How do we make a wh question?

Form:

Wh question word (what, when...) + am /is / are + Subject (I, you, we...) + verb + ing + others

Table:

Wh Question Word	Auxilary Verb	Subject	Verb	others
Where	are	you	going	to?
What	is	she	watching	on TV?
When	is	Mike	leaving	school?
Who	are	you	talking	to?
Why	is	the teacher	saying	that?
How	are	they	coming	here?

These wh question words are at the beginning of the sentence. After them, we use auxilary verb and subject.
We **don't use** **yes** or **no** in the answer.

Example Sentences:

"Where" question asks for the place:

- Where is she living? --> She's living in NewYork.
- Where are you meeting your friends? --> I'm meeting them at the school.

"What" question asks for information about something:

- What are you eating ? --> I'm eating fruits.
- What are you reading? --> I'm reading a funny book.

"When" question asks for information about time:

- When are you meeting your father? --> I'm meeting him at 9.
- When is she coming home? --> She is coming home late today.

"Who" question asks for information about a person:

- Who is she talking on the phone? --> She is talking to her mother.
- Who are they travelling with? --> They are travelling with Tom.

"Why" question asks for information about reason, explanation:

- Why is she crying? --> She is crying because she lost her toy car.
- Why are we waiting here? --> We're waiting here because I cannot find my keys.

"How" question asks for information about manner, the way to do:

- How is Sally singing?--> She is singing very well.
- How are they going to work? -->I am going there by train.

Simple Present



Grammarly

GRAMMAR

The simple present is a verb tense with two main uses. We use the simple present tense when an action is happening right now, or when it happens regularly (or unceasingly, which is why it's sometimes called present indefinite). Depending on the person, the simple present tense is formed by using the root form or by adding -s or -es to the end.

I feel great! Pauline loves pie. I'm sorry to hear that you're sick.

Here's a tip: Want to make sure your writing always looks great? Grammarly can save you from misspellings, grammatical and punctuation mistakes, and other writing issues on all your favorite websites.

Your writing, at its best

Be the best writer in the office.

GET GRAMMARLY

The other is to talk about habitual actions or occurrences.

Pauline practices the piano every day. Ms. Jackson travels during the summer. Hamsters run all night.

Typically, when we want to describe a temporary action that is currently in progress, we use the present continuous: Pauline can't come to the phone right now because she **is brushing** her teeth.

How to Form the Simple Present

In the simple present, most regular verbs use the root form, except in the third-person singular (which ends in **-s**).

First-person singular: *I write*

Second-person singular: *You write*

Third-person singular: *He/she/it writes* (note the -s)

First-person plural: *We write*

Second-person plural: *You write*

Third-person plural: *They write*

For a few verbs, the third-person singular ends with **-es** instead of **-s**. Typically, these are verbs whose root form ends in **o, ch, sh, th, ss, gh,** or **z**.

First-person singular: *I go*

Second-person singular: *You go*

Third-person singular: *He/she/it goes* (note the -es)

First-person plural: *We go*

Second-person plural: *You go*

Third-person plural: *They go*

For most regular verbs, you put the negation of the verb before the verb, e.g. “She won’t go” or “I don’t smell anything.”

The verb **to be** is irregular:

First-person singular: *I am*

Second-person singular: *You are*

Third-person singular: *He/she/it is*

First-person plural: *We are*

Second-person plural: *You are*

Third-person plural: *They are*

How to Make the Simple Present Negative

The formula for making a simple present verb negative is **do/does + not + [root form of verb]**. You can also use the contraction **don’t** or **doesn’t** instead of **do not** or **does not**.

Pauline does not want to share the pie. She doesn’t think there is enough to go around. Her friends do not agree. I don’t want pie anyway.

To make the verb **to be** negative, the formula is **[to be] + not**.

I am not a pie lover, but Pauline sure is. You aren't ready for such delicious pie.

How to Ask a Question

***What does** Angela **do**?*
***When does** Rita usually **get up**?*

But questions with *who* often don't use *do* or *does*:

***Who lives** in London?*
***Who plays** football at the weekend?*
***Who works** at Liverpool City Hospital?*

Here are some useful questions. Try to remember them:

Where do you come from? *Do you come from …?* *Where do you live?* *Do you live in …?*	*What work do you do?* *Do you like …?* *Do you know …?*

Vocabulary for hairdressing

Hairdresser, stylist, barber (the professionals who cut your hair)

Hairdressing salon, the barber's / barber shop (the barber's is traditionally for men)

Haircut, cut, trim, blowdry, wash, towel dry, dry trim, wet trim, highlights, lowlights, relaxed, straightened, razor cut
Shampoo (product that cleans your hair)

Conditioner (product applied after shampoo – conditioner softens hair and makes it more manageable)

Deep heat/conditioning treatment

Hair dye (to change the colour of your hair)

Hair styling products:

- Hairdryer, straighteners, curling tongs, curling irons
- Scissors, clippers, trimmers, razor
- Gel, mousse, wax, cream, hair lacquer, hair spray
- Hair clips, hair slides

Simple past tense

With most verbs, the past tense is formed by adding *–ed*:

*call**ed***	*lik**ed***	*want**ed***	*work**ed***

But there are a lot of irregular past tense forms in English. Here are the most common irregular verbs in English, with their past tense forms:

Base form	Past tense
be	*was/were*
begin	*began*
break	*broke*
bring	*brought*
buy	*bought*
build	*built*
choose	*chose*
come	*came*
cost	*cost*
cut	*cut*
do	*did*
draw	*drew*

Base form	Past tense
drive	*drove*
eat	*ate*
feel	*felt*
find	*found*
get	*got*
give	*gave*
go	*went*
have	*had*
hear	*heard*
hold	*held*
keep	*kept*
know	*knew*
leave	*left*
lead	*led*
let	*let*
lie	*lay*
lose	*lost*
make	*made*
mean	*meant*
meet	*met*
pay	*paid*
put	*put*
run	*ran*
say	*said*
sell	*sold*
send	*sent*
set	*set*
sit	*sat*
speak	*spoke*
spend	*spent*
stand	*stood*
take	*took*
teach	*taught*
tell	*told*
think	*thought*
understand	*understood*

Base form	Past tense
wear *win* *write*	*wore* *won* *wrote*

We use the past tense to talk about:

- something that happened **once in the past**:

  *I **met** my wife in 1983.*
  *We **went** to Spain for our holidays.*
  *They **got** home very late last night.*

- something that happened **several times in the past**:

  *When I was a boy, I **walked** a mile to school every day.*
  *We **swam** a lot while we were on holiday.*
  *They always **enjoyed** visiting their friends.*

- something that was **true for some time in the past**:

  *I **lived** abroad for ten years.*
  *He **enjoyed** being a student.*
  *She **played** a lot of tennis when she was younger.*

- we often use **expressions with *ago*** with the past simple:

  *I **met** my wife **a long time ago**.*

Evidencias de Conocimiento : **Evidencias de Desempeño** **Evidencias de Producto:**		

5. GLOSARIO DE TÉRMINOS

6. REFERENTES BILBIOGRÁFICOS

Construya o cite documentos de apoyo para el desarrollo de la guía, según lo establecido en la guía de desarrollo curricular

7. CONTROL DEL DOCUMENTO

	Nombre	Cargo	Dependencia	Fecha
Autor (es)	**DAVID ANDRES GAITAN**	**INSTRUCTOR**	**CENTRO COMERCIO Y TURISMO**	**Feb/10/2022**

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

	Nombre	Cargo	Dependencia	Fecha	Razón del Cambio
Autor (es)	**David Andres Gaitan Arias**	**Instructor**	**Centro de comercio y turismo**	**02/05/2022**	**Actualizacion documento. (nuevo formato)**

PROCESO GESTIÓN DE FORMACIÓN PROFESIONAL INTEGRAL

INSTRUMENTO DE EVALUACIÓN

Regional: QUINDÍO
Centro de formación: COMERCIO Y TURISMO

Denominación del Programa de Formación: Técnico en Cosmetología y Estética Integral.

- Código del Programa de Formación: 637303

Versión: 104

Nombre del Aprendiz:_____

No. de Documento:_____ **No. De Ficha:** 2396867

Nombre del Instructor: David Andrés Gaitan Arias

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:

Poner en practica vocabulario básico y expresiones comunes de su área ocupacional en contextos específicos de su trabajo por medio del uso de frases sencillas en forma oral y escrita.

Actividad:

Elaborar un dialogo usando el tiempo Presente simple, hacer preguntas (do/does) y contestar afirmativa y negativamente.

En el desarrollo de este instrumento se valorarán las evidencias de Conocimiento, desempeño y/o producto del proceso, según las técnicas y habilidades desarrolladas durante la formación. Estas evidencias corresponden a las actividades que se describen en la guía de aprendizaje, las cuales fueron socializadas y concertadas con el instructor. Según sus evidencias presentadas el instructor valorara cada uno de los factores que contiene la siguiente lista de chequeo para alcanzar el resultado de aprendizaje.

LISTA DE CHEQUEO

CONOCIMIENTO ● PRODUCTO ● DESEMPEÑO ○

No.	ASPECTO	INDICADORES/FACTORES A EVALUAR	CUMPLE		OBSERVACIONES
			SI	NO	
1	Actitud Reflexión	El aprendiz participó de manera activa y colaborativa en la actividad de reflexión.			
2	Actitud Contextualización	El aprendiz participó de manera activa y colaborativa en la actividad de contextualización.			
3	Actitud Apropiación	El aprendiz participó en las actividades didácticas para la apropiación del conocimiento.			
4	Actitud Apropiación	El aprendiz se presentó puntual a las actividades de aprendizaje.			
5	Actitud Apropiación	El aprendiz evidenció un buen porte del uniforme durante el proceso de aprendizaje.			De acuerdo a contingencia covid19
6	Actitud Apropiación Técnico	El aprendíz identifica y apropia conceptos básicos de acuerdo a losprincipios de conocimientos establecidos en el programa de formación.			
7	Actitud Apropiación Técnico	El aprendíz desarrollo el plan de negocios de acuerdo a las dinámicas del sector productivo			
8	Actitud Portafolio de evidencias	El aprendiz registró las evidencias en el enlace correspondiente en la plataforma Territorium con base en las fechas e instrucciones dadas por el instructor.			

RESULTADO

APROBADO ☐ NO APROBADO ☐

OBSERVACIONES-RECOMENDACIONES:

Ciudad y fecha de aplicación del instrumento: Armenia Junio 28 de 2022

_____
Firma del Aprendiz

David Andrés Gaitan Arias
Firma del Instructor.

	Wh questions			
	PRACTICE	ENGLISH		

WH- QUESTIONS

LESSON PLAN

Warm up

https://www.youtube.com/watch?v=NbYLF6CTsao&t=4s

https://www.youtube.com/watch?v=w1z570qUJJc

GRAMMAR

Write in your notebook *(transcribir en el cuaderno)*

Las "**question words**" ayudan a definir y especificar aún más una pregunta en inglés. Una curiosidad: son conocidas como "Wh questions", pues se escriben con "wh", como: **what, when** y **who.**
Es importante destacar que estas palabras se utilizan normalmente al principio de la pregunta y deben estar acompañadas de los auxiliares respectivos del tiempo verbal.

What

"What" se utiliza de diversas formas en inglés. En una pregunta significa "qué" o "cuál". *What are you up to today?* (¿Qué harás hoy?) Ten en cuenta que esta es una frase con el verbo "to be" sólo y que, aun así, se desplaza hacia el principio de ella para formar la pregunta con "what". Echa un vistazo a otro ejemplo: *What did you tell her?* (¿Qué le dijiste a ella?)

Who

Cuando quieres descubrir quién hizo algo, usa who.
Who did you see there?
(¿Quién viste allí?)
Ahora, usa "**whose**" para preguntar de quién es algo:
Whose blouse is this?
(¿De quién es esa blusa?)
Observa que el sujeto es seguido del objeto de quien queremos encontrar al dueño y sólo después vemos el auxiliar del verbo y el sujeto de la pregunta.

When

Para saber la fecha o cuando algo sucedió / va a suceder, haz una pregunta con "when".
When are you travelling?
(¿Cuándo vas a viajar?)
When did they leave?
(¿Cuándo se han ido?)
When is your birthday? (¿Cuándo es tu cumpleaños?)

Where
Si quieres saber el lugar en que algo está o va a suceder, utiliza "where" (donde):
Where did you go last night?
(¿Dónde fuiste la noche pasada?)
Where are the kids hiding?
(¿Dónde están escondidos los niños?)

Why
Esta es la palabra que usamos para saber el motivo, la razón: es el nuestro por qué.
Why are you taking so long?
(¿Por qué tardas tanto?)
Why is it so expensive?
(¿Por qué esto es tan caro?)

Atención al responder preguntas con "why", pues, a pesar de ser usado en la pregunta, la respuesta se hace con "**because**". Por ejemplo:
Why are you taking so long?
Because I'm stuck in traffic!
(¡Porque estoy atrapado/a en el tráfico!)

Which
Esto suele causar un poco de confusión por la similitud de significado con "what". "Which" significa "cuál" o "cuáles", pero se utiliza cuando nos referimos a una elección entre elementos, es decir, es una pregunta con opciones limitadas de respuesta.
Which one is yours: the blue or the red?
(¿Cuál es el suyo: el azul o el rojo?)
Which one of the papers is yours?
(¿Cuál de los trabajos es el tuyo?)

How
Esta es una "question word" en inglés que no comienza con "wh-", pero también está entre las básicas: "how" significa "cómo".
How are you?
(¿Cómo estás?*How was your flight?*(¿Cómo fue tu vuelo?

Wh- Questions

WHAT	Ask for information about something.	*What* is on the table? There is a pencil
WHEN	Ask about the time that something happened or will happen.	*When* is the party? On Friday at 2 o'clock
WHERE	Ask questions about place or position	*Where* is your book? It is in the bag.
WHICH	Ask for information about one of a limited number of things.	*Which* is your apple? The green one.
WHO	Ask about someone's identity.	*Who* is that boy? He is my brother Tom
WHOM	Ask about the object (person) in the sentence.	To *whom* did you speak? I spoke to Mike.
WHOSE	Ask about possession.	*Whose* are these glasses? They are my glasses.
WHY	Ask for the reason.	*Why* are you late? *Because* I missed the bus.
HOW	Ask about the way in which something is done, something happens.	*How* was school today? It was great.
HOW MUCH	Ask for the quantity of any uncountable name.	*How much* fish do crocodiles eat? They eat a lot of fish.
HOW MANY	Ask for the quantity of any countable name.	*How many* teeth have gorillas got? They've got 32 teeth.

EXERCISES

1) Make in your notebook this exercise, choose the correct answer

Escribe estos ejercicos en su cuaderno, elige la respuesta correcta

1. ___ many students are in the class?
   - how
   - what
   - who

2. ___ has stolen my chocolate?
   - which
   - who
   - whose

3. ___ is the train station?
   - which
   - where
   - when

4. ___ is the news coming on tv?
   - who
   - where
   - when

5. ___ time does class start?
   - when
   - how
   - what

6. ___ pen is yours?
   - which
   - who
   - how

7. ___ old is your brother?
   - how
   - what
   - when

8. ___ didn't you come to class today?
   - when
   - how
   - why

❑ 9. ___ much sugar do you take in your coffee?

- who
- how
- what

❑ 10. ___ is your favourite animal?

- what
- whose
- how

2) Make these questions with: what - when - where – who in your notebook.

Realizar estas preguntas con what - when - where – who en tu cuaderno.

1)_____is your name ?

2)_____are you from?

3)_____is your birthday ?

4) _____is your favourite singer?

5) _____do you live?

6) _____is your phone number?

7)_____is your favourite hobby?

8)_____speaks english here?

9)_____are you going to finish?

10)_____is the park?

11)_____ will you go home ?

12)_____lives in that house ?

3) Print, make and paste in your notebook. (imprimir, realizar y pegar en su cuaderno)



Wh-questions



1. Ask about the underlined part.

1. Mrs. Hutchins works in <u>a pet shop</u>.
   _____
2. I've bought green suede gloves.
   _____
3. The Nelsons have been our neighbours for <u>ten years</u> now.
   _____
4. My sister played tennis <u>with Megan</u> yesterday.
   _____
5. We're going to Egypt <u>to see the Pyramids</u>.
   _____
6. Jenny has ballet lessons <u>twice a week</u>.
   _____
7. This schoolbag is <u>Mike's</u>.
   _____

2. Complete the questions with the correct question word and match them to the correct answers.

1. _____ is Daniel watching on TV?
2. _____ are the trees in this park?
3. _____ shoes are you going to wear with your dress?
4. _____ do your parents leave you home alone?
5. _____ shut the window?
6. _____ is Chicago from New York?
7. _____ cheese do you need to prepare the salad?
8. _____ are my keys? Have you seen them?
9. _____ dog is that?
10. _____ stamps does Henry's collection have?
11. _____ did Steve come back from Rome?
12. _____ do you usually travel on holidays?
13. _____ did you reach your destination?
14. _____ do you drink milk every day?
15. _____ makes you feel happy?
16. _____ will Martin study next year?
17. _____ daughter is sitting next to Tom?
18. _____ do you know that?
19. _____ of music does your sister like best?
20. _____ did you buy your house?
21. _____ is your brother?
22. _____ did they go to Paris?

a. I did. My feet were cold.
b. It's our neighbours'.
c. I think more than a hundred.
d. I suppose that last week.
e. Half a pound.
f. Really late, at about midnight.
g. Around five hundred items.
h. His favourite comedy show.
i. More than a thousand km.
j. At least once a week.
k. By car or by plane if it's far.
l. On your bedside table.
m. The purple ones.
n. My daughter's smiling face.
o. About twenty feet.
p. To see the Eiffel Tower.
q. Our maths teacher's.
r. Rock and R&B.
s. Because it' s healthy.
t. Sue told me.
u. Five years ago.
v. In California.

iSLCollective.com

NOTE: Taken from Colegio Colombo Británico Colombia (teacher : Carolina).

GESTION DE FORMACIÓN PROFESIONAL INTEGRAL
PLAN DE TRABAJO CONCERTADO

Programa de formación:	Tecnico en Cosmetologia y Estetica Integral.	**Ficha:**
Competencia:	Interacción en lengua inglesa de forma oral y escrita dentro de contextos sociales y laborales seg marco común europeo de referencia para las lenguas.	
Resultado:	Poner en practica vocabulario basico y expresiones comunes de su area ocupacional en contexto medio del uso de frases sencillas en forma oral y escrita.	
Nombre del Instructor:	David Andres gaitan Arias	

Nombre del Aprendiz	**Actividad a Desarrollar**	**Forma de Entrega de la Actividad**	
		Física	**Digital**
ADRIANA MARIA LOTERO	Elaborar un dialogo usando el presente simple, hacer preguntas(do/does) y responder afirmativa y negativamente.		X
MERIED RIVERA	Elaborar un dialogo usando el presente simple, hacer preguntas(do/does) y responder afirmativa y negativamente.		X
ANGELICA MARIA ALVAREZ SERNA	Elaborar un dialogo usando el presente simple, hacer preguntas(do/does) y responder afirmativa y negativamente.		X
ANGUI CATERINE CALDERON CORREA	Elaborar un dialogo usando el presente simple, hacer preguntas(do/does) y responder afirmativa y negativamente.		X
ALEJANDRA CHACON ZAPATA	Elaborar un dialogo usando el presente simple, hacer preguntas(do/does) y responder afirmativa y negativamente.		X

AYDE BEDOYA QUINTERO	Elaborar un dialogo usando el presente simple, hacer preguntas(do/does) y responder afirmativa y negativamente.		X
CAROLINA SANCHEZ ZAPATA	Elaborar un dialogo usando el presente simple, hacer preguntas(do/does) y responder afirmativa y negativamente.		X
DANIELA GOMEZ GUARNIZO	Elaborar un dialogo usando el presente simple, hacer preguntas(do/does) y responder afirmativa y negativamente.		X
DAYANNA ANDREA GOMEZ SANDOVAL	Elaborar un dialogo usando el presente simple, hacer preguntas(do/does) y responder afirmativa y negativamente.		X
JACKELINE JIMENEZ PARDO	Elaborar un dialogo usando el presente simple, hacer preguntas(do/does) y responder afirmativa y negativamente.		X
JOHAN SEBASTIAN ORTIZ RODRIGUEZ	Elaborar un dialogo usando el presente simple, hacer preguntas(do/does) y responder afirmativa y negativamente.		X
JUAN DAVID BENAVIDES PULIDO	Elaborar un dialogo usando el presente simple, hacer preguntas(do/does) y responder afirmativa y negativamente.		X
VALENTINA SERNA LEAL	Elaborar un dialogo usando el presente simple, hacer preguntas(do/does) y responder afirmativa y negativamente.		X
KAREN DAHIANA GUERRERO LONDOÑO	Elaborar un dialogo usando el presente simple, hacer preguntas(do/does) y responder afirmativa y negativamente.		X

	Versión: 02
	Código: DE-F-027

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gún los criterios establecidos por el

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Fecha de Entrega	Entregó	
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6/28/2022		

Proceso
Formato

INSTRUCCIONES PARA EL DI

No Il

1. Generalidades

1. xxxxxx

2. xxxxxx

Con las generalidades se da respuesta a preguntas como:

a) Objetivo del formato

b) Si hay un procedimiento que refiera este formato (Nombre y código).

c) Quién(es) lo diligencian

d) Frecuencia de diligenciamiento

e) Qué trámite surte el formato una vez diligenciado

f) Si se requiere imprimir (en lo posible no)

g) Quíén lo guarda

h) Otros, según se requiera

El número de generalidades y su estructura, depende de los requerimient

2. Instrucciones para diligenciar las casillas

NOMBRE DE LA CASILLA	INSTRUCCIO

Nota 1: No insertar comentarios en las casillas para dar instrucciones porque

Nota 2: La instrucción para el diligenciamiento de las casillas debe ir más allá d
que orienten al usuario para asegurar que la información que se reporte cumpla

Nota 3: Al hacer uso de este formato, coloque en el encabezado el código y vers

Nota 4: El cuerpo del formato se estructura según lo determine el proceso, cons

XXXX **XXXX**	Versión: 01 Código: DE-F-027

LIGENCIAMIENTO DEL FORMATO

MPRIMIR

os del formato

NES	TENER EN CUENTA

al imprimir el formato las instrucciones no se leen.

e indicar lo que solicita el título de la misma. Es importante indicar aspectos relevantes criterios de: vigencia, suficiencia, coherencia, pertinencia, calidad, alcance, entre otros.

sión que le corresponda.

ervando el encabezado y la hoja 2 con la estructura para realizar las instrucciones.

PROCESO DE GESTIÓN DE FORMACIÓN PROFESIONAL INTEGRAL

FORMATO GUÍA DE APRENDIZAJE

IDENTIFICACIÓN DE LA GUIA DE APRENDIZAJE

- Denominación del Programa de Formación: Tecnico en Peluqueria
- Código del Programa de Formación: 637303
- Nombre del Proyecto : Aplicación de protocolos establecidos para el desempeño en el área de peluqueria.
- Fase del Proyecto : Analisis
- Actividad de Proyecto : Identificar las características morfológicas y fisicoquímica del cabello del usuario en el cambio de imagen teniendo encuenta la normatividad legal vigente.

- 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 Alcanzar:

  Participar en intercambios conversacionales básicos en forma oral y escrita en ingles en diferentes situaciones sociales tanto en la cotidianidad como en experiencias pasadas.

  Llevar a cabo acciones de mejora relacionadas con el intercambio de información básica en ingles, sobre si mismo, otras personas, su contexto inmediato así como de experiencias.

- Duración de la Guía 38 horas

2. PRESENTACIÓN

En los últimos años el SENA viene desarrollando iniciativas tanto pedagógicas como académicas para que los aprendices logren un nivel competitivo en inglés. Las iniciativas pedagógicas comprenden cambios continuos en la manera de transmitir el conocimiento para que sea más efectivo, significativo y aplicable en los diferentes campos laborales y personales del aprendiz donde requiere comunicarse. Y las iniciativas académicas incluyen

por ejemplo el programa "Volunteachers" en el cual personas extranjeras hacen acompañamiento en la formación con el fin de crear un espacio de inmersión donde los aprendices estén más expuestos a la lengua. Todo este trabajo, tiene un mismo objetivo, que los aprendices puedan comunicarse en otra lengua

y desenvolverse en el mundo laboral que les espera, donde seguramente hablar otro idioma los hará ser aprendices de clase mundial.

English importance during the last years.

It is paramount to speak English nowadays since it gives all kinds of opportunities in communication, life quality, and education. First of all, English breaks down communication barriers because it is a lingua franca. In other words, English is the most commonly used language among foreign language speakers. Throughout the world, when people with different languages come together they commonly use English to communicate. That also means that a vast majority of people around the world can speak use this language for different purposes; for example, a multicultural meeting and a chat with a foreigner unable to speak the local language are some of the situations where English is used as lingua franca. Second, English speakers are very likely to have good job opportunities. For instance, most of the English-speaking countries, such as England and the United States are countries with a high gross domestic product and where speaking English is the best way to get job opportunities. Therefore, the standard of living of these people can improve considerably. Finally, English- speaking countries have the best education offer in the world

PRESENT CONTINUOUS
(ING)

Present continuous

Level: beginner

The present continuous is made from the **present tense of the verb *be*** and the **–*ing* form** of a verb:

*I **am***	*work**ing***
*You **are***	*play**ing***

*He **is***	*talk**ing***
*She **is***	*liv**ing***
*It **is***	*eat**ing***
*We **are***	*stay**ing***
*They **are***	*sleep**ing***

We use the present continuous to talk about:

- **activities at the moment of speaking**:

*I'**m** just **leaving** work. I'll be home in an hour.*
*Please be quiet. The children **are sleeping**.*

Present continuous 1
Present continuous 2

- **future plans or arrangements:**

*Mary **is going** to a new school **next term**.*
*What **are** you **doing** **next week**?*

Present continuous 3
Present continuous 4

Present continuous questions

We make questions by putting ***am***, ***is*** or ***are*** in front of the **subject**:

Are you *listening?*
Are they *coming to your party?*
When ***is she*** *going home?*
What ***am I*** *doing here?*

Present continuous questions 1
Present continuous questions 2

Present continuous negatives

We make negatives by putting ***not*** (or ***n't***) after ***am***, ***is*** or ***are***:

*I'**m not** doing that.*
*You **aren't** listening.* (or *You're **not** listening.*)
*They **aren't** coming to the party.* (or *They're **not** coming to the party.*)
*She **isn't** going home until Monday.* (or *She's **not** going home until Monday.*)

Present continuous negatives 1
Present continuous negatives 2

Stative verbs

We do not normally use the continuous **with stative verbs**. Stative verbs include:

- verbs of **thinking and feeling**:

believe *dislike* *know* *like*	*love* *hate* *prefer* *realise*	*recognise* *remember* *suppose* *think* (= believe)	*understand* *want* *wish*

- verbs of the senses:

appear *feel*	*look* *seem*	*smell* *sound*	*taste*

- others:

agree *be*	*belong* *disagree*	*need* *owe*	*own* *possess*

We normally use the simple instead:

I understand you. (NOT *I ~~am understanding~~ you.*)
This cake tastes wonderful. (NOT *This cake ~~is tasting~~ wonderful.*)

Level: intermediate

We also use the present continuous to talk about:

- something which is happening **before and after a specific time**:

*At eight o'clock we **are** usually **having** breakfast.*
*When I get home the children **are doing** their homework.*

- something which **we think is temporary**:

*Michael is at university. He'**s studying** history.*
*I'**m working** in London for the next two weeks.*

- something which is **new** and **contrasts** with a previous state:

*These days most people **are using** email instead of writing letters.*
*What sort of clothes **are** teenagers **wearing** nowadays?*
*What sort of music **are** they **listening** to?*

- something which is changing, growing or developing:

*The children **are growing up** quickly.*
*The climate **is changing** rapidly.*
*Your English **is improving**.*

- something which happens **again and again**:

*It**'s always raining** in London.*
*They **are always arguing**.*
*George is great. He**'s always laughing**.*

Note that we normally use *always* with this use.

Wh - Question Form of the Present Continuous (Progressive) Tense

How do we make a wh question?
Form:
Wh question word (what, when...) + am /is / are + Subject (I, you, we...) + verb + ing + others

Table:

Wh Question Word	Auxilary Verb	Subject	Verb	others
Where	are	you	going	to?
What	is	she	watching	on TV?
When	is	Mike	leaving	school?
Who	are	you	talking	to?
Why	is	the teacher	saying	that?
How	are	they	coming	here?

These wh question words are at the beginning of the sentence. After them, we use auxilary verb and subject.
We **don't use** **yes** or **no** in the answer.

Example Sentences:

"Where" question asks for the place:

- Where is she living? --> She's living in NewYork.
- Where are you meeting your friends? --> I'm meeting them at the school.

"What" question asks for information about something:

- What are you eating ? --> I'm eating fruits.
- What are you reading? --> I'm reading a funny book.

"When" question asks for information about time:

- When are you meeting your father? --> I'm meeting him at 9.
- When is she coming home? --> She is coming home late today.

"Who" question asks for information about a person:

- Who is she talking on the phone? --> She is talking to her mother.
- Who are they travelling with? --> They are travelling with Tom.

"Why" question asks for information about reason, explanation:

- Why is she crying? --> She is crying because she lost her toy car.
- Why are we waiting here? --> We're waiting here because I cannot find my keys.

"How" question asks for information about manner, the way to do:

- How is Sally singing?--> She is singing very well.
- How are they going to work? -->I am going there by train.

Simple Present



Grammarly

GRAMMAR

The simple present is a verb tense with two main uses. We use the simple present tense when an action is happening right now, or when it happens regularly (or unceasingly, which is why it's sometimes called present indefinite). Depending on the person, the simple present tense is formed by using the root form or by adding -s or -es to the end.

I feel great! Pauline loves pie. I'm sorry to hear that you're sick.

Here's a tip: Want to make sure your writing always looks great? Grammarly can save you from misspellings, grammatical and punctuation mistakes, and other writing issues on all your favorite websites.

Your writing, at its best

Be the best writer in the office.

GET GRAMMARLY

The other is to talk about habitual actions or occurrences.

Pauline practices the piano every day. Ms. Jackson travels during the summer. Hamsters run all night.

Typically, when we want to describe a temporary action that is currently in progress, we use the present continuous: Pauline can't come to the phone right now because she **is brushing** her teeth.

How to Form the Simple Present

In the simple present, most regular verbs use the root form, except in the third-person singular (which ends in **-s**).

First-person singular: *I write*

Second-person singular: *You write*

Third-person singular: *He/she/it writes* (note the -s)

First-person plural: *We write*

Second-person plural: *You write*

Third-person plural: *They write*

For a few verbs, the third-person singular ends with **-es** instead of **-s**. Typically, these are verbs whose root form ends in **o, ch, sh, th, ss, gh,** or **z**.

First-person singular: *I go*

Second-person singular: *You go*

Third-person singular: *He/she/it goes* (note the -es)

First-person plural: *We go*

Second-person plural: *You go*

Third-person plural: *They go*

For most regular verbs, you put the negation of the verb before the verb, e.g. “She won’t go” or “I don’t smell anything.”

The verb **to be** is irregular:

First-person singular: *I am*

Second-person singular: *You are*

Third-person singular: *He/she/it is*

First-person plural: *We are*

Second-person plural: *You are*

Third-person plural: *They are*

How to Make the Simple Present Negative

The formula for making a simple present verb negative is **do/does + not + [root form of verb]**. You can also use the contraction **don’t** or **doesn’t** instead of **do not** or **does not**.

Pauline does not want to share the pie. She doesn't think there is enough to go around. Her friends do not agree. I don't want pie anyway.

To make the verb **to be** negative, the formula is **[to be] + not**.

I am not a pie lover, but Pauline sure is. You aren't ready for such delicious pie.

How to Ask a Question

What does *Angela* ***do****?*
When does *Rita usually* ***get up****?*

But questions with *who* often don't use *do* or *does*:

Who lives *in London?*
Who plays *football at the weekend?*
Who works *at Liverpool City Hospital?*

Here are some useful questions. Try to remember them:

Where do you come from? *Do you come from …?* *Where do you live?* *Do you live in …?*	*What work do you do?* *Do you like …?* *Do you know …?*

Vocabulary for hairdressing

Hairdresser, stylist, barber (the professionals who cut your hair)

Hairdressing salon, the barber's / barber shop (the barber's is traditionally for men)

Haircut, cut, trim, blowdry, wash, towel dry, dry trim, wet trim, highlights, lowlights, relaxed, straightened, razor cut
Shampoo (product that cleans your hair)

Conditioner (product applied after shampoo – conditioner softens hair and makes it more manageable)

Deep heat/conditioning treatment

Hair dye (to change the colour of your hair)

Hair styling products:

- Hairdryer, straighteners, curling tongs, curling irons
- Scissors, clippers, trimmers, razor
- Gel, mousse, wax, cream, hair lacquer, hair spray
- Hair clips, hair slides

Simple past tense

With most verbs, the past tense is formed by adding *–ed*:

*call**ed***	*lik**ed***	*want**ed***	*work**ed***

But there are a lot of irregular past tense forms in English. Here are the most common irregular verbs in English, with their past tense forms:

Base form	Past tense
be *begin* *break* *bring*	*was/were* *began* *broke* *brought*

Base form	Past tense
buy	*bought*
build	*built*
choose	*chose*
come	*came*
cost	*cost*
cut	*cut*
do	*did*
draw	*drew*
drive	*drove*
eat	*ate*
feel	*felt*
find	*found*
get	*got*
give	*gave*
go	*went*
have	*had*
hear	*heard*
hold	*held*
keep	*kept*
know	*knew*
leave	*left*
lead	*led*
let	*let*
lie	*lay*
lose	*lost*
make	*made*
mean	*meant*
meet	*met*
pay	*paid*
put	*put*
run	*ran*
say	*said*
sell	*sold*
send	*sent*
set	*set*
sit	*sat*

Base form	Past tense
speak	*spoke*
spend	*spent*
stand	*stood*
take	*took*
teach	*taught*
tell	*told*
think	*thought*
understand	*understood*
wear	*wore*
win	*won*
write	*wrote*

We use the past tense to talk about:

- something that happened **once in the past**:

  *I **met** my wife in 1983.*
  *We **went** to Spain for our holidays.*
  *They **got** home very late last night.*

- something that happened **several times in the past**:

  *When I was a boy, I **walked** a mile to school every day.*
  *We **swam** a lot while we were on holiday.*
  *They always **enjoyed** visiting their friends.*

- something that was **true for some time in the past**:

  *I **lived** abroad for ten years.*
  *He **enjoyed** being a student.*
  *She **played** a lot of tennis when she was younger.*

- we often use **expressions with *ago*** with the past simple:

  *I **met** my wife **a long time ago**.*

Evidencias de Aprendizaje	Criterios de Evaluación	Técnicas e Instrumentos de Evaluación
Evidencias de Conocimiento : **Evidencias de Desempeño** **Evidencias de Producto:**		

5. GLOSARIO DE TÉRMINOS

6. REFERENTES BILBIOGRÁFICOS

Construya o cite documentos de apoyo para el desarrollo de la guía, según lo establecido en la guía de desarrollo curricular

7. CONTROL DEL DOCUMENTO

	Nombre	Cargo	Dependencia	Fecha
Autor (es)	**DAVID ANDRES GAITAN**	**INSTRUCTOR**	**CENTRO COMERCIO Y TURISMO**	**Feb/10/2022**

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

	Nombre	Cargo	Dependencia	Fecha	Razón del Cambio
Autor (es)	**David Andres Gaitan Arias**	**Instructor**	**Centro de comercio y turismo**	**05/02/2022**	**Actualizacion documento. (nuevo formato)**

PROCESO GESTIÓN DE FORMACIÓN PROFESIONAL INTEGRAL
INSTRUMENTO DE EVALUACIÓN

Regional: Quindío
Centro de formación: Comercio y Turismo
Denominación del Programa de Formación: Técnico en Peluqueria
Código del Programa de Formación: 637303
Versión: 104

Nombre del Aprendiz: _____

No. de Documento: _____ **No. De Ficha: 2448646**

Nombre del Instructor: David Andres Gaitan Arias

Competencia:

- Interactuar en lengua inglesa de forma oral y escrita dentro de contextos sociales y laborales según los criterios establecidos por el marco común.
-

  Resultado de Aprendizaje: Participar en intercambios conversacionales básicos en forma oral y escrita en ingles en diferentes situaciones sociales tanto en la cotidianidad como en experiencias pasadas.

  Llevar a cabo acciones de mejora relacionadas con el intercambio de información básica en ingles, sobre si mismo, otras personas, su contexto inmediato así como de experiencias.

Actividad: Hacer una entrevista a un compañero usando el verbo (to be), hacer preguntas y responder affirmativa y negativamente

Evidencia:

INSTRUCCIONES PARA EL DILIGENCIAMIENTO:

En el desarrollo de este instrumento se valorarán las evidencias de desempeño y/o producto del proceso, según las técnicas y habilidades desarrolladas durante la formación. Estas evidencias corresponden a las actividades que se describen en la guía de aprendizaje, las cuales fueron socializadas y concertadas con el instructor.

Según sus evidencias presentadas el instructor valorará cada uno de los factores que contiene la siguiente lista de chequeo para alcanzar el resultado de aprendizaje.

LISTA DE CHEQUEO

CONOCIMIENTO ⬭ PRODUCTO ⬬ DESEMPEÑO ⬬

No.	ASPECTO	INDICADORES/FACTORES A EVALUAR	CUMPLE		OBSERVACIONES
			SI	NO	
1	Actitud Reflexión	El aprendiz participó de manera activa y colaborativa en la actividad de reflexión.			
2	Actitud Contextualización	El aprendiz participó de manera activa y colaborativa en la actividad de contextualización.			
3	Actitud Apropiación	El aprendiz participó en las actividades didácticas para la apropiación del conocimiento.			
4	Actitud Apropiación	El aprendiz se presentó puntual a las actividades de aprendizaje.			
5	Actitud Apropiación	El aprendiz evidenció un buen porte del uniforme durante el proceso de aprendizaje.			
6	Actitud Apropiación Técnico	El aprendíz realiza su presentación personal.			
7	Actitud Apropiación Técnico	El aprendíz presenta buen manejo de las estructuras gramaticales.			
8	Actitud Apropiación Técnico	El aprendiz presenta el salón de belleza de sus sueños			

RESULTADOS:

Aprobado ☐ Deficiente ☐

OBSERVACIONES-RECOMENDACIONES:

Armenia, Quindio.

_____
Firma del Aprendiz

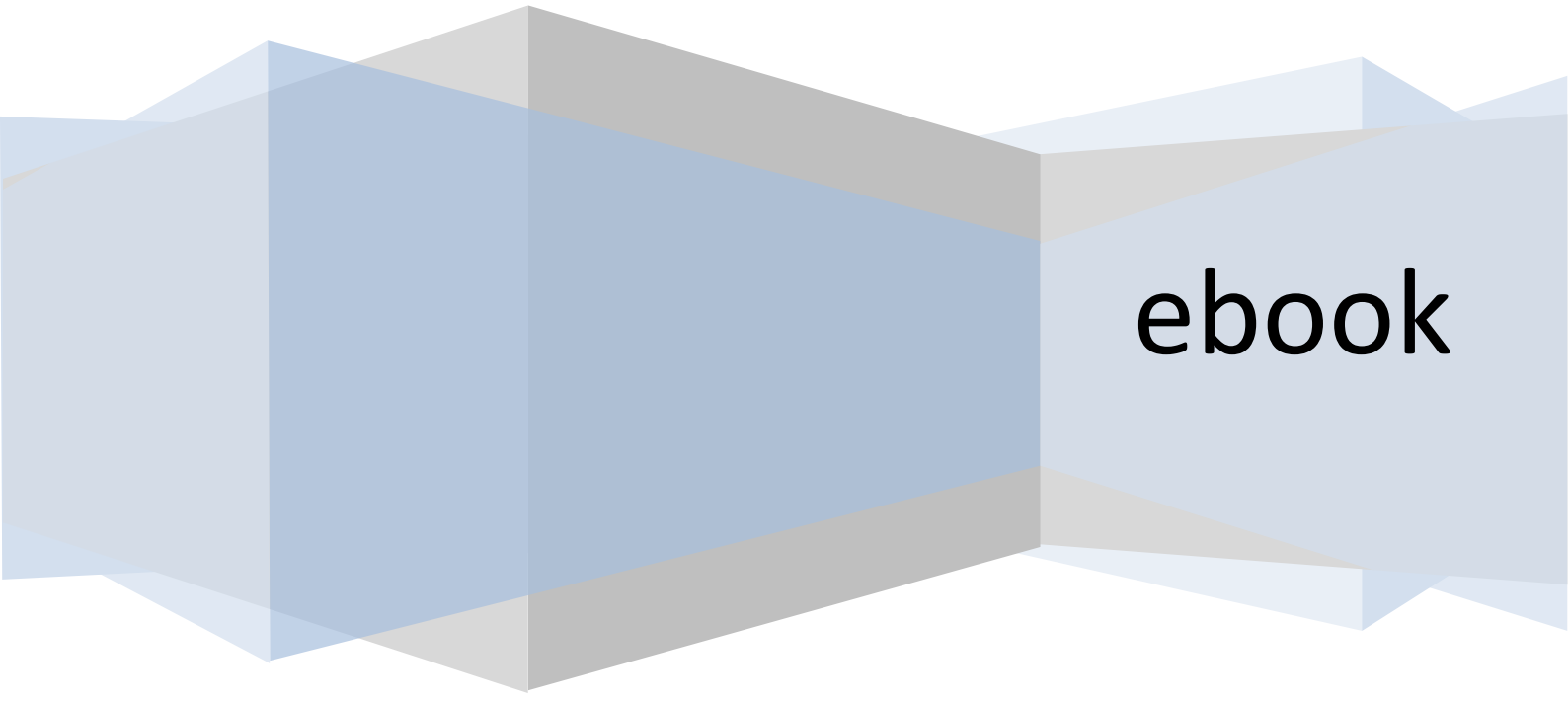
David Andres Gaitan Arias
Firma del Instructor

Petr Kulaty

English tenses

PDF exercises with answers

e-grammar.org



English tenses - exercises

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• Present simple vs continuous

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Exercise 2 - affirmative 30

Exercise 3 - questions 32

Exercise 4 - questions 34

Exercise 5 - negative 36

Exercise 6 - all forms 38

Present simple: exercise 1 - verb to be

Complete the sentences with the present simple forms of the verb to be.

A: Where are we now?

B: You ..... just in front of our house.

A: Are you hungry?

B: Yes, I ..... a little bit hungry.

A: Is your sister at school?

B: No, she ..... at school.

A: Where are your parents?

B: My mum and dad ..... at work.

A: Is Peter your friend? And what about Bill?

B: Peter and Bill ..... my best friends.

A: I think these stories are very interesting.

B: Really? The stories ..... interesting at all.

A: How often are you ill?

B: Quite often. I ..... very healthy.

A: Are Susan and Marion good at sport?

B: Well, Susan ..... quite good at athletics, but Marion isn't.

A: Am I the best student in our class?

B: No, you ..... . I'm the best.

A: Where are you, Simon?

B: I'm afraid Simon ..... here. He is at the shop.

See the Answer Key on the next page.

Present simple: exercise 1 - verb to be

Answer key

You are (you're) just in front of our house.

Yes, I am (I'm) a little bit hungry.

No, she is not (isn't) at school.

My mum and dad are at work.

Peter and Bill are my best friends.

Really? The stories are not (aren't) interesting at all.

Quite often. I am not (I'm not) very healthy.

Well, Susan is quite good at athletics, but Marion isn't.

No, you are not (aren't). I'm the best.

I'm afraid Simon is not (isn't) here. He is at the shop.

Present simple: exercise 2 - yes/no questions

Complete this dialogue with do or does to make present simple questions.

Example:

Sue: My brother Mark goes to primary school.
Ann: (he - get up early?) Does he get up early?

Sue: My brother Mark goes to primary school.

Ann: (he - get up early?) .....

Sue: Yes, very early. His friends Jim and Kevin travel with him every day.

Ann: (they - travel by bus?) .....

Sue: Sometimes. On Mondays and Fridays Jim's father takes them by car. He is a teacher.

Ann: (he - teach at the same school? .....

Sue: Yes. he does. He teaches English and history.

Ann: (your brother - like English?) .....

Sue: English is his favourite subject.

Ann: (you - help him with his homework?) .....

Sue: Never. My brother is the best student in his class.

Ann: (Jim and Kevin - attend the same lessons?) .....

Sue: No, they don't. They are two years older. But they meet for lunch.

Ann: (Mark - eat at a school canteen?) .....

Sue: Yes, because our mum and dad don't have the time to prepare his lunch.

Ann: (your parents - go to work?) .....

Sue: Yes, they do. My mum is a nurse and my dad is a doctor.

Ann: (they - work at a hospital?) .....

Sue: Only my mum.

Ann: (your brother - want to be a doctor?) .....

Sue: I don't know. But I want to be a nurse.

See the Answer Key on the next page.

Present simple: exercise 2 - yes/no questions

Answer key

Does he get up early?

Do they travel by bus?

Does he teach at the same school?

Does your brother like English?

Do you help him with his homework?

Do Jim and Kevin attend the same lessons?

Does Mark eat at a school canteen?

Do your parents go to work?

Do they work at a hospital?

Does your brother want to be a doctor?

Present simple: exercise 7 - third person

Test 1

Fill the gaps with verbs in the simple present tense and use words ending in -s, -es and -ies.

Why Samuel wakes up early

Every day little Samuel ..... (get) up early in the morning. He ..... (hurry) downstairs and into the backyard. Where is she? Over there. His black and white kitten always ..... (play) in the grass. Little Samuel ..... (catch) her with both hands, ... (grab) her under her soft belly, ... (lift) her into the air and ..... (kiss) her on her pink nose. Then he ..... (carry) her into the kitchen to give her a small bowl of milk. But sometimes he just ..... (watch) his kitten running on the grass. What a fast cat she is! She never ..... (miss) a mosquito that ..... (fly) low above the ground.

Test 2

Use the following verbs in the present simple to complete the sentences.

choose - finish - go - practise - cry - love - push - make - study - mix - put - start - do - pass - help - fry serve - taste - take - wash - fix - crash - let

My dear family

1. My brother Mike ..... biology at university. He ..... several exams every year and he always ..... all his exams. He ..... summer terms in June and ..... the next term at the end of September.

2. My sister Frances ..... guitar lessons and ..... every day.

3. My aunt Fiona ..... watching romantic stories and she sometimes ..... .

4. My mum usually ..... shopping on Fridays. She ..... a lot of things in her trolley and then she ..... it in front of her.

5. My dad is crazy about cars. He always ..... the best car he can afford. He ..... it every weekend and ..... all the breakdowns. He is a careful driver. He never ..... .

6. My grandma ..... the best goulash in the world. My grandpa usually ..... her. He ..... beef meat and onions in oil and later ..... the ingredients. My grandma ..... the goulash in the freezer for a couple of days before she ..... it. It ..... much better!

See the Answer Key on the next page.

Present simple: exercise 7 - third person

Answer key

Test 1

gets up
hurries
plays
catches
grabs
lifts
kisses
carries
watches
misses
flie

Test 2

1. My brother Mike **studies** biology at university. He **takes/does** several exams every year and he always **passes** all his exams. He **finishes** summer terms in June and **starts** the next term at the end of September.

2. My sister Frances **takes** guitar lessons and **practises** every day.

3. My aunt Fiona **loves** watching romantic stories and she sometimes **cries**.

4. My mum usually **goes** shopping on Fridays. She **puts** a lot of things in her trolley and then she **pushes** it in front of her.

5. My dad is crazy about cars. He always **chooses** the best car he can afford. Then he **washes** it every weekend and **fixes** all the breakdowns on his own. He is a careful driver. He never **crashes**.

6. My grandma **makes** the best goulash in the world. My grandpa usually **helps** her - he **fries** beef meat and onions in oil and later **mixes** the ingredients. My grandma **lets** the goulash in a freezer for a couple of days before she **serves** it. It **tastes** much better!

Present simple: exercise 8 - all forms

Complete the dialogues with correct forms of the present simple tense.

What ..... the longest river in the world? (be)

The longest rivers ..... the Amazon and the Nile. (be)

What ..... in your free time? (do)

I ..... anything. I just get bored. (not do)

Mrs Jolie, your son ..... in my lessons. (sleep)

Oh, no. How long ..... ? (sleep)

..... this your bag? (be)

No, it ..... mine. (not be)

What about your children? ..... to the same school? (go)

Annie ..... to school. She is four. (not go)

Sue and Kam ..... well-dressed today. (be)

Are you crazy? They ..... well-dressed at all! (not be)

..... your husband a good driver? (be)

Well, he always ..... his best. (try)

Greg is the best player in our team. He never ..... the goal. (miss)

Really? How often .....? (score)

See the Answer Key on the next page.

Present simple: exercise 8 - all forms

Answer key

What is (What's) the longest river in the world?

The longest rivers are the Amazon and the Nile.

What do you do in your free time?

I do not (don't) do anything. I just get bored.

Mrs Jolie, your son sleeps in my lessons.

Oh, no. How long does he sleep?

Is this your bag?

No, it is not (isn't) mine.

What about your children? Do they go to the same school?

Annie does not (doesn't) go to school. She is four.

Sue and Kam are well-dressed today.

Are you crazy? They are not (aren't) well-dressed at all!

Is your husband a good driver?

Well, he always tries his best.

Greg is the best player in our team. He never misses the goal.

Really? How often does he score?

Past simple and continuous exercises

• Past simple

Exercise 1 - was, were 41

Exercise 2 - was, were 43

Exercise 3 - regular and irregular verbs 45

Exercise 4 - questions 47

Exercise 5 - questions 49

Exercise 6 - positive and negative 51

Exercise 7 - negative 53

• Past continuous

Exercise 1 - affirmative 55

Exercise 2 - affirmative 57

Exercise 3 - questions 59

Exercise 4 - questions 61

Exercise 5 - negative 63

Exercise 6 - negative 65

• Past simple and continuous

Exercise 1 - affirmative 67

Exercise 2 - affirmative 69

Exercise 3 - questions 71

Exercise 4 - negative 73

Exercise 5 - all forms 75

Future simple and continuous exercises

• Future simple

Exercise 1 - affirmative 79

Exercise 2 - affirmative 81

Exercise 3 - questions 83

Exercise 4 - questions 85

Exercise 5 - positive and negative 87

Exercise 6 - negative 89

• Future continuous

Exercise 1 - affirmative 91

Exercise 2 - affirmative 93

Exercise 3 - questions 95

Exercise 4 - questions 97

Exercise 5 - positive and negative 99

Exercise 6 - negative 101

• Future simple and continuous

Exercise 1 - affirmative 103

Exercise 2 - affirmative 105

Exercise 3 - questions 107

Exercise 4 - questions 109

Exercise 5 - negative 111

Present perfect simple and continuous exercises

• Present perfect simple

Exercise 1 - affirmative 115

Exercise 2 - signal words 117

Exercise 3 - positive and negative 119

Exercise 4 - statements and questions 121

Exercise 5 - questions 123

Exercise 6 - all forms 125

• Present perfect continuous

Exercise 1 - affirmative 127

Exercise 2 - affirmative 129

Exercise 3 - affirmative 131

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• Present perfect simple and continuous

Exercise 1 - statements 137

Exercise 2 - statements and questions 139

Exercise 3 - questions 141

Exercise 4 - all forms 143

Exercise 5 - signal words 145

- **Present perfect vs past simple**

Exercise 1 - statements and questions 147

Exercise 2 - all forms 149

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Past perfect simple and continuous exercises

• Past perfect simple

Exercise 1 - affirmative 157

Exercise 2 - statements and questions 159

Exercise 3 - positive and negative 161

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• Past perfect continuous

Exercise 1 - affirmative 167

Exercise 2 - affirmative 169

Exercise 3 - affirmative 171

Exercise 4 - questions 173

Exercise 5 - all forms 175

• Past perfect simple and continuous

Exercise 1 - affirmative 177

Exercise 2 - affirmative 179

Exercise 3 - affirmative 181

Exercise 4 - positive and negative 183

Exercise 5 - statements and questions 185

- **Past perfect vs past simple**

Exercise 1 - affirmative 187

Exercise 2 - affirmative 189

Exercise 3 - statements and questions 191

Exercise 4 - all forms 193

Future perfect simple and continuous exercises ____

• Future perfect simple

Exercise 1 - affirmative 197

Exercise 2 - affirmative 199

Exercise 3 - positive and negative 201

Exercise 4 - questions 203

Exercise 5 - all forms 205

• Future perfect continuous

Exercise 1 - affirmative 207

Exercise 2 - affirmative 209

Exercise 3 - affirmative 211

Exercise 4 - positive and negative 213

Exercise 5 - questions 215

• Future perfect simple and continuous

Exercise 1 - affirmative 217

Exercise 2 - affirmative 219

Exercise 3 - affirmative 221

Exercise 4 - statements and questions 223

Exercise 5 - questions 225

Exercise 6 - positive and negative 227

- **Future perfect vs future continuous**

Exercise 1 - affirmative 229

Exercise 2 - affirmative 231

Exercise 3 - statements and questions 233

Exercise 4 - positive and negative 235

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	Versión: 02
	Código: DE-F-027

GESTION DE FORMACIÓN PROFESIONAL INTEGRAL

PLAN DE TRABAJO CONCERTADO

Programa de formación:	Técnico en Peluqueria	**Ficha:**	2448646
Competencia:	Interacción en lengua inglesa de forma oral y escrita dentro de contextos sociales y laborales según los criterios establecidos por el marco común.		
Resultado:	Llevar a cabo acciones de mejora relacionadas con el intercambio de información básica en inglés, sobre sí mismo, otras personas su contexto inmediato asi como de experiencias pasadas.		
Nombre del Instructor:	David Andres Gaitan Arias		

Nombre del Aprendiz	Actividad a Desarrollar	Forma de Entrega de la Actividad		Fecha de Entrega	Entregó	
		Física	Digital		SI	NO
ALEJANDRA CAICEDO BLANDON	elaborar un dialogo usando el tiempo Presente Simple , hacer preguntas (do/does) y responder afirmativa ynegativamente.		X			
CATALINA MUNERA RESTREPO	elaborar un dialogo usando el tiempo Presente Simple , hacer preguntas (do/does) y responder afirmativa ynegativamente.		X	03/24/2022		
GLORIA GIMENA NASTACUAS	elaborar un dialogo usando el tiempo Presente Simple , hacer preguntas (do/does) y responder afirmativa ynegativamente.		X	03/24/2022		
INGRID YURANI CUESTA TARAMUE	elaborar un dialogo usando el tiempo Presente Simple , hacer preguntas (do/does) y responder afirmativa ynegativamente.		X	03/24/2022		
KAREN ALEXANDRA MUÑOZ ÑAÑEZ	elaborar un dialogo usando el tiempo Presente Simple , hacer preguntas (do/does) y responder afirmativa ynegativamente.		X	03/24/2022		
KAREN STEPHNY GARCIA RAMIREZ	elaborar un dialogo usando el tiempo Presente Simple , hacer preguntas (do/does) y responder afirmativa ynegativamente.		X	03/24/2022		
LIDA FANDIÑO LOAIZA	elaborar un dialogo usando el tiempo Presente Simple , hacer preguntas (do/does) y responder afirmativa ynegativamente.		X	03/24/2022		
MARIANA OSORIO OSPINA	elaborar un dialogo usando el tiempo Presente Simple , hacer preguntas (do/does) y responder afirmativa ynegativamente.		X	03/24/2022		

PAULA ANDREA PEDRIZA LOPEZ	elaborar un dialogo usando el tiempo Presente Simple , hacer preguntas (do/does) y responder afirmativa ynegativamente.		X	03/24/2022		
SEBASTIAN CIFUENTES CASTELLANOS	elaborar un dialogo usando el tiempo Presente Simple , hacer preguntas (do/does) y responder afirmativa ynegativamente.		X	03/24/2022		
YULY YULIANA FRANCO CASTAÑEDA	elaborar un dialogo usando el tiempo Presente Simple , hacer preguntas (do/does) y responder afirmativa ynegativamente.		X	03/24/2022		
YVONNE MARITZA HERRERA BALLEN	elaborar un dialogo usando el tiempo Presente Simple , hacer preguntas (do/does) y responder afirmativa ynegativamente.		X	03/24/2022		
	elaborar un dialogo usando el tiempo Presente Simple , hacer preguntas (do/does) y responder afirmativa ynegativamente.		X	03/24/2022		
	elaborar un dialogo usando el tiempo Presente Simple , hacer preguntas (do/does) y responder afirmativa ynegativamente.		X	03/24/2022		

Proceso **xxxx** Formato **xxxx**	Versión: 01 Código: DE-F-027

INSTRUCCIONES PARA EL DILIGENCIAMIENTO DEL FORMATO

No IMPRIMIR

1. Generalidades

1. xxxxxx

2. xxxxxx

Con las generalidades se da respuesta a preguntas como:

a) Objetivo del formato

b) Si hay un procedimiento que refiera este formato (Nombre y código).

c) Quién(es) lo diligencian

d) Frecuencia de diligenciamiento

e) Qué trámite surte el formato una vez diligenciado

f) Si se requiere imprimir (en lo posible no)

g) Quién lo guarda

h) Otros, según se requiera

El número de generalidades y su estructura, depende de los requerimientos del formato

2. Instrucciones para diligenciar las casillas

NOMBRE DE LA CASILLA	INSTRUCCIONES	TENER EN CUENTA

Nota 1: No insertar comentarios en las casillas para dar instrucciones porque al imprimir el formato las instrucciones no se leen.

Nota 2: La instrucción para el diligenciamiento de las casillas debe ir más allá de indicar lo que solicita el título de la misma. Es importante indicar aspectos relevantes que orienten al usuario para asegurar que la información que se reporte cumpla criterios de: vigencia, suficiencia, coherencia, pertinencia, calidad, alcance, entre otros.

Nota 3: Al hacer uso de este formato, coloque en el encabezado el código y versión que le corresponda.

Nota 4: El cuerpo del formato se estructura según lo determine el proceso, conservando el encabezado y la hoja 2 con la estructura para realizar las instrucciones.