

**PROCESO DIRECCIÓN DE FORMACIÓN PROFESIONAL INTEGRAL**  
**FORMATO GUÍA DE APRENDIZAJE**

**IDENTIFICACIÓN DE LA GUIA DE APRENDIZAJE**

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**1. IDENTIFICACIÓN DE LA GUIA DE APRENIZAJE**

- Denominación del Programa de Formación: Tecnico en cosmetología y estética integral
- Código del Programa de Formación: 637303
- Nombre del proyecto: Aplicación de técnicas y tratamientos no invasivos implementando tecnología e innovación en procedimientos efectivos y seguros.

**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

### 3. FORMULACIÓN DE LAS ACTIVIDADES DE APRENDIZAJE

- **Multiple task.** This activity presents a “plug in” structure to use with any number of tasks, from spelling bees to sing-alongs. You adapt and change content according to current lessons being learned.
- **Target language culture.** These activities [stimulate your students’ understanding of the culture](#) behind the new language they’re learning.
- **Everyday language.** These activities help your students acquire and practice the most common language of [day-to-day](#) situations.
  - Descripción de la(s) Actividad(es)
  - Ambiente Requerido
  - Materiales

Tomando como referencia la planeación pedagógica y las orientaciones para elaborar guías de aprendizaje citado en la guía de desarrollo curricular

#### THE ALPHABET

[https://www.youtube.com/watch?v=\\_pRczvC7aNI](https://www.youtube.com/watch?v=_pRczvC7aNI)

| Alphabet Pronunciation |        |             |       |        |
|------------------------|--------|-------------|-------|--------|
| A                      | B      | C           | D     | E      |
| [eɪ]                   | [bi:]  | [si:]       | [di:] | [i:]   |
| F                      | G      | H           | I     | J      |
| [ef]                   | [dʒi:] | [eɪtʃ]      | [aɪ]  | [dʒeɪ] |
| K                      | L      | M           | N     | O      |
| [keɪ]                  | [el]   | [em]        | [en]  | [əʊ]   |
| P                      | Q      | R           | S     | T      |
| [pi:]                  | [kju:] | [ɑ:]        | [es]  | [ti:]  |
| U                      | V      | W           |       |        |
| [ju:]                  | [vi:]  | [ˈdʌbəlju:] |       |        |
| X                      | Y      | Z           |       |        |
| [eks]                  | [waɪ]  | [zed / zɪ:] |       |        |

#### TOPICS

##### 1- NUMBERS

| <a href="#">Numbers</a> |                           |                                |                               |
|-------------------------|---------------------------|--------------------------------|-------------------------------|
| <a href="#">1 one</a>   | <a href="#">11 eleven</a> | <a href="#">21 twenty-one*</a> | <a href="#">31 thirty-one</a> |
| <a href="#">2 two</a>   | <a href="#">12 twelve</a> | <a href="#">22 twenty-two</a>  | (etc.)                        |

|                         |                              |                                 |                                 |
|-------------------------|------------------------------|---------------------------------|---------------------------------|
| <a href="#">3 three</a> | <a href="#">13 thirteen</a>  | <a href="#">23 twenty-three</a> | <a href="#">40 forty</a>        |
| <a href="#">4 four</a>  | <a href="#">14 fourteen</a>  | <a href="#">24 twenty-four</a>  | <a href="#">50 fifty</a>        |
| <a href="#">5 five</a>  | <a href="#">15 fifteen</a>   | <a href="#">25 twenty-five</a>  | <a href="#">60 sixty</a>        |
| <a href="#">6 six</a>   | <a href="#">16 sixteen</a>   | <a href="#">26 twenty-six</a>   | <a href="#">70 seventy</a>      |
| <a href="#">7 seven</a> | <a href="#">17 seventeen</a> | <a href="#">27 twenty-seven</a> | <a href="#">80 eighty</a>       |
| <a href="#">8 eight</a> | <a href="#">18 eighteen</a>  | <a href="#">28 twenty-eight</a> | <a href="#">90 ninety</a>       |
| <a href="#">9 nine</a>  | <a href="#">19 nineteen</a>  | <a href="#">29 twenty-nine</a>  | <a href="#">100 one hundred</a> |
| <a href="#">10 ten</a>  | <a href="#">20 twenty</a>    | <a href="#">30 thirty</a>       |                                 |

## 2- PRESENT CONTINUOUS + TO BE

- [Home](#)
- [English Grammar](#)
- Present Continuous Spelling Rules | Useful -ING Rules

| BASE FORM             | "ING" - FORM                                                          |
|-----------------------|-----------------------------------------------------------------------|
| Cook - Eat - Speak    | Cooking - Eating - Speaking                                           |
| Buy - Enjoy - Try     | Buying - Enjoying - Trying<br>(Final letter "Y" is in the same place) |
| Go - Do               | Going - Doing                                                         |
| Drive - Share - Write | Driving - Sharing - Writing<br>(Final letter "E" is eliminating)      |
| Lay - Lie             | Lying - Lying                                                         |
| Skip* - Put* - Swim*  | Skipping - Putting - Swimming                                         |

- \*The final three letters are "consonant - vowel - consonant", that's why we have

### Positive Sentences - Part 1

Choose the correct present progressive form.

1. Look! Andy  in the garden.

2. I  TV at the moment.
3. We  a book.
4. She  the piano.
5. Listen! Sue and John .

### 1- AFFIRMATIVE AND NEGATIVE SENTENCES

#### Yes / No Questions

**am** I **eating** chocolate ?

**are** you **studying** now ?

**is** he **working** ?

**is** she **doing** her homework ?

**is** it **raining** ?

**are** we **meeting** at six ?

**are** they **coming** ?

## FORMACIÓN DEL "SIMPLE PRESENT": TO THINK

| Afirmativa | Interrogativa   | Negativa           |
|------------|-----------------|--------------------|
| I think    | Do I think?     | I do not think     |
| You think  | Do you think?   | You do not think   |
| He thinks  | Does he think?  | He does not think  |
| She thinks | Does she think? | She does not think |

| Afirmativa | Interrogativa  | Negativa           |
|------------|----------------|--------------------|
| It thinks  | Does it think? | It does not think  |
| We think   | Do we think?   | We do not think.   |
| They think | Do they think? | They do not think. |

## NOTAS SOBRE LA TERCERA PERSONA DEL SINGULAR DEL "SIMPLE PRESENT"

- En la tercera persona del singular, el verbo **siempre termina en -s**:  
*he wants, she needs, he gives, she thinks.*
- Para las formas negativa e interrogativa, se emplea DOES (= tercera persona del auxiliar 'DO') + el infinitivo del verbo.  
*He wants ice cream. **Does** he want strawberry? He **does** not want vanilla.*
- Verbos que terminan en **-y** : en la tercera persona del singular, se cambia la **-y** por **-ies**:  
*fly --> **flies**, cry --> **cries***  
**Excepción:** cuando una vocal precede a la **-y**:  
*play --> **plays**, pray --> **prays***
- Añadimos **-es** a los verbos que terminan en: **-ss, -x, -sh, -ch**:  
*he passes, she catches, he fixes, it pushes*

### EJEMPLOS

- He goes** to school every morning.
- She understands** English.
- It mixes** the sand and the water.
- He tries** very hard.
- She enjoys** playing the piano.

#### 1. Questions without question words in *Simple Present*

| Auxiliary | Subject | Verb | Rest      | Yes/No      | Subject  | Auxiliary (+ n't) |
|-----------|---------|------|-----------|-------------|----------|-------------------|
| Do        | you     | read | books?    | Yes,<br>No, | I<br>I   | do.<br>don't.     |
| Does      | Peter   | play | football? | Yes,<br>No, | he<br>he | does.<br>doesn't. |

## 2. Questions with question words in *Simple Present*

| Question word | Auxiliary | Subject     | Verb | Rest              | Answer                         |
|---------------|-----------|-------------|------|-------------------|--------------------------------|
| What          | do        | you         | play | on your computer? | I play games on my computer.   |
| When          | does      | your mother | go   | to work?          | She goes to work at 6 o'clock. |
| Where         | do        | you         | meet | your friends?     | I meet them at the bus stop.   |

| Question words | Meaning | Examples                  |
|----------------|---------|---------------------------|
| who            | person  | Who's that? That's Nancy. |

|                  |                             |                                                          |
|------------------|-----------------------------|----------------------------------------------------------|
| <b>where</b>     | place                       | Where do you live? In Boston                             |
| <b>why</b>       | reason                      | Why do you sleep early? Because I've got to get up early |
| <b>when</b>      | time                        | When do you go to work? At 7:00                          |
| <b>how</b>       | manner                      | How do you go? By car                                    |
| <b>what</b>      | object, idea or action      | What do you do? I am an engineer                         |
| <b>which</b>     | choice                      | Which one do you prefer? The red one.                    |
| <b>whose</b>     | possession                  | Whose is this book? It's Alan's.                         |
| <b>whom</b>      | object of the verb          | Whom did you meet? I met the manager.                    |
| <b>what kind</b> | description                 | What kind of music do you like? I like quiet songs       |
| <b>what time</b> | time                        | What time did you come home?                             |
| <b>how many</b>  | quantity (countable)        | How many students are there? There are twenty.           |
| <b>how much</b>  | amount, price (uncountable) | How much time have we got? Ten minutes                   |
| <b>how long</b>  | duration, length            | How long did you stay in that hotel? For two weeks.      |
| <b>how often</b> | frequency                   | How often do you go to the gym? Twice a week.            |
| <b>how far</b>   | distance                    | How far is your school? It's one mile far.               |
| <b>how old</b>   | age                         | How old are you? I'm 16.                                 |
| <b>how come</b>  | reason                      | How come I didn't see you at the party?                  |

#### 4. ACTIVIDADES DE EVALUACIÓN

Tome como referencia la técnica e instrumentos de evaluación citados en la guía de Desarrollo Curricular

| Evidencias de Aprendizaje                                                          | Criterios de Evaluación | Técnicas e Instrumentos de Evaluación |
|------------------------------------------------------------------------------------|-------------------------|---------------------------------------|
| Evidencias de Conocimiento :<br>Evidencias de Desempeño<br>Evidencias de Producto: |                         |                                       |

## 5. GLOSARIO DE TÉRMINOS

## 6. REFERENTES BIBLIOGRÁFICOS



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) |        |       |             |       |

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

|            | Nombre                             | Cargo | Dependencia | Fecha          | Razón del Cambio |
|------------|------------------------------------|-------|-------------|----------------|------------------|
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