ENGLISH PREPOSITIONS

Prepositions are short words (on, in, to) that usually stand in front of nouns (sometimes also in front of gerund verbs).

Even advanced learners of English find prepositions difficult, as a 1:1 translation is usually not possible. One preposition in your native language might have several translations depending on the situation.

There are hardly any rules as to when to use which preposition. The only way to learn prepositions is looking them up in a dictionary, reading a lot in English (literature) and learning useful phrases off by heart (study tips).

The following table contains rules for some of the most frequently used prepositions in English:

Prepositions – Time

English	Usage	Example
• on	days of the week	on Monday
• in	months / seasons time of day year after a certain period of time*(when?)*	in August / in winter in the morning in 2006 in an hour
• at	for *night* for *weekend* a certain point of time *(when?)*	at night at the weekend at half past nine
• since	from a certain point of time (past till now)	since 1980
• for	over a certain period of time (past till now)	for 2 years
• ago	a certain time in the past	2 years ago
• before	earlier than a certain point of time	before 2004
• to	telling the time	ten to six (5:50)
• past	telling the time	ten past six (6:10)
• to / till /	marking the beginning and end of a period	from Monday to/till Friday

English	Usage	Example
until	of time	
• till / until	in the sense of *how long something is going to last*	He is on holiday until Friday.
• by	in the sense of *at the latest* up to a certain time	I will be back by 6 o'clock. By 11 o'clock, I had read five pages.

Prepositions – Place (Position and Direction)

English	Usage	Example
• in	room, building, street, town, country book, paper etc. car, taxi picture, world	in the kitchen, in London in the book in the car, in a taxi in the picture, in the world
• at	meaning *next to, by an object* for *table* for events place where you are to do something typical (watch a film, study, work)	at the door, at the station at the table at a concert, at the party at the cinema, at school, at work
• on	attached for a place with a river being on a surface for a certain side (left, right) for a floor in a house for public transport for *television, radio*	the picture on the wall London lies on the Thames. on the table on the left on the first floor on the bus, on a plane on TV, on the radio
• by, next to, beside	left or right of somebody or something	Jane is standing by / next to / beside the car.
• under	on the ground, lower than (or covered by) something else	the bag is under the table

English	Usage	Example
• below	lower than something else but above ground	the fish are below the surface
• over	covered by something else meaning *more than* getting to the other side (also*across*) overcoming an obstacle	put a jacket over your shirt over 16 years of age walk over the bridge climb over the wall
• above	higher than something else, but not directly over it	a path above the lake
• across	getting to the other side (also*over*) getting to the other side	walk across the bridge swim across the lake
• through	something with limits on top, bottom and the sides	drive through the tunnel
• to	movement to person or building movement to a place or country for *bed*	go to the cinema go to London / Ireland go to bed
• into	enter a room / a building	go into the kitchen / the house
• towards	movement in the direction of something (but not directly to it)	go 5 steps towards the house
• onto	movement to the top of something	jump onto the table
• from	in the sense of *where from*	a flower from the garden

Other important Prepositions

English	Usage	Example
• from	who gave it	a present from Jane
• of	who/what does it belong to what does it show	a page of the book the picture of a palace

English	Usage	Example
• by	who made it	a book by Mark Twain
• on	walking or riding on horseback entering a public transport vehicle	on foot, on horseback get on the bus
• in	entering a car / Taxi	get in the car
• off	leaving a public transport vehicle	get off the train
• out of	leaving a car / Taxi	get out of the taxi
• by	rise or fall of something travelling (other than walking or horseriding)	prices have risen by 10 percent by car, by bus
• at	for *age*	she learned Russian at 45
• about	for topics, meaning *what about*	we were talking about you

Actividad de aprendizaje 4

Evidencia 4: Sesión virtual *"Prepositions"*

En el proceso de aprendizaje de una segunda lengua, es de suma importancia afianzar las cuatro competencias que son: leer, escribir, escuchar y pronunciar. Sin embargo, es necesario practicar esta última habilidad para mejorar la calidad en la pronunciación de las palabras en inglés.

Para lograr el objetivo de esta evidencia se requiere que prepare una lista de diez oraciones relacionadas con el tema de los canales de distribución, utilizando en cada oración por lo menos una preposición; adicionalmente escuche el audio que se encuentra adjunto a esta evidencia descargable con el nombre ***Learn English Teens*** y prepárese para algunas preguntas que el instructor le hará al respecto en la sesión virtual. Recuerde que el instructor es el encargado de crear y habilitar esta sesión en línea.

Desarrolle esta evidencia con la herramienta de su preferencia y envíe el archivo al instructor a través de la plataforma virtual de aprendizaje.

Pasos para enviar la evidencia:

1. Clic en el título de la evidencia.
2. Clic en Examinar mi equipo y buscar el archivo previamente guardado.
3. Dejar un comentario al instructor (opcional).
4. Clic en Enviar.

Nota: esta evidencia es de carácter individual. Recuerde revisar la guía de aprendizaje con el fin de verificar que ha realizado todas las evidencias propuestas, saber cómo desarrollarlas y entregarlas correctamente.

Criterios de evaluación
• Puede realizar actividades de verdadero o falso, basados en una conversación que ha escuchado o en un texto que ha leído. • Puede responder cuestionarios de selección múltiple, escritos en inglés.



Means of transportation

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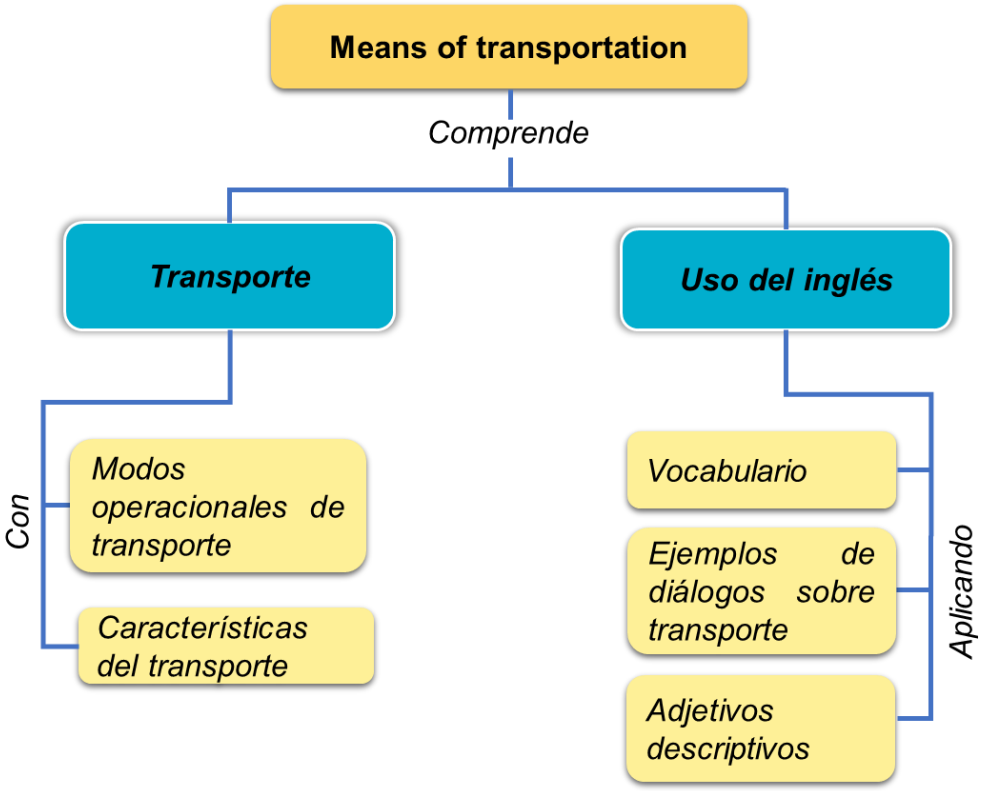
Introducción

Determinar los medios y los modos de transporte de los productos hace parte importante del proceso logístico, sobre todo cuando dicha actividad se asocia a clientes de habla inglesa. Es por ello, que se deben manejar los términos especializados en inglés acerca del transporte de productos.

Cabe resaltar que manejar adecuadamente el vocabulario y los términos en inglés relacionados con el transporte, abre posibilidades de entablar relaciones comerciales con empresas a nivel internacional. En este material de formación se desarrollan temáticas sobre los tipos de transporte de productos y vocabulario en inglés relacionado con el mismo.

Mapa conceptual

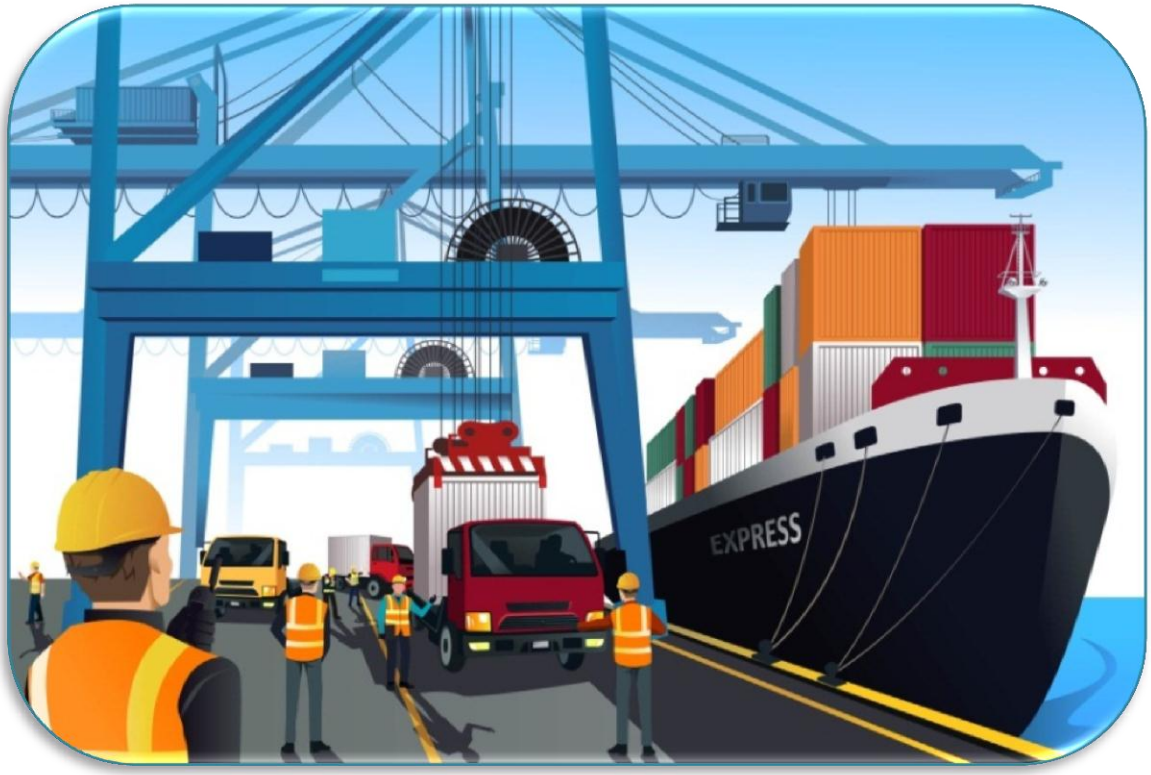
En el mapa conceptual que se comparte a continuación, se evidencia la interrelación temática del contenido que se plantea en este material de formación.



1. Transporte

Modos de transporte operacional

El sistema de transporte colombiano tiene diferentes modos operacionales como el carril, la autopista, el agua, el aire y la tubería. Es importante aclarar, que cada sistema de transporte funciona de acuerdo con la zona o la región donde los bienes son transportados.



Fuente: SENA

A continuación se exponen las principales características que tienen los medios de transporte en el contexto colombiano:

Rail:

- Large mass movement of goods.
- Low unit cost of movement.
- Long haul movements.
- Specialized equipment.

Water:

- Low speed of transportation, which is translated into merchadise safety.
- Economic rates.
- Large capability of mass movement.
- Long haul movements.

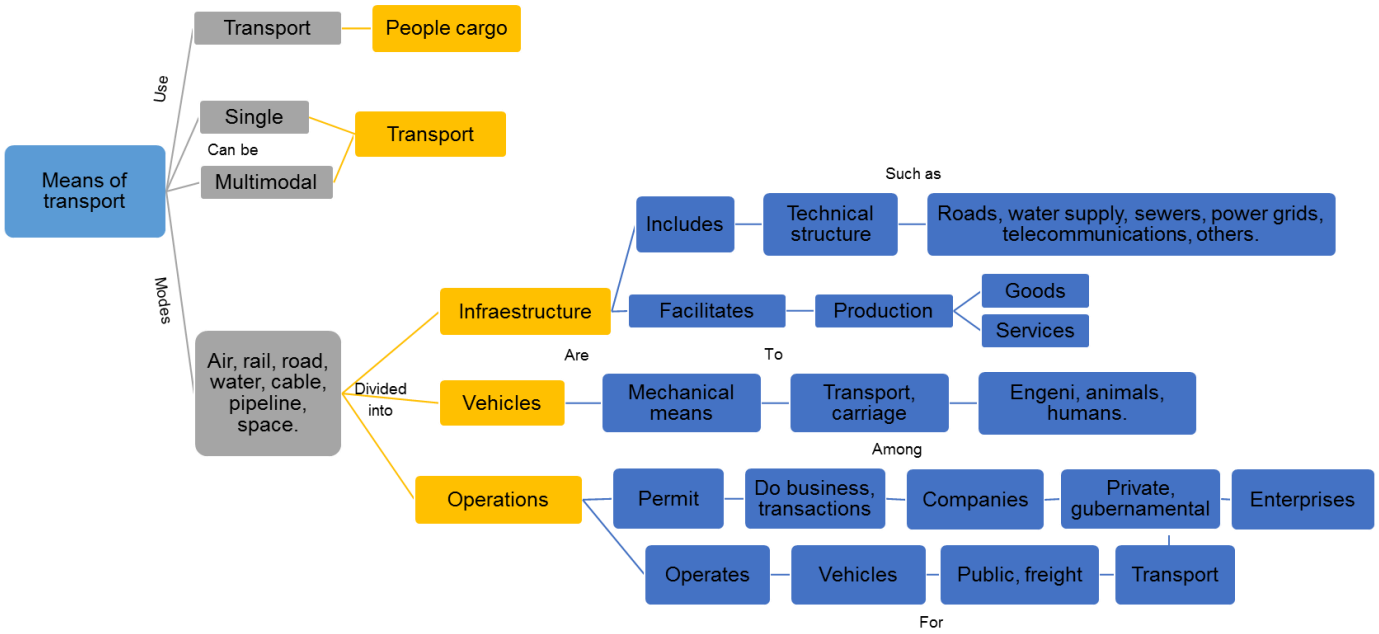
Highway:

- Flexibility in the transportation of goods.
- Speed in delevering.
- High frequency of delivering service.
- Equipment diversity.

Air:

- High movement speed.
- High rates.
- Frequency delivering service.
- Increase of capabilities.
- Low unit cost of movement.
- Long haul movements.
- Specialized equipment.

La siguiente figura presenta una completa información de los medios de transporte:



Características de los medios de transporte



Fuente: SENA

Elegir el medio de transporte correcto permite un balance entre el tiempo y las limitaciones presupuestales, es relevante comprender la naturaleza del negocio y cuál será la mejor forma de enviarle el producto a los clientes.

A continuación se expresan algunos puntos que son clave y a los que se les debe prestar atención en el momento de elegir un medio de transporte correcto:

- **Type of load to be transported:** *tipo de carga a ser transportada*, ideal transport conditions according to the same electric organ and legal restrictions.

- **Cost:** *costo*, the value of the product is capable withstanding the average cost of selected transportation. The logistics costs must not exceed the cost of the distribution channel.

- **Reliability:** *confiabilidad*, check the reliability of the selected channel.

- **Delivery time:** *tiempo de entrega*, it depends on what has been agreed with the customer.

- **Information systems:** *sistemas de información*, value through the information that our consumers and we provide.

- **If your cargo is valuable:** *si la carga es valiosa,* it might be necessary to use a vehicle tracking system so you know exactly where it is.

Teniendo en cuenta estas características, se pueden elegir los mejores medios de transporte de los bienes, en todo caso, elegir el modo correcto de transporte para los productos, depende del tamaño y de la urgencia del envío.

By road: *por carretera*

Move your merchandise by road is the economic and convenient way, because is very flexible mode of transportation. Trucks can go a lot of places even to remote locations, however not as eco-friendly as other transport systems. Also may have some delay because of the roads and public order problems.

By rail: *por tren*

Rail transportation could be a very good option because is speedy, eco-friendly and without delays, but could be very expensive and inflexible.

By air: *por aire*

Air transportation is the fastest way to transport products across long distances however; it has a high environmental impact as well as high costs. Be aware that air freight is usually charged by kilogram, also you have to pay other fees like risk surcharges, customs fees, security fees.

By sea: *por el mar*

Transporting goods by sea is very common, especially if they come from other continents such as Asia. This is relatively inexpensive and is used to transport large quantities of goods. However, this is not very flexible and their destinations are the ports of the country of destination, so, it probably needs to make arrangements to transport products inland.

2. Using english in transport

Vocabulario sobre transporte: *existen diferentes tipos de transporte, a continuación se muestran algunos ejemplos suministrados por Arecco (2013):*

Ground transportation	Air transportation	Marine transport
• *Automóvil:* car. • *Tren:* train. • *Autobús:* bus. • *Camión:* truck or lorry. • *Moto:* mortorcycle. • *Bicicleta:* bike.	• *Avión:* plane. • *Helicóptero:* helicopter. • *Cohete:* rocket. • *Globo:* hot air balloon. • *Avión a reacción:* jet plane.	• *Barco:* ship. • *Bote:* boat. • *Canoa:* canoe. • *Lancha:* motor boat. • *Crucero:* ocean liner. • *Velero:* sailboat.

Vocabulario sobre logística de transporte

Goods: *bienes.*

Consumer market: *mercado de consumo.*

Regulatory burdens: *cargas regulatorias.*

Gross domestic product (GDP): *producto interno bruto.*

Supply chain network: *red de la cadena de suministro.*

Freight rail: *transporte ferroviario de mercancías.*

Maritime transport: *transporte marítimo.*

Truck transport: *transporte por camiones.*

Inbound transportation management: *gestión del transporte de entrada.*

Outbound transportation management: *gestión del transporte de ida.*

Fleet management: *gestión de flotas.*

Materials handling: *manipulación de materiales.*

Order fulfillment: *cumplimiento de la orden.*

Logistics network design: *diseño de la red logística.*

Supply and demand planning: *oferta y planificación de la demanda.*

Third party logistics management: *gestión logística de terceros.*

Carriers: *transportadores.*

Seaports: *puertos marítimos.*

International merchandise trade: *comercio internacional de mercancías.*

Freight tonnage: *tonelaje de carga.*

Cargo: *carga.*

Raw metal ores: *minerales metálicos en bruto.*

Intermodal containers: *contenedores modales.*

Small parcels: *pequeñas parcelas.*

High value ítems: *artículos de alto valor.* (Select USA, s.f.)

3. Adjetivos para describir medios de transporte

Existe un gran número de adjetivos para describir personas, cosas, lugares, actividades, entre otros. Es este caso, aquí hay una lista de adjetivos que se utilizan comúnmente para describir medios de transporte.

Comfortable: *cómodo.*

Fast: *rápido.*

Slow: *lento.*

Cheap: *económico o barato.*

Expensive: *costoso.*

Empty: *desocupado o vacío.*

Crowded: *lleno u ocupado.*

Uncomfortable: *incómodo.*

Safe: *seguro.*

Dangerous: *peligroso.*

Reliable: *confiable.*

Unreliable: *no confiable.*

Big: *grande.*

Small: *pequeño.*

Heavy: *pesado.*

Light: *liviano.*

Wide: *ancho o amplio.*

Sleek: *pulcro.*

Crooked: *torcido.*

Swift: *rápido.*

Hasty: *apresurado.*

Bustling: *ruidoso.*

Snappy: *rápido.*

Brief: *corto o breve.*

Adequate: *adecuado.*

International: *internacional.*

Commercial: *comercial.*

Motorized: *motorizado.*

Accesible: *accesible.*

Mechanical: *mecánico.* (Academic Success Center, s.f.)

Ejemplos:

- I prefer to send my products through trucks. They are big, fast and accessible.
- It's better to send the small cargo by motorized transportation, especially for this city.
- Air transportation is expensive but fast.
- If you send the order by train, it will arrive late. Train transportation is slow but cheap.
- If the cargo is light but expensive, it's better to send it by air.
- I prefer train transportation because it's cheap but not hasty.
- I don't like train transportation. It's uncomfortable and slow.
- Truck transportation is bustling and sometimes it's dangerous.
- Marine transport is not accessible but it's comfortable.
- As the journey is brief, we should send the order by truck. It's snappy and cheap.

Ejemplo de diálogo sobre transporte



Fuente: Pixabay (2016)

- **Bob:** hello! sorry! I am a little late. Can we start the meeting?
- **Mark:** sure, no problem. What do you want to know?
- **Bob:** I need to deliver some shoe boxes to Paris, but I'm not sure about what is the suitable transport.
- **Mark:** well, that depends on the rush of the deliver and the budget.
- **Bob:** my customer needs the cargo as soon as possible, but I know it's expensive if it's faster.
- **Mark:** to send the goods to Paris you have two kinds of operational transport: water or air.
- **Bob:** tell me about water transportation.
- **Mark:** the advantage is the low cost but it has slow speed of transportation.
- **Bob:** and, what about air transportation?

- **Mark:** it has high movement of speed, and the good news is that it has low unit cost of movement.

- **Bob:** O.K. I made up my mind and I decided to deliver my goods by air. Thanks Mark. I really appreciate your help.

- **Mark:** you're welcome. Well, I think that's all. See you!

- **Bob:** bye!

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Control del documento

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Reading comprehension and reports in English

SENA

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Introducción

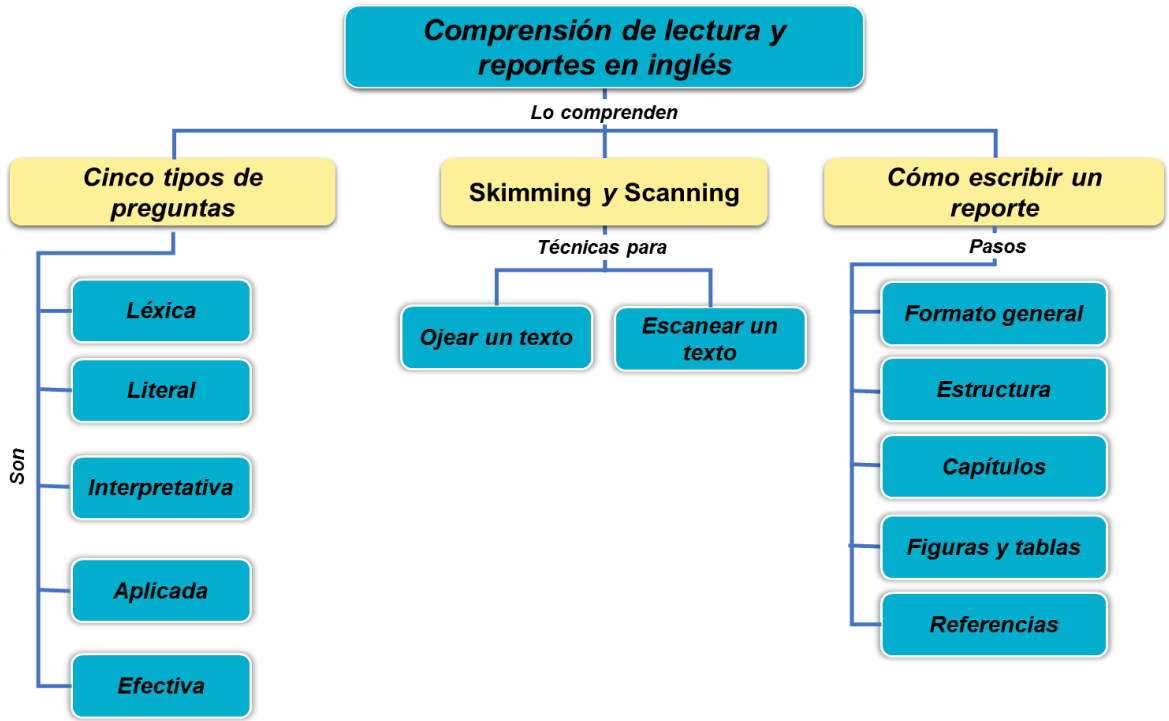
La comprensión lectora en el idioma inglés es de suma importancia para el negociador internacional, puesto que le permite conocer la actividad económica, científica y cultural de un país, y a la vez interpretar el vocabulario de manera práctica.

También es importante crear reportes que sirven al momento de tomar decisiones, tanto para solucionar problemas presentes como para mantener los aspectos positivos de las organizaciones, el cual se aplica en situaciones tales como: socios o clientes de habla inglesa a quienes se les debe presentar un informe de los movimientos de la misma.

Por lo anterior, en este material de formación se tratarán temas relacionados con los tipos de comprensión lectora, las estrategias para leer de manera adecuada los textos en inglés y los aspectos relevantes al momento elaborar de un reporte.

Mapa conceptual

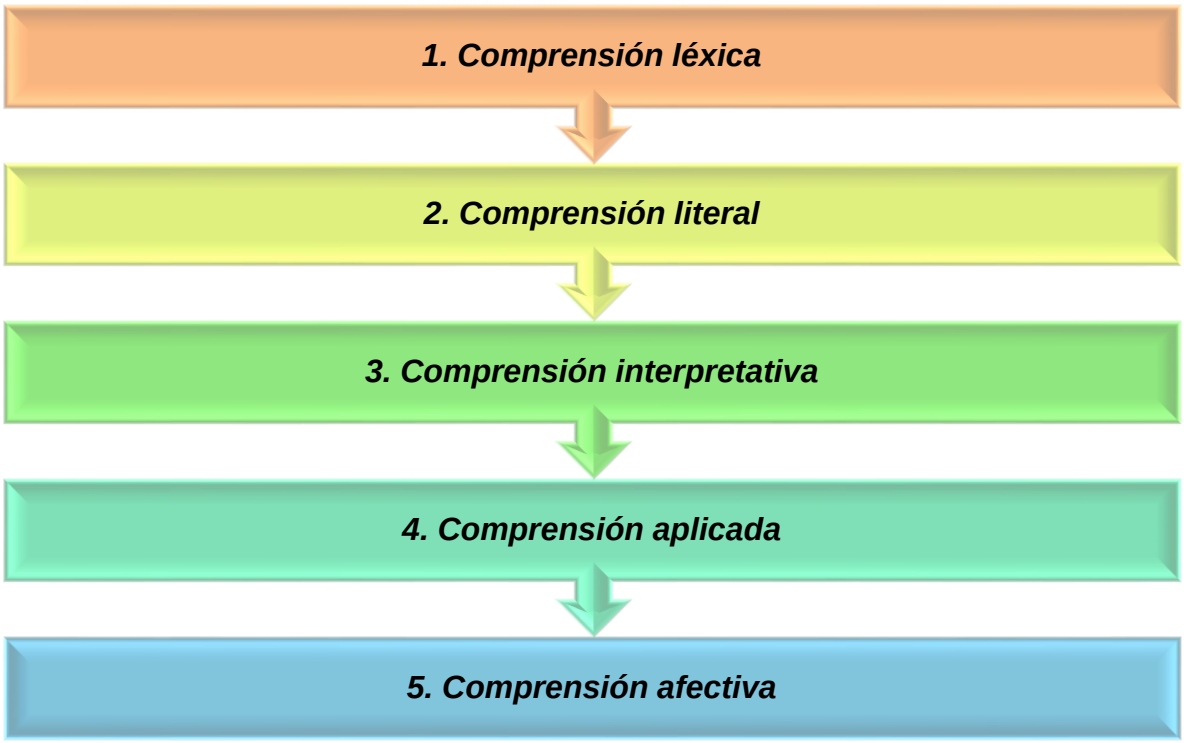
En el mapa conceptual que se comparte a continuación, se evidencia la interrelación temática del contenido que se plantea en este material de formación.



1. Five types of reading comprehension

La comprensión lectora es la habilidad de leer fácil y eficientemente un texto por significación; este es el último paso del proceso de lectura enseñado a los niños, luego de haber aprendido fonética, fluidez y vocabulario.

Los cinco niveles de comprensión lectora pueden ser enseñados desde niños hasta adultos:



Para entender realmente dichos niveles, a continuación se describe un texto familiar y después se dan a conocer los diferentes tipos de preguntas; donde puede comprobar diversos entendimientos de la misma historia.

El cuento de hadas "La Cenicienta" narra la historia de una mujer joven, cuya malvada madrastra no la deja ir al baile de gala. Sin embargo, el hada madrina de Cenicienta mágicamente la lleva por la noche y posteriormente se casa con el príncipe encantador.

Cuadro explicativo

Five types of reading comprehension

Lexical comprehension Understand key vocabulary in the text.	• Preview vocabulary before reading the story or text. • Review new vocabulary during or after the text. • **Example lexical comprehension questions:** • What does ´enchanted´ mean? • What words are most like ´enchanted´: magical or funny? Scary or special?
Literal comprehension Answer who, what, when & where questions.	• Look in the text to find the answer written in the story. • Ask questions from the beginning, middle and end of the story. • **Example literal comprehension questions:** • Who was the girl who lost the glass slipper? • Where did Cinderella go to live at the end of the story?
Interpretive comprehension Answer what, if, why and how questions.	• Understand “facts” that are not explicitly stated in the story. • Illustrations may help to infer meaning. • **Example interpretive comprehension questions:** • How did the pumpkin turn into a carriage? • What would have happened to Cinderella if she hadn't lost her slipper.
Applied comprehension Relate story to existing knowledge or opinion.	• Not a simple questions that can be marker right or wrong. • Challenge children to support their answer with logic or reason. • **Example applied comprehension questions:** • Do you think Cinderella was wrong for going to the ball after her stepmother told her she couldn't go?
Affective comprehension Understand social and emotional aspects.	• Preview social scripts to ensure understanding of plot development. • Connect motive to plot and character development. • Example affective comprehension questions: • What do you do when you're disappointed because you cannot do something fun? Is that how Cinderella reacted?

Fuente: Hand in Hand Education (2016)

Comprensión léxica: *Comprende el vocabulario clave en el texto.*	• *Vocabulario antes de leer la historia o el texto.* • *Revisión del nuevo vocabulario durante o después del texto.* • *Ejemplo→ ¿Qué significa* "enchanted"? *y Qué palabras son parecidas a* "enchanted": "magical" *o* "funny"? / "scary" *o* "special"?
Comprensión literal: *Responder quién, qué, cuándo y dónde.*	• *Buscar en el texto para encontrar las respuestas escritas en la historia.* • *Formular preguntas desde el inicio, nudo y fin de la historia.* • *Ejemplo→ ¿Quién fue la mujer que perdió la zapatilla de cristal? y ¿Dónde fue Cenicienta a vivir al final de la historia?*
Comprensión interpretativa: *Responder qué pasaría sí, por qué y cómo.*	• *Comprender "hechos" que no están explícitamente escritos en la historia.* • *Las ilustraciones pueden ayudar a inferir en el significado.* • *Ejemplo→ ¿Cómo se convirtió la calabaza en una carroza? y ¿Qué hubiera sucedido con Cenicienta si ella no hubiera perdido su zapatilla?*
Comprensión afectiva: *Comprender los aspectos sociales y emocionales.*	• *Vista previa de guiones sociales para asegurar el desarrollo de la trama.* • *Conectar el motivo con el desarrollo de la trama y el personaje.* • *Ejemplo→ ¿Qué hace cuando no está de acuerdo porque no puede hacer algo divertido? y ¿Esta es la manera como reaccionó Cenicienta?*

2. Skimming and Scanning

"Skimming" *y* "Scanning" *son dos técnicas específicas de lectura rápida, las cuales se habilitan para cubrir una gran cantidad de material de manera rápida; estas técnicas son similares en proceso pero diferentes en propósito.*

Revisar rápidamente un artículo no es "Skimming" *ni es* "Scanning"*, ya que ambos requieren unos pasos específicos para ser realizados.*

Skimming

Es un método de mover rápidamente los ojos sobre el texto con el propósito de obtener solo las ideas principales y una visión general del contenido.

"Skimming" *es útil en tres situaciones diferentes:*

- ***Prelectura:*** *es más completo que una simple vista previa y puede ofrecer un cuadro más preciso del texto para ser leído luego.*
- ***Revisión:*** *es útil para revisar un texto ya leído.*
- ***Lectura:*** *es usado más a menudo para material de lectura rápida que por cualquier número de razones, no necesita más atención detallada.*

Pasos para "echar una ojeada" al texto:

- *Leer el título: es el posible resumen más corto del texto.*
- *Leer la introducción o párrafo principal.*
- *Leer completamente el primer párrafo.*
- *Si hay subtítulos, leerlos uno a uno, buscando relaciones entre ellos.*
- *Leer la primera oración de cada uno de los párrafos restantes.*

  a. *La idea principal de la mayoría de los párrafos se encuentra en la primera oración.*
  b. *Si el patrón mostrado por el autor es comenzar con una pregunta o anécdota, se puede encontrar que la última oración es la más valiosa.*

- *Sumergirse en el texto buscando:*

  a. *Palabras claves que puedan responder a: quién, qué, cuándo, por qué y cómo.*
  b. *Nombres propios.*
  c. *Palabras inusuales, especialmente si están en mayúscula.*
  d. *Enumeraciones.*
  e. *Adjetivos calificativos (mejor, peor, el mayor u otros).*
  f. *Señales tipográficas: cursiva, negrilla, subrayado, asteriscos, entre otros.*

Dominar el arte de "Skimming" *de manera efectiva requiere ser utilizado tan frecuentemente como sea posible.*

"Skimming" *puede ser ejecutado usualmente a una velocidad aproximada de 100 términos por minuto.*

Scanning

Cubre rápidamente una gran cantidad de material para localizar un hecho o pieza de información específicos.

"Scanning" *es muy útil para encontrar un nombre, fecha, estadística o hechos concretos, sin leer el artículo completo.*

Pasos para "escanear" un artículo:

- *Mantener en la mente en todo momento y de manera clara la palabra o idea que está buscando para que esta sea más visible que las demás.*
- *Anticipar en que forma en la información tienden a aparecer: números, nombres propios u otros.*
- *Analizar la organización del contenido antes de comenzar a "escanear".*

  a. *Si el material es familiar o bastante breve, puede ser capaz de "escanear" todo el artículo en una sola búsqueda.*
  b. *Si el material es extenso o difícil, puede que sea necesario un "escaneo" preliminar para determinar cuál parte del artículo debe "escanear".*

- *Dejar que los ojos pasen rápidamente a lo largo de varias líneas de impresión a la vez.*
- *Cuando se encuentra la oración que tiene la información que se estaba buscando, leer la oración completa.*

En "Scanning" *debe estar dispuesto a saltar sobre secciones grandes de texto sin leer o entenderlos.*

El "Scanning" *puede hacerse a una velocidad de 1500 o más palabras por minuto.*

3. How to write a report

The report is the way in which a person keeps the line of communications with the client. The next are features taken from many report drafts, their virtues and faults, and some other helpful ideas.

A report should estate the problem presented at that time, show the steps to solve it, explain how accurate those methods are, and give the conclusion of the work. It

gives to the reader enough information to understand the problem, the methods, and the results obtained.

General format

- A4 size paper.
- Margins: 2,5 cm, vertical and horizontal.
- Font: Times Roman 12 pt. Spacing of 1.5 lines or at least 22pt. A larger font can be used for headings.
- Arab numbering (1, 2, 3 …) only at the first page of Introduction. Before that, small Roman numbering (i, ii, iii…) can be used.
- Page numbering: Starts after the page following the cover page.

Structure

- Cover page, in which Institution, title, authors, place and date are written.
- Supervisor's name, department and institution.
- Acknowledgments.
- Abstract and keywords.
- Table of contents.
- List of figures.
- List of tables.
- List of acronyms.
- List of symbols.
- List of programmes.
- 1. Introduction.
- 2. Chapter…
- 3. Chapter…
- Conlusions.
- A. Annex…
- B. Annex…
- References.

Contents and structure of chapters

- Abstract: States the problem, used methods and conclusions. It is composed by short sentences.
- Keywords: 5 or 6, representing the main ideas of the work and written from the most specific to the most general.
- Table of contents: It contains the structure of the report.

- Lists of figures and tables: It contains all the existents in the report, including the annexes.
- Introduction: It gives general information about the system, and then gives more specific information, until the most specific topic of the work. The introduction describes the problem and the methods used to solve it, the state of the art, and finally the contents and the structure of the report.
- Structure of chapters: In this part, sections and subsections are included, containing separate parts of the work. They are not written with a length less than one page. Do not create subsections with too many levels (1.1.1.1…).
- Conclusions: They have the main results of the work, especially which techniques were the most suitable to solve the problem, and the analysis of possible limitations. It closes showing possible directions for future work.
- Annexes: It contains additional information, as supplementary to the main work.

General

- Acronyms are defined the first time they are used in the text.
- The report should be written in the present form, excepting for reporting experiments or measurements. Also, it is important to use the impersonal, not the first person.

Common abbreviations

- e. g. (exempli gratia): for example.
- et al. (et aliae): and others (for people).
- etc. (et cetera): and others (for things).
- i.e. (id est): that is to say.

Other suggestions

- Avoid using adjectives.
- Paragraphs are separated by additional space.
- The report should have a coherent and homogeneous style.
- Pages numbered at the footnote (center, right or left side).
- Do not include references in the titles of Chapters, Sections or Subsections.

Equations and mathematics

- They should be left justified, and numbered by chapters.
- Mathematical symbols are written in Italic form, except for the Greek ones.

- Always indicate the units of the parameters when they are not in their basic ones.
- Do not use the same symbol to signify different entities.
- Vectors and matrices are represented by letters in bold, and not by using arrows.

Figures and tables

- The shortcut fig. can be used.
- They are numbered by chapter and horizontally centred in the text.
- Numbers in tables should not be centred, but aligned by their order of magnitude.
- When figures and tables do not fit at the end of a page, one should not leave the corresponding space empty, and locate them at the beginning of the next page.

References

- They are not included along the text, when results from other authors are used or referenced.
- They are numbered in the order they appear, and they are written in full form. The format should be:

    - For a book: Author's name(s), book's title, publisher's name, edition's location, edition's country and edition's year.
    - For a paper in a journal: author(s)'s name(s), paper's title, journal's name, edition's volume, edition's number, edition's month, edition's year and pages.
    - For a communication in a conference: author(s)' name, communication's title, conference's name, conference's location, conference's country, conference's month, conference's year.
    - For a thesis: author's name, thesis' title, thesis' type, thesis' university, university's location, university's country and thesis' year.
    - For a document from the internet: author's name, title, type of document, institution's name, country's name, year and address between parentheses.
    - Remember to check the report before printing or sending via email.

Referencias

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Control del documento

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VOCABULARY

AGENTS: Party that has express(oral or written)or implied authority to act for another (the principal)so as to bring the principal into contractual relationships with other parties. An agent is under the control (is obligated to) the principal, and (when within the scope of authority delegated by the principal) binds the principal with his or her acts.

ANDEAN COMMUNITY(CAN): Formerly known as the Andean Group (establishes in 1969) and the Andean Common Market, the Andean Community (CAN) is a sub-regional organization made up of Bolivia, Colombia, Ecuador, Peru and Venezuela and the bodies and institution comprising the Andean Integration System (AIS). The key objectives of the Andean Community are: To promote the balanced and harmonious development of the member countries under equitable conditions; to stimulate growth through integration and economic and social cooperation; to enhance participation in the regional integration process with a view to the progressive formation of a Latin American Common market; and to strive for a steady improvement in the standard of living of their inhabitants.

BUYERS: Party which acquires, or agrees to acquire ownership (in case of goods), or benefit or usage (in case of services), in exchange for money or other consideration under a contract of sale.

BUYER'S NEEDS: Problems that customers intend to solve with the purchase of a good or service.

COMPETITORS: Any person or entity which is a rival against another. In business, a company in the same industry or a similar industry which offers a similar product or service.

CONSUMER: A party that receives or consumes products (goods or services) and has the ability to choose between different products and suppliers.

CONSUMPTION: The process in which the substance of a thing is completely destroyed, used up or incorporated or transformed into something else. Consumption of goods and services is the amount of them used in a particular time period.

DELIVERY: General: Formal and voluntary transfer of possession by actual (physical) delivery, constructive delivery (by an agreement or understanding), or symbolic delivery (by documents).

SHIPPING: Transfer of a shipment's title through transfer of an original copy of the bill of lading to the consignee.

DISTRIBUTION CHANNEL: A path through which goods and services flow in one direction (from vendor to consumer), and the payments generated by them that flow in the opposite direction (from consumer to the vendor).

DISTRIBUTION COST: Cost or expense incurred in moving goods from the point of production to the point of consumption.

DISTRIBUTION SYSTEM: A entire set-up consisting of procedures, methods, equipment and facilities, designed and interconnected to facilitate and monitor the flow of goods or services from the source to the end user.

DISTRIBUTORS: An entity that buys noncompeting products or product lines, warehouses them, and resells them to retailers or direct to the end users or customers. Most distributors provide strong manpower and cash support to the supplier or manufacturer's promotional efforts.

INTERMEDIARIES: A firm or person (such as a broker or consultant) who acts as a mediator or a link between parties to a business deal, investment decision, negotiation, etc. In money markets, for example, banks act as intermediaries between depositors seeking interest income and borrowers seeking debt capital. Intermediaries usually specialize in specific areas, and serve as a conduit for market and other types of information. Also called a middleman.

PACKAGING: Processes (such as cleaning, drying, preserving) and materials (such as glass, metal, paper, or paperboard, plastic) employed to contain, handle, protect, and/or transport an article. The role of packaging is broadening and may include functions such as to attract attention, assist in promotion, provide machine identification (barcodes, etc.) impart essential or additional information, and help in utilization.

PAYMENTS: Compensation, discharge or performance of an obligation, or reimbursement, by giving over something that is of satisfactory value to its recipient, such as money.

PLACE: In marketing mix, location of the market and means of distribution used in reaching it.

PRODUCER: Entity that generates animal, botanical or other agricultural products through natural processes, usually by stimulating them with labor, nutrients, and other means. Commonly used interchangeably with manufacturer.

RETAILERS: A business or person that sells goods to the consumer, as opposed to a wholesaler or supplier, who normally sells their goods to another business.

SALES: The activity or business of selling products or services.

SELLER: A party that makes, offers or contracts to make a sale to an actual or potential buyer.

STORE: Department or function associated with the holding and issuance of inventory items. See also store.

SUPPLY CHAIN: Entire network of entities, directly or indirectly interlinked and interdependent in serving the same consumer or customer. It comprises of vendors that supply raw material, producers who convert the material into products, warehouses that store, distribution centers that deliver to the retailers, and retailers who bring the product to the ultimate user.

TARIFF ELIMINATION PROGRAM: Tariff elimination schedules of the countries participating in a trade agreement.

WHOLESALERS: Person or firm that buys large quantity of goods from various producers or vendors, warehouses them, and resells to retailers. Wholesalers who carry only non-competing good or lines are called distributors.