1. Tecnólogo en Coordinación de Servicios Hoteleros – Guía Inglés

Competencia: *Interacción en Lengua Inglesa.*

Trimestre: 1

Resultado de Aprendizaje: *Comprender información sobre situaciones cotidianas y laborales actuales y futuras a través de interacciones sociales de forma oral o escrita (48hrs.)*

1.1 First activity: Welcoming and receiving the guest at the hotel following the standard protocols in English

1.1.1. Greetings and farewells

Watch the video *"Greetings and Farewells in English. Basic Phrases in English"* in the following link https://www.youtube.com/watch?v=EvbhKINYrPg

Take notes about the most common greetings and farewells used in the video:
Greetings:

- _____
- _____
- _____

Farewells:

- _____
- _____
- _____

Participate in a lecture guided by your teacher about greetings and farewells.

Complete the following chart using greetings and farewells according to their use in formal or informal contexts.

Tabla 1. Greetings and Farewells

Greetings		Farewells	
Formal	**Informal**	**Formal**	**Informal**

Compare your chart with the partner next to you and complement or correct it if necessary.

Create a comic strip (one using formal speech and the other one using the informal one) implementing the greetings and farewells you learned before.

Use different greetings and farewells in a micro-conversation with a different classmate recreating possible encounters at the hotel (staff-customer, colleagues, relatives, manager-employee, etc.).

1.1.2. The alphabet, basic phonemes and spelling

Listen to the *"Alphabet song"* in the link https://www.youtube.com/watch?v=36IBDpTRVNE and repeat the pronunciation and sound of each letter.

Spell your full name and then spell the name of your teacher and the name of at least three different classmates. Once you have mastered it, ask your teacher to give you some foreign names as the ones below and practice spelling them as well:

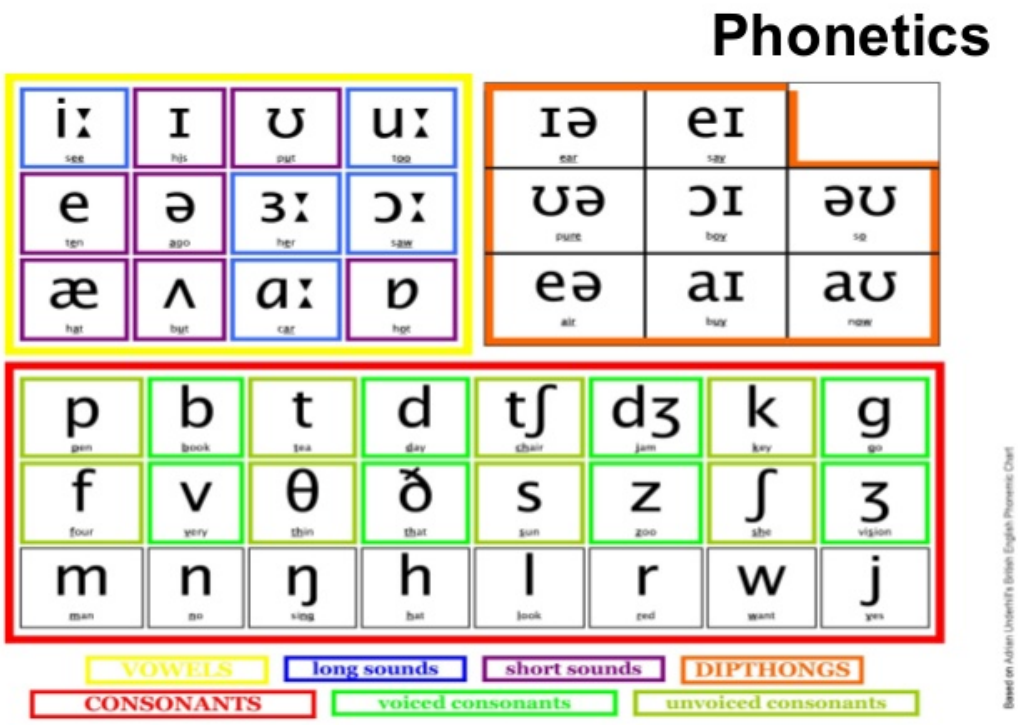
Abdul Massur Khaliwafal	*Ludwig Heinz Stuttgarten*
Monique Antoinette Delacour	*Park-Ho Numokita*
Abdoulaye Malaway Tomboctrou	*Hannah Dorothy Fergusson*
Richard Wayne Thorutite	*Lorraine Wynona Azquereville*

Check the spelling of some additional foreign names in the following link https://www.youtube.com/watch?v=rrjWWZud-B8 First, listen to them and try to copy the letters you hear in a separate piece of paper. Listen to it the times you need to and then confirm in the video if you got them right. Listen to the wrong ones again and analyze why you made a mistake.

Participate in the "spelling bee" game your teacher will organize in which you will have to spell names, email addresses and general vocabulary.

With the help of your teacher, explore the following chart with the most common phonemes in English language and compare the alphabet letters to the actual sound of the phoneme they produce in different words.

Figura 1. Common phonemes in English



Nota. Tomado de https://easy-as-a-pie.blogspot.com/2014/11/phonetic-chart-sounds-of-english.html

Organize both, letters and phonemes, in a series of flashcards including a couple of vocabulary examples for each case; include the corresponding pictures to make the association of words and the real thing it describes easier.

Socialize your flashcards in the class plenum and make your partners repeat the pronunciation and spelling of the words you have chosen.

1.1.3. Cardinal numbers and phone numbers

Listen to the *"Big numbers song"* in the link https://www.youtube.com/watch?v=e0dJWfQHF8Y and repeat the pronunciation of each number.

Verify the spelling of the numbers and repeat the pronunciation of the following numbers along with your classmates, following your teacher's directions. Notice the difference in the intonation and stress from numbers 13-19 vs. 30, 40, 50…

3 = three /THrē/	13 = thirteen /THərˈtēn/	30 = thirty /THərdē/
5 = five /fīv/	15 = fifteen /fifˈtēn/	50 = fifty /fiftē/

Participate with a team of four classmates in the contest “counting elements” in which your teacher will ask you about how many elements there are in the classroom or even at the SENA hotel. For example: “how many chairs are there in the classroom? / How many hotel rooms are there on the 5th floor?”. The first team to give the accurate answer will get a point and the first team to complete 5 points will win the game.

Listen to some phone numbers in the link below and write them down. Link: https://www.youtube.com/watch?v=RUX9YlEbenI&t=55s

Compare the numbers with the classmate next to you and finally check them out with the help of your teacher.

Once you finish, ask for your classmates’ phone number and practice listening and writing them down. Create your phonebook agenda with at least 5 different phone numbers.

Create a short dialogue at the hotel using formal language in which one of the students represents the role of a hotel clerk and the other one is the guest asking for the phone number of a restaurant or tourist attraction nearby.

1.1.4. Introductions and personal information questions

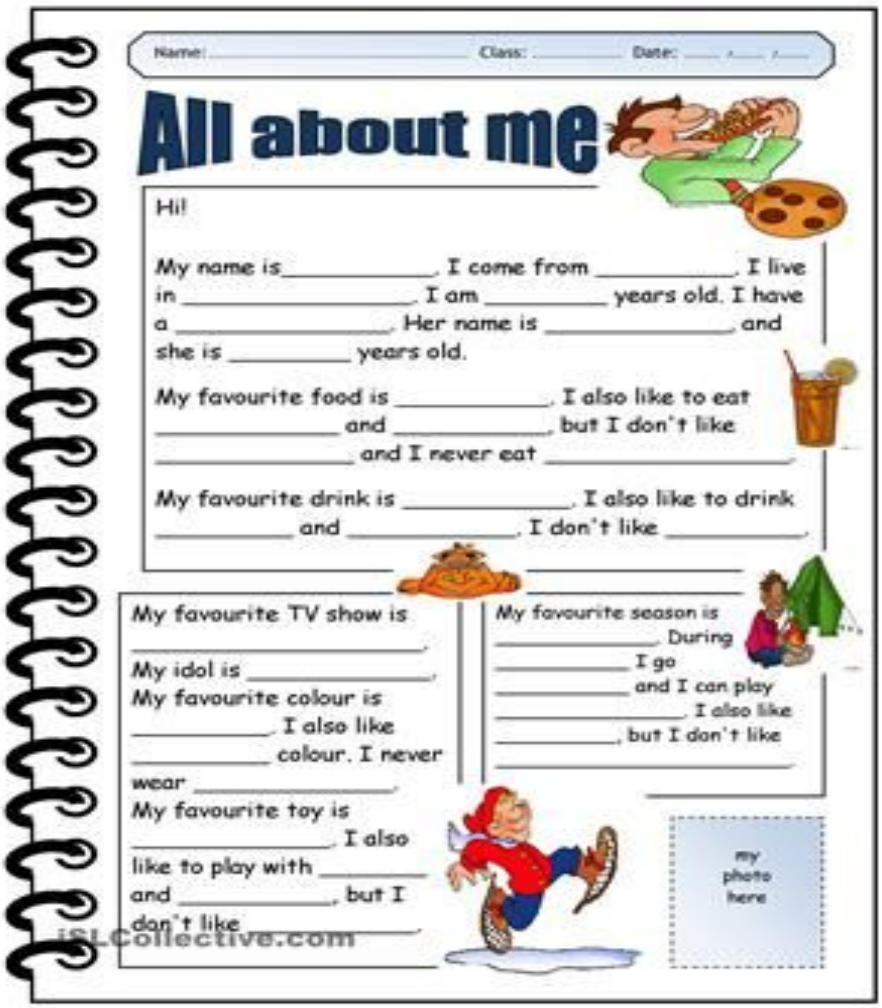
Watch a couple of videos in the links below including some sample conversations in which people introduce themselves and ask for their interlocutor’s personal information. Take notes of the questions or answers you do not understand and ask your teacher for the necessary clarifications.

Link 1: https://www.youtube.com/watch?v=liAsT4DqalQ

Link 2: https://www.youtube.com/watch?v=KutS5YYOWyc

Complete the following worksheet with your personal information and ask your teacher about the new vocabulary you see there, or even the possible words you may need to fill in the corresponding information if necessary.

Figura 2. Personal information



Nota. Tomado de https://en.islcollective.com/english-esl-worksheets/vocabulary/describing-people/all-about-me/19490 *Free materials Creative Commons*

Ask a couple of classmates about their personal information based on the data you have from your own worksheet. Remember to use the sample questions you learned from the videos and check the information with your teacher in case you have any doubts.

Compare the questions and answers in the two videos and decide which one you would use at the hotel reception as a future receptionist. Then think about any additional questions you could use when welcoming a guest at the hotel and create a simple chart like the one below offering formal and informal questions for the information you require:

Tabla 2. Possible questions at a reception desk

Information Required	Possible Questions
Guest's name	May I have your name sir/madam/miss? / What is your surname?
Phone number	What is your phone number?

In groups of three students, roleplay a scene at the hotel reception in which new customers arrive and would like to register. Notice that it is not necessary to perform the whole check-in process, focus mainly on the introductions and personal information questions you may need when a guest arrives for the first time at the front desk, based on the chart you designed before.

Evidencia: Juego de roles recolección de información personal en la recepción del hotel en inglés.

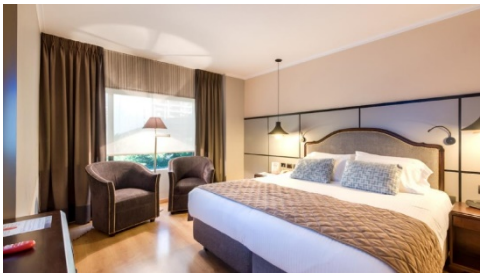
Activity Estimated Time: 20 hours

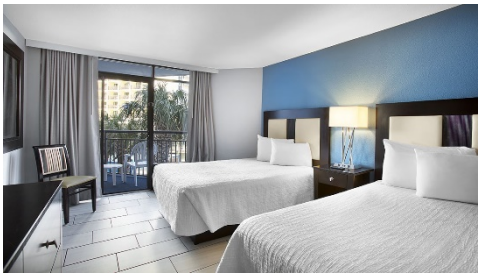
1.2. Second Activity: Recognizing types of rooms and their characteristics according to the international guidelines for the hospitality sector.

1.2.1 Rooms at the hotel

Look at the pictures below and identify the elements inside these hotel rooms. Look for the vocabulary you do not know and create a list of elements for each photo.

Figura 3. Hotel rooms





Nota. Tomado de https://www.shutterstock.com/ *free pictures bank.*

Explore the video available in the link of the institutional hospitality sector database at SENA https://repositorio.sena.edu.co/sitios/entreamiento_operativo_hotelero/Contents/b1.html in which you will see the description of the three most common types of rooms: the double room, the triple room and the suite. Complete your items list with the new vocabulary herein.

Watch the video in the link below and pay close attention to the different types of rooms you would see at different hotels. Notice that not all the hotels have the same type of rooms, however it is important to distinguish the most common of them in the hospitality sector. Link: https://www.youtube.com/watch?v=QDDvrr3zPO0

Design a comparative chart in which you show the most important characteristics for each one of the types of rooms presented in the video above. Then, compare and complement your chart with the ones done by two of your classmates.

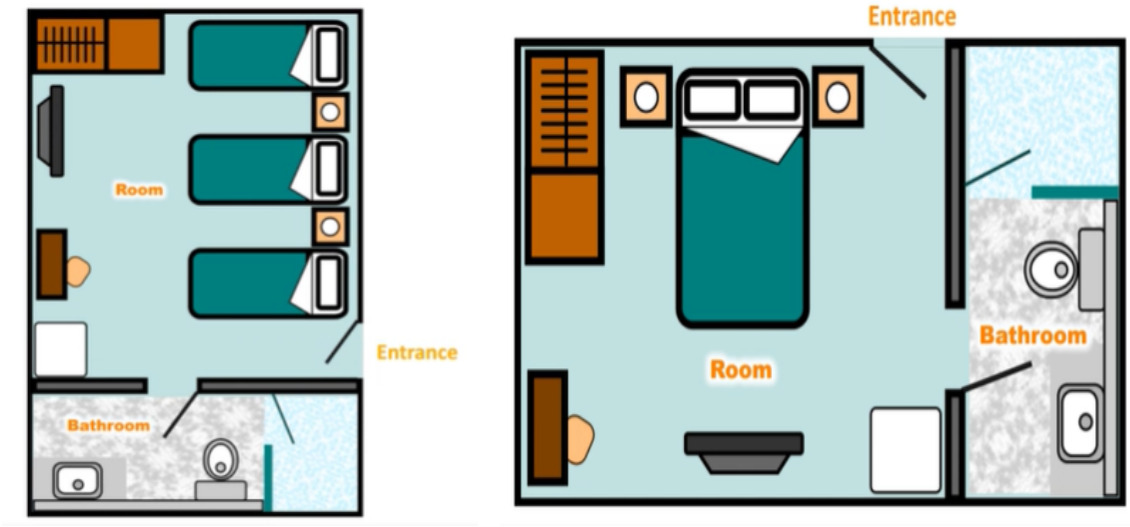
Tabla 3. Types of rooms

Type of room	Type of bed	Amenities	Furniture	Other elements

Watch the video in the link https://www.youtube.com/watch?v=4YhzVo_LeyY and with the help of your teacher distinguish the concepts of “there is” for singular elements and “there are” for plural elements along with the basic prepositions of place for making descriptions (in, under, in front of, behind, next to).

Describe the following hotel rooms plans by making sentences as in the following example: “there are two bedside tables in the room”, “there is a large TV in front of the bed”

Figura 3. Diagrams of hotel rooms



Nota: tomado de:
https://repositorio.sena.edu.co/sitios/entreamiento_operativo_hotelero/Contents/b1.html

Visit one of the rooms at SENA hotel and draw a plan with the help of a classmate. Identify all the elements in the room and describe the entire room.

Complete a checklist in which you verify the elements in a classmate’s hotel room plan. Use questions with “there is/are” to make the corresponding verification.

1.2.2 Estimating hotel room prices

Participate in a mathematics class led by your teacher in English, in which you will learn the four basic equations in English: addition, subtraction, multiplication and division.

Solve the following exercises and practice telling them out loud.

- 333 + 176 + 789 = ?
- 1013 – 563 = ?
- 23 x 7 =
- 2534 / 2 = ?

Listen to some other equations your teacher will dictate and write them down on a separate piece of paper. Check your answers in the class plenum.

Go to a hotel search engine such as www.booking.com , www.trivago.com or www.despegar.com and quote the price for a double room, a triple room and a junior suite in at least three different hotels in a Colombian main city. Keep in mind the three chosen hotels must comply with the same criteria (distance from the airport or tourist spots, hotel category, guest ratings, etc.) Calculate the price for those hotel rooms in three different currencies: Colombian Pesos (COP), American Dollars (USD) and Euros (EUR).

Create a comparative chart including your quotes and decide which of the rooms would be the best option for a guest who wants quality but also who does not want to spend a lot of money.

Calculate the cost of the hotel rooms that a family of four would require if they stay for an entire week. Then divide that total by 2 to define how much each one of the parents should pay, and finally, determine the total price of the room including a 20% discount for belonging to a loyalty program at the hotel.

Finally, socialize your chart and discuss the importance of having multiple fees in the hospitality sector with your teacher and classmates.

Evidencia: Tabla comparativa con tarifas de habitaciones de distintos hoteles en inglés

Activity Estimated Time: 15 hours

1.3 Third Activity: Talking about your house and family using A1 vocabulary according to the CEFR.

1.3.1. House description

Watch the video *"house vocabulary"* in the following link https://www.youtube.com/watch?v=m27Cck_LGHc to explore rooms vocabulary in a house and the corresponding furniture and appliances related to each one of them.

Solve the listening exercises in the following link and check your answers with the help of your teacher https://agendaweb.org/exercises/vocabulary/house/parts-audio

Look at the pictures below and describe two of them. Remember to use "there is/are" structures as well as the basic prepositions of place to do your assignment.

Figura 4. Objects at rooms



Nota. Tomado de https://www.shutterstock.com/ *free pictures bank.*

In groups of three, choose a room in the house. Then, draw that room including five elements and place them in different locations. Participate in a game to guess the objects your classmates in other groups have drawn. To do so, use questions to find out which room it is (Is it a bathroom?) and then questions to discover the elements there, such as "Is there a TV in your living room?" or "Are there any toys in your bedroom?"

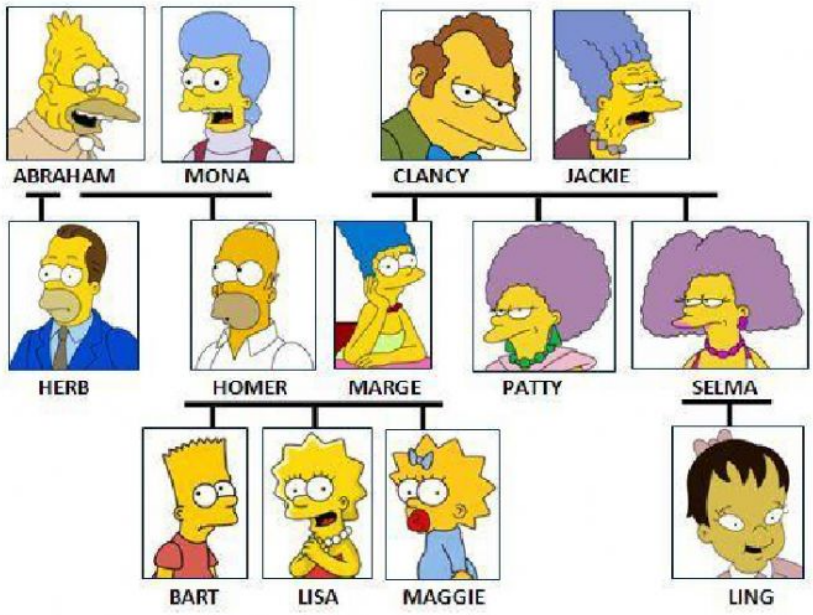
In the same groups, imagine your dream house. Create a plan and socialize it with your classmates using there is/are structure, prepositions of place and the corresponding house and furniture vocabulary.

1.3.2. Family vocabulary and possessive adjectives

Watch the video "Family Tree Chart | Useful Family Relationship Chart | Family Words in English" in the following link: https://www.youtube.com/watch?v=zNLRiB-qOAs and identify the words in English for each one of the members of the family.

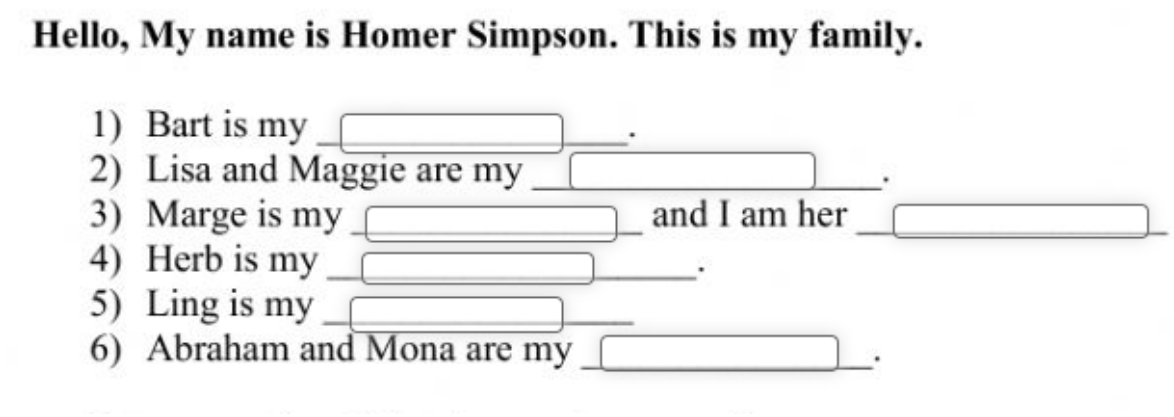
Look at the Simpsons family tree below and use the vocabulary you learned from the video in the previous activity to complete the sentences about Bart and Homer.

Figura 5. Family Tree Sample



Hello, My name is Bart Simpson. I live in Springfield, USA. This is my family.

1. Homer and Marge are my _____.
2. Lisa and Maggie are my _____
3. Herb is my _____.
4. Patty is my _____.
5. Jackie is my _____.
6. Marge is my_____.
7. Homer is my _____.
8. Abraham and Mona are my_____.
9. Ling is my _____.



Nota. Tomado de https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/The_family/Family_-_using_the_Simpsons_th5414gj

Associate the new vocabulary with real people in your family so you memorize it easily and compare it with the Simpson family in a chart.

Watch the video *"Adjetivos posesivos en inglés - Lección de gramática"* to learn about the use of possessive adjectives, and solve the exercises at the end: https://www.youtube.com/watch?v=rF070hPFbas.

Participate in a lecture given by your teacher about possessive adjectives and the genitive case, and complete the worksheet in the following link: https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Possessive_adjectives/Possesive_Adjectives_tg629540qe

Choose a picture of a relative or friend from your phone and write down three sentences about him or her. Describe their favorite dish, place in the house or city, preferred music, etc. Share the information with a classmate next to you. Take turns to present your classmate's relative or friend to the classroom plenum. Use the right possessive adjectives in each case.

Create your family tree including at least 10 people in your family. Remember to use the corresponding vocabulary, possessive adjectives and include a photo for each person and a brief description about who they are and include their favorite place in the house as well. Socialize your family tree with your classmates.

Evidencia: Presentación árbol genealógico en inglés.
Activity Estimated Time: 13 hours

Evidencia	Criterio de Evaluación	Técnicas e Instrumentos de Evaluación
Evidencia de desempeño: *Juego de roles recolección de información personal en la recepción del hotel en inglés.*	Reconoce la idea general y detalles específicos en interacciones orales de la vida cotidiana articuladas con claridad y una velocidad promedio.	Simulación – Juego de roles / Lista de verificación
Evidencia de conocimiento: *Tabla comparativa con tarifas de habitaciones de distintos hoteles en inglés.*	Sigue instrucciones de un proceso relacionado con su quehacer laboral.	Exposición – Mesa redonda / Lista de verificación
Evidencia de producto: *Presentación árbol genealógico en inglés.*	Hace uso de vocabulario relacionado con familia, aficiones e intereses, trabajo, viajes y hechos de actualidad, en textos orales y escritos.	Exposición / Lista de verificación

Referencias

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