5. Tecnólogo en Coordinación de Servicios Hoteleros – Guía Inglés

Competencia: *Interacción en Lengua Inglesa.*

Trimestre: 5

Resultado de Aprendizaje: *Presentar un proceso para la realización de una actividad en su quehacer laboral de acuerdo con los procedimientos establecidos desde su programa de formación. (48hrs.)*

1.1 First activity: Understanding financial terms in English according to current economic issues.

1.1.1. Money concepts

Watch the video *"Changing Money"* in the link https://www.youtube.com/watch?v=Uj043hkL8mM and repeat the conversation on it. Pay attention to the vocabulary about money and re-arrange the letters in the blanks below to write some of the words you hear.

orues	_____	ruenccyr	_____
lardols	_____	slibl	_____
treda	_____	cionmismos	_____

Complete the following worksheet by writing the correct words in the boxes below each one of the pictures.

Figura 1. Money Vocabulary

coins	cash	bank	wallet	bill	cheque
purse	cash machine	note	checkout	clerk	credit card



de ney *Learn English*

Write in the blanks some of the words used in the previous exercise having in mind their definitions.

	A form of money that is made out of paper.
	The paper form you complete when you want to pay for something, but you don't have cash.
	The plastic thing you use when you want to buy things, but you don't have cash.
	A form of money that is made of metal circles.
	The paper you receive tells you how much you have to pay.

Write down a sentence with every word from the previous exercise. Compare your sentences with the partner next to you.

Create a comic strip with two characters: a bank clerk and a customer. Use the vocabulary you have studied previously.

Participate in a role-playing where you take the roles of a bank clerk and a customer at the Money Exchange office. Include some extra information in the conversation such as the destination and recommendations given by the clerk to the customer. Include vocabulary and grammar structures studied previously. Present your 2-minute-scenes in front of your classmates.

1.1.2. Financial terms: budgeting vs expenditure

Watch the video about money management *"Budgeting Basics"* in the link https://www.youtube.com/watch?v=giBez-91ZOk Match the words with the definitions in front.

1. _____Budget
2. _____Expense
3. _____Spending category
4. _____Income
5. _____Entertainment
6. _____Savings

a. Things that people do for fun
b. Something that you spend money on
c. A group of related goods or services
d. A plan for spending money
e. Portion of income not spent
f. Money received through work or investment

Nota. Tomado de https://www.youtube.com/watch?v=giBez-91ZOk *"Budgeting basics"*

In pairs, discuss the following questions and write down your answers. Compare your answers with another couple.

1. Do you have a monthly **budget**, or spending plan?
2. What is your biggest **expense** each month?

Classify the following expenses of a budget into **wants** (fun or desired things) or **needs** (necessary things), and **fixed** (the same every month) or **variable** (can change every month) expenses. Complete the last two boxes with two extra goods or services.

Tabla 1. Expenses Types: wants vs needs, fixed vs variable

	Budgeting		**Expenses types**	
Good or service	**Needs**	**Wants**	**Fixed**	**Variable**
Concert		✓		✓
Groceries				
Buss pass				
Taxi				
Health insurance				
Rent				
Utilities				
Restaurants				

Compare your answers with the classmate next to you and discuss the differences and similarities in your charts. Create a dialogue where you present budget vs expense and use questions with *"how much".*

Write down the monthly expenses you usually have based on a minimum wage in Colombian pesos (COP). Establish which of those expenses are needs or wants. Give an example of a big expense you are considering for the future, it could be a new phone, a car, or a motorbike. Design a chart explaining how much and for how long you might have to save in order to achieve your goal and present it to the class plenum.

1.1.3. Saver or spender

Watch the video *"How to save money on everyday expenses"* in the link https://www.youtube.com/watch?v=GH_JLA-fkBY&t=34s and check the money vocabulary.

Match the words and their definitions based on the previous video.

1. _____Overspend
2. _____Charge
3. _____Deal
4. _____Budget yourself
5. _____Item
6. _____Cost effective
7. _____Impulse

a. Something is good value for the price
b. Because suddenly you want to
c. To ask an amount of money
d. An individual thing
e. Spend only what you need
f. To spend more than you should
g. A good lower price

Read the following questions and choose the option which applies to you. Practice pronunciation of the words in **bold** with the help of your teacher.

a) I feel that I sometimes **overspend** on
   1) coffee.
   2) eating out.
   3) entertainment.
b) When I do the shopping,
   1) I have a list of **items** I need.
   2) I remember what I should buy.
   3) I think, while I'm in the shop, about what I want to buy.
c) When I buy online,
   1) I spend time looking for the best **deals.**
   2) I only buy from one shop because I know and trust it.
   3) I buy much more than I need.



d) To **keep myself on budget**,
   1) I write down all of my purchases.
   2) I cut down on some **expenses** at the end of the month.
   3) I use cash instead of a credit card.

e) You want to save some money. You know that you waste too much money on petrol driving to work. The most **cost-effective** means of transport would be a bike. What do you do?
   1) I bike to work.
   2) I save on other things because I love driving.
   3) I find a colleague to drive with and share petrol costs.

f) You are going to buy some groceries, but you enter a clothes shop and see an amazing pair of jeans for $100. What do you do?
   1) I buy them **on impulse**.
   2) I already have so many pairs of jeans, so I don't buy them.
   3) I take a photo and wait until the sales.

g) You want to go to your friend's house by Uber. If you take an Uber now, you'll be **charged** more, but if you wait, the price might be cheaper. What do you do?
   1) I go now because I don't want to wait.
   2) I wait a couple of minutes to spend less money.
   3) I decide to use public transport and arrive a bit later.

Nota. Tomado de https://eslbrains.com/are-you-a-saver-or-a-spender/

Complete the sentences with the correct preposition, take into the account the video you watched at the beginning of the activity. Some might be used more than once.

to	by	in	for
into	on	from	

1. Would you like to pay ____ cash or ____ credit card.
2. You paid _____ dinner last night. You are such a spender.
3. I spent $50 _____ books yesterday.
4. I never get _____ debt. I hate owing people money.
5. My aunt invested all her savings _____ real estate.
6. I don't like lending money _____ friends.
7. I borrowed a lot of money _____ the bank.

From the information you have studied until now, create a conversation where you decide whether you are a saver or a spender. Include the vocabulary and the prepositions in the previous exercises.

Based on a monthly income established by your teacher, create your monthly budget plan, and include some savings goals. Include the financial vocabulary, spending categories, taxes and fixed or variable rates that apply to you and present it to a classmate. Discuss any problems your budget plans might have and give each other advice to adjust. Present the final budget plan for the entire class.

Evidencia: Exposición de un plan de presupuesto de gasto mensual para el hogar considerando las categorías importantes y proyectando algunos objetivos de ahorro.

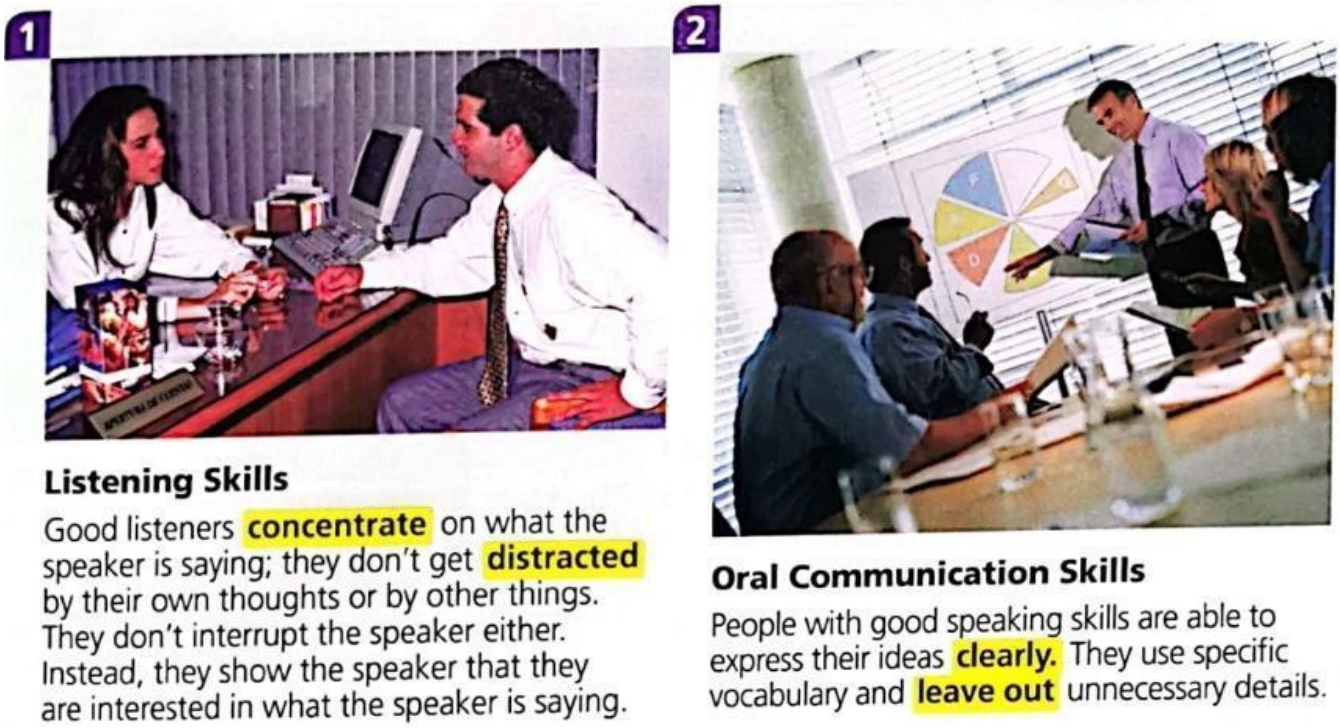
Activity Estimated Time: 16 hours

1.2. Second Activity: Describing necessary skills according to specific responsibilities at work.

1.2.1 Identifying interpersonal skills

Read the information in boxes 1 to 4.

Figura 3. Interpersonal skills



3



Writing Skills

Proficient writers are able to express their ideas clearly and **concisely.** They don't use unnecessary words. Because their writing is easy for others to **comprehend**, good writers don't leave their readers confused.

4



Team Skills

People with good team skills are **cooperative**. They work well together. They are also **flexible**. They will change their plans or ideas to help the team succeed. Finally, people with good team skills **take responsibility for** doing their **share** of the work. They don't **expect** other people to do their work for them.

Nota. Tomado de *Lee, L. (2011)*

Write down your answers to the following questions based on the previous texts.

How good are your listening skills?

_____

How good are your oral communication skills?

_____

How good are your writing skills?

_____

How good are your team skills?

_____

Match the words on the left to the correct definition on the right.

1. _____share
2. _____distracted
3. _____concentrate
4. _____comprehend
5. _____leave out
6. _____proficient

a) Very good at
b) focus
c) part of something
d) understand
e) not focused
f) not include

Read and decide which interpersonal skill the person needs to work on. Write the skill on the blank in front of each sentence. Then, discuss strategies for Bryan, Mary, Peter, and Sarah to improve their interpersonal skills.

1. No one understands Bryan when he explains things. _____
2. Mary never did her share of work when she worked with her group. _____
3. Peter often thinks about other things when people are talking to him. _____
4. Sarah sent me many confusing mails last month. _____

Create a comic strip to exemplify the step by step of every strategy. Socialize your comic with the class plenum.

1.2.2 Work schedules

Watch the conversation in the video "*prepositions of time"* in the following link: https://www.youtube.com/watch?v=GQ4uUNxO_sU&t=47s Attend the explanation conducted by your teacher.

Look at some sentences from Amelia's job. Fill in the blanks with *in, on,* or *at.* Identify what her job is: _____

1. I get up _____ five thirty, I eat a quick breakfast and then I go to work.
2. _____ seven o'clock we start my session. ____ the first class everyone is really sleepy.
3. I signed my contract _____ January 14th. I usually work for 10 months.
4. _____ the morning I usually have five groups, sometimes six.
5. _____ Mondays I work from 7 am to 2 pm.
6. We usually have a one-week-vacation _____ October.
7. I never work _____ weekends.
8. _____ the summer, I get 3 weeks to plan my activities.

Without looking at your notes, talk about Amelia's job. Write down some sentences and compare them to your classmate on the right. For example:

My uncle is a taxi driver. He works <u>at</u> night every day, even <u>on</u> weekends. He sleeps <u>in</u> the morning.

_____

_____

_____

Read the information for Alexander's schedule. Complete the times on the Card.

Alexander is a front desk receptionist. His address is 32 Golden Avenue, Rockford, IL. His employee number is D5678. Alexander works three days a week. His hours on Monday are 7:00 am to 12:00 pm and then 1:30 to 3:30 pm. On Tuesday and Thursday, he works from 7 am to 11:00 am and in the afternoon he works from 2 pm to 6 pm. On Wednesdays and Fridays

Alexander's hours are 8 am to noon, and later from 1:30 to 7:30. On Sundays Alexander works from 8:00 to 12:00 pm.

Tabla 2. Timecard

TIMECARD								
DATE	July 2022							
EMPLOYEE'S NAME			**ADDRESS**					
POSITION			**EMPLOYEE'S ID**	D5678				
	AM		**PM**		**OVERTIME**		**TOTAL HOURS**	
	IN	**OUT**	**IN**	**OUT**	**IN**	**OUT**	**REGULAR**	**OVERTIME**
MONDAY	*7:00*	*12:00*	*1:30*	*3:30*			*7*	*0*
TUESDAY								
WEDNESDAY								
THURSDAY								
FRIDAY								
SATURDAY								
SUNDAY								
SIGNATURE:					WEEKLY TOTAL			

Answer the questions based on the chart above.

How many "Regular" hours per week does Alexander work? _____

How many hours do you study per week? _____

When is Alexander's Day Off? _____

When is your Day Off? _____

Does he work more than 48 hours per week? _____

Do you study more than 48 hours per week? Why? _____

Read the following conversation based on Alexander's Timecard:

Diane: Hi Alex! How are you?

Alexander: Mmmm a little bit tired.

Diane: Why? What's wrong?

Alexander: I worked for 10 hours today.

Diane: Wow… Do you work for 10 hours every day?

Alexander: No, I don't. Only two days a week. ***On*** *Wednesday and Friday.*

Diane: What about the rest of the week?

*Alexander: **On** Monday I work for 7 hours **on** Tuesday and Thursday I work for 8, and finally **on** Sunday I start working **at** 8 **in** the morning!*

Diane: I see, I was going to invite you to go for some drinks, but I guess you might be exhausted!

Alexander: Oh that's ok! Tomorrow is my Day Off! Let me take a shower and I'll call you back in a few minutes!

Model a 3-minute-conversation about your day. Describe your activities, and responsibilities at work / SENA during a week. Describe the skills you need to develop your activities. Use the prepositions of time that are included in the video and the conversation.

Evidencia: Conversación habilidades y responsabilidades en el trabajo / SENA en inglés.

Activity Estimated Time: 12 hours

1.3 Third Activity: Talking about life experiences and changes over time using the Present Perfect Tense.

1.3.1 Working environment

Say the following words aloud and with the help of the teacher write the verbs in the correct column.

Worked	offered	passed	decided	earned	closed
applied	wanted	promoted	attended	persuaded	lived

-t	-d	-id

Listen to some examples for the pronunciation of -ed endings and compare your answers to the video "*The suffix Ed makes 3 sounds*" in the link: https://www.youtube.com/watch?v=Dsd0eFgU0m8

In groups of three or four, create a conversation about what you did last weekend using –ed verbs.

Watch the video *"story of Steve Jobs"* in the link https://www.youtube.com/watch?v=bTpvbKCYaoQ to learn about Steve Jobs' early life. Notice the use of verbs in the past to talk about finished past actions.

Write the past form of the following verbs and practice their pronunciation. Discuss whether these are regular or irregular verbs.

get: _____ love: _____

give: _____ end: _____

pull: _____ take: _____

teach: _____ go: _____

put: _____ start: _____

meet: _____ become: _____

Read Alina's description of her career and complete the text with the word that best fits each space. There is an extra word you do not need.

My name is Alina. Although I _____ well at school, I _____ not to go to university. I _____ to make lots of money instead. I _____ for three jobs with international companies and _____ an interview with one of them. They _____ me a job.

For the first three years I _____ very little money. The company _____down and it was nine months before I _____ another job.

I've been with my present company for five years now. I intend to stay here until I retire at 57!

did got found offered
passed decided earned
closed applied wanted

Look at the list of factors which people consider important in a job. Choose the most important three for you and explain why you used regular and irregular verbs in the past tense. Compare your answers with your partners.

- □ The salary
- □ The location (town, city, region)
- □ Opportunities for promotion
- □ A friendly working environment
- □ Good facilities
- □ Long holidays

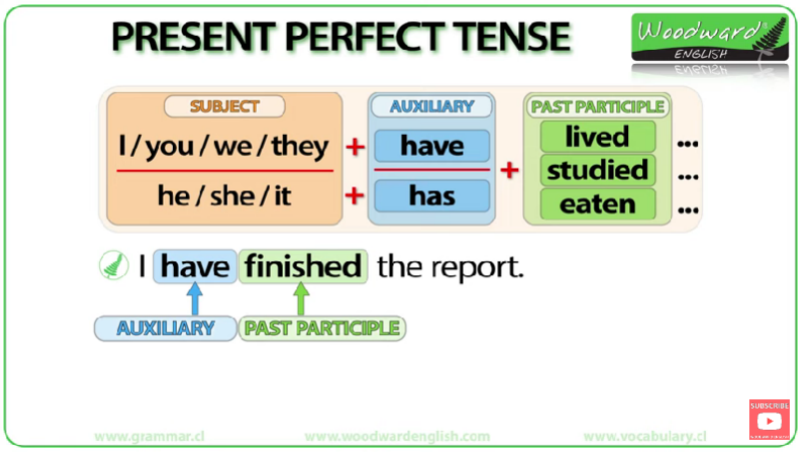
- □ Flexible working hours
- □ Opportunities to travel

Share some previous experience you or a relative have had in any working environment. Use the vocabulary above.

1.3.2 Present Perfect Affirmative

Check the video "*understanding the use of present perfect*" and the concept of finished and unfinished time in the link: https://www.youtube.com/watch?v=Dkln8PfE1xE. Check the structure of Present Perfect Affirmative in the following figure and attend the explanation given by your teacher.

Figura 2. Present Perfect Affirmative



Nota. Tomado de https://www.woodwardenglish.com/lesson/present-perfect-tense/

Write in the blanks affirmative sentences in the present perfect tense.

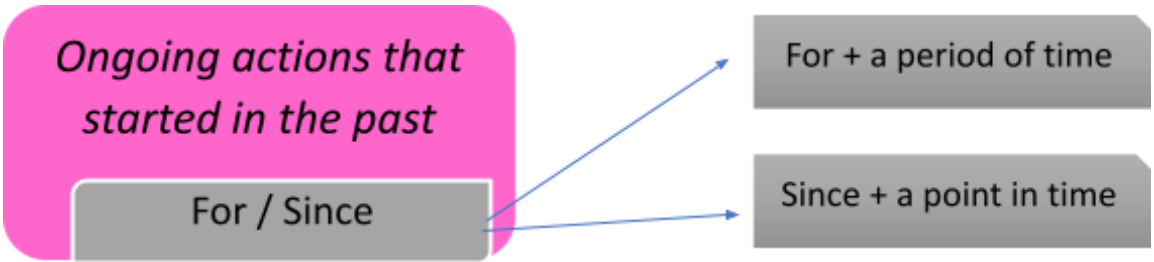
Affirmative

1. I / meet a famous soccer player — I have met a famous actor.
2. I / forget your telephone number — _____
3. the bus / leave the station — _____
4. Myriam / leave her keys at the office — _____
5. Sarah / be to Paris three times — _____

In pairs, play *two lies, one truth* game. Say three statements where one of them is true and the other two are lies. Try to deceive your partner and guess which statements are true.

Explore the image and attend the explanation led by your teacher about one of the uses of present perfect tense.

Figura 3. Present Perfect Affirmative: *For* and *Since* use



Complete the sentences with the words **for** or **since**

We have been friends _____ three years.

He's been a teacher _____ April.

Mary has taught Spanish _____ nineteen years.

This program has improved a lot _____ the university started it in November.

I have dated David _____ a month.

Write down three sentences about you in Present Perfect affirmative tense and include the words **for** and **since.**

_____

_____

_____

Look at the survey in the following chart. Answer the questions in the first column using the words **for** and **since**.

Tabla 3. Survey

Questions	Your answers	Your classmate's
How long have you lived in your house or apartment?		
How long have you studied English?		
How long have you had your cell phone?		
How long have you known your best friend?		
How long have you been awake today?		

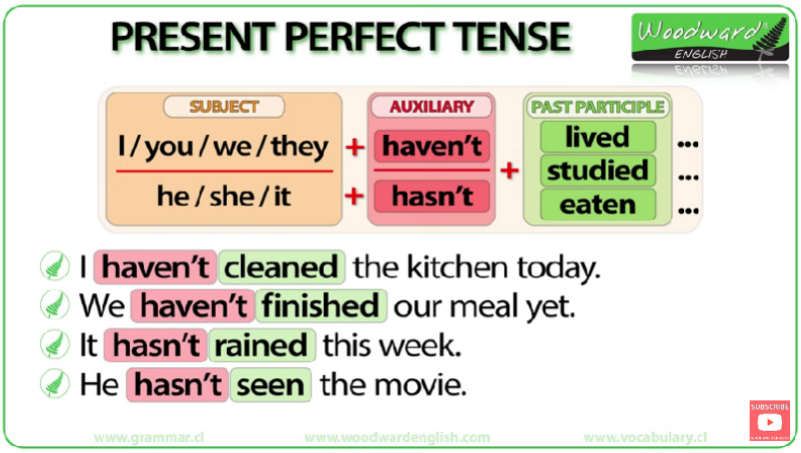
Create two more questions for the survey above and ask the partner next to you. Write down their answers. Model a presentation where you share your findings. Present it to the class plenum.

1.3.3 Present Perfect Negative

Check the difference between present perfect affirmative and negative cases in the video "*Present Perfect Negative"* in the link: https://www.youtube.com/watch?v=GdPpsI9ZMPE Check the

structure of Present Perfect Negative in the following figure and attend the explanation given by your teacher.

Figura 4. Present Perfect Negative



Nota. Tomado de https://www.woodwardenglish.com/lesson/present-perfect-tense/

Write in the blanks the sentences in the negative form of the Present Perfect.

1. my cousin has worn his new jacket _____
2. we have done our homework _____
3. they have bought a new house _____
4. my friend has called today _____
5. Jessica has visited her mother _____

On a card, write a negative case sentence in the Present Perfect Tense on the one side and on the other side draw an image representing the sentence. Present the drawing to your classmates and ask them to guess your statement.

Attend the lecture by your teacher about the use of *already* and *yet.* Check the following figure: *Colombia Bucket list* and write some affirmative or negative sentences in the columns. Use the expressions Yet and Already.

Figura 5. Colombia bucket list



Yet = at any time up to now

Already = before now

Negative

*I haven't eaten mote de queso **yet***

Affirmative

*I have **already** been to Arvi Park*

Write down on a piece of paper some other things you have and haven't done. Use the words ***yet*** and ***already.*** Share your sentences with a partner next to you. Practice pronunciation with the help of your teacher.

Take turns to present each other's most meaningful life experiences to the entire class. Use the pronouns *He* or *She* accordingly.

1.3.4 Present Perfect Questions

Watch the video *"Present Perfect Questions"* in the link: https://www.youtube.com/watch?v=W7mbETbq34M and complete the following sentence.

There are two types of questions: _____ *questions and* _____ *questions.*

Explore the image below with the help of your teacher.

Figura 6. Present Perfect Interrogative



Nota. Tomado de https://www.woodwardenglish.com/lesson/present-perfect-tense/

Write down Present Perfect YES / NO questions in the blanks.

1. you / speak to the teacher _____
2. your mother / work in a hotel _____
3. the children / eat the cookies _____
4. she / finish the report _____
5. you / study French _____

Play *Tic Tac Toe* Game with the following premade grids, one team will be Os and the other will be Xs. Take turns to create a WH-Present Perfect Question by choosing any square; you score every time your team creates a grammatically correct question. Try to score three in a row.

1. **TIC TAC TOE GRID**

Movie see lately	learn this year	do this month
have lunch today	Money spend this week	eat today

travel this year	music listen lately	park visit this month

2. **TIC TAC TOE GRID**

study in this school	work	live
try exotic food	play a musical instrument	visit
Go	Buy	read lately

Attend the explanation by your teacher about the use of ***ever*** and ***never.***

A) Complete the sentences and fill in the gaps with *ever* or *never*.

1. Have you _____ Chinese food? (eat)
2. Has your sister _____ a car? (have)
3. We have _____ your town. (visit)
4. I have _____ wine. (drink)
5. Have your friends _____ a book? (read)
6. I have _____ on the Internet. (chat)

B) Write the words in the correct order to make sentences.

1. driven a never I have car

_____

2. has my never football brother played

_____

3. have you shopping ever gone ?

_____

4. had your boyfriend has a sister ever ?

_____

Nota. Tomado de https://es.liveworksheets.com/uu408319qc

Use the cards below to create a survey of five questions. Use Yes / No Questions in Present Perfect Tense, and the word ***ever.***

see a ghost	get really angry
travel to Iceland	tell a lie to your friend
cry in a movie theater	do something dangerous
study Japanese	laugh for a very long time
meet a famous person	stay awake all night

be on television	take a trip to Hawaii
want to be a policeman	eat lots of candy by yourself
climb a mountain	have a really long holiday
fly an airplane	spend a lot of money
post a video on YouTube	forget to study for a test

Nota. Tomado de https://www.allthingsgrammar.com/present-perfect-simple.html#

Find two classmates and ask them the questions you have prepared before. If your partner's answer is positive, find out more information.

Imagine you need a new receptionist for your hotel, list the skills that are required for this job. Create an interview with 15 questions for the candidates to answer. Find out about their education, skills, experiences, and accomplishments. Use Yes / No, WH- questions in Present Perfect, prepositions of time and vocabulary you have already studied. In pairs, take turns to answer each other's interview questions.

Evidencia: Juego de roles recolección de información personal en una entrevista de trabajo.

Activity Estimated Time: 20 hours

Evidencia	**Criterio de Evaluación**	**Técnicas e Instrumentos de Evaluación**
Evidencia de desempeño*: Exposición de un plan de presupuesto de gasto mensual para el hogar considerando las categorías importantes y proyectando algunos objetivos de ahorro.*	Ofrece breves razonamientos y explicaciones de opiniones, planes y acciones.	Exposición / Lista de verificación
Evidencia de desempeño: *Conversación habilidades y responsabilidades en el trabajo / escuela en inglés.*	Enlaza una serie de elementos breves, concretos y sencillos para crear una secuencia cohesionada y lineal.	Exposición / Lista de verificación
Evidencia de desempeño: *Juego de roles recolección de información personal en una entrevista de trabajo.*	Participa en juegos de rol guiados o situaciones simuladas sobre situaciones cotidianas y laborales actuales, pasadas y futuras en contextos sociales orales y escritos.	Simulación – Juego de roles / Lista de verificación

Referencias

1. Animated English. (2015, mayo 31*). Everyday English for ESL 9 -Changing Money.* [video]. YouTube. https://www.youtube.com/watch?v=Uj043hkL8mM

2. Learn English teens. (2020, May 19). *Money. British Council the United Kingdom's international organization for cultural relations and educational opportunities.* [Worksheet]. https://learnenglishteens.britishcouncil.org/vocabulary/a1-a2-vocabulary/money

3. Money moments. (2021, marzo 2*). Budgeting Basics.* [video]. YouTube. https://www.youtube.com/watch?v=giBez-91ZOk

4. BAnck of america. (2006, marzo 17). *How to save money on everyday expenses.* [video]. YouTube. https://www.youtube.com/watch?v=GH_JLA-fkBY&t=34s

5. ESL Brains. (2020, junio 1). *Are you a saver or a spender?* [Lesson Plan]. https://eslbrains.com/are-you-a-saver-or-a-spender/

6. Lee, L (Ed.). (2011) *All-star 4.* (2° ed.) NY, USA: McGraw-Hill.

7. Loan Bui. (2012, mayo 31). *Prepositions of time!* [Video]. Youtube. https://www.youtube.com/watch?v=GQ4uUNxO_sU&t=47s

8. Sue's strategies. (2013, diciembre 18). *The suffix ED makes 3 sounds* [Video]. Youtube. https://www.youtube.com/watch?v=Dsd0eFgU0m8

9. Chungdahm Learning. (2014, agosto 6). *Story of Steve Jobs - 00 Overall.* [video]. YouTube. https://www.youtube.com/watch?v=bTpvbKCYaoQ

10. Brown cow English. (2012, agosto 2). *Understanding Present Perfect.* [video]. YouTube. https://www.youtube.com/watch?v=Dkln8PfE1xE

11. Woodward English. (2003). *Present Perfect Tense in English* [video]. https://www.woodwardenglish.com/lesson/present-perfect-tense/

12. EnglishDive (2012, noviembre 12). *Present Perfect Negative.* [Video]. Youtube. https://www.youtube.com/watch?v=GdPpsI9ZMPE

13. Think and Learne (2020, febrero 7). *Present Perfect Questions- Present Perfect.* [Video]. Youtube https://www.youtube.com/watch?v=W7mbETbq34M

14. Liveworksheets. (lenkapavlovska). *Ever Never* [Worksheet]. https://es.liveworksheets.com/uu408319qc

15. All things grammar by Robert Dobie (2022) https://www.allthingsgrammar.com/present-perfect-simple.html#

CONTROL DEL DOCUMENTO

	Nombre	**Cargo**	**Dependencia**	**Fecha**
Autor (es)	Lady Alejandra Hernández	Instructora Bilingüismo	Centro Nacional de Hotelería, Turismo y Alimentos, Bogotá	Noviembre 2022