



TABLA DE CONTENIDO – NIVEL 5

I.	Actividades de reflexión Inicial: WARM UP	2
II.	WOULD LIKE TO	5
III.	FIRST CONDITIONAL	8
IV.	PASSIVE VOICE.....	12
V.	GIVING OPINION	14
VI.	APPLYING FOR A JOB!	16
VII.	TONGUE TWISTERS	19
VIII.	AT THE RESTAURANT	22
IX.	“FEDERAL SMOKING BAN”	24
X.	“COLOMBIAN TOURISTIC PLACES”	26
	TECHNICAL ASSIGNMENTS	27



PROCESO DE GESTIÓN DE FORMACIÓN PROFESIONAL INTEGRAL FORMATO GUÍA DE APRENDIZAJE

1. IDENTIFICACIÓN DE LA GUÍA DE APRENDIZAJE

- **Denominación del Programa de Formación:** Gestión de la Producción Industrial.
- **Código del Programa de Formación:** 223310
- **Nombre del Proyecto:** Propuesta de mejoramiento del sistema productivo en una empresa del sector industrial.
- **Fase del Proyecto:** En ejecución.
- **Actividad de Proyecto:**
- **Duración de la Guía:** 60 horas.

COMPETENCIA: Producir textos en inglés en forma escrita y oral.

Resultados de Aprendizaje por alcanzar y evaluar:

- 24020150204 - Comprender las ideas principales de textos complejos en inglés que tratan de temas tanto concretos como abstractos, incluso si son de carácter técnico, siempre que estén dentro de su campo de especialización.
- 24020150206 - Buscar de manera sistemática información específica y detallada en escritos en inglés, más estructurados y con mayor contenido técnico.
- 24020150203 - Comprender una amplia variedad de frases y vocabulario en inglés sobre temas de interés personal y temas técnicos.

COMPETENCIA: Interactuar en lengua inglesa de forma oral y escrita dentro de contextos sociales y laborales según los criterios establecidos por el Marco Común Europeo de Referencia para las Lenguas.

Resultados de Aprendizaje por alcanzar y evaluar en la nueva competencia:

- 05 - Presentar un proceso para la realización de una actividad en su quehacer laboral de acuerdo con los procedimientos establecidos desde su programa de formación.

2. PRESENTACIÓN

Aprender inglés en estos tiempos de exigencias de toda índole, más que un deber o implicar un esfuerzo impuesto, debe ser una motivación para que nosotros como aprendices del Sena, y aún, más allá como personas, que queremos ser cada vez más competentes, tenemos en el área de bilingüismo la posibilidad de mostrar nuestra excelencia y competitividad en el mundo laboral.



El aprender un idioma extranjero nos permite conocer otras culturas y por ende contar con diversidad de herramientas para dar respuesta a situaciones laborales innovadoras y exigentes, a través de otros contextos ricos en posibilidades para ampliar nuestra visión de futuro y para recrearnos en los contextos del yo entiendo, yo puedo y yo propongo métodos y soluciones.

El siglo XXI es sinónimo de globalización, de comunicación instantánea, de comprensión de signos y símbolos estandarizados, es el encuentro de personas que hablan idiomas diferentes con necesidades y metas laborales comunes. Las respuestas fluyen constantemente en textos en inglés y en español y somos las personas, las que les damos significado, somos los que empleamos esa información para solucionar gran variedad de problemáticas.

NIVEL 5

I. Actividades de reflexión Inicial: WARM UP

- a) Being this the final part of your English program, you are more conscious of your own English learning process. Make a list of things that you can do that can help you learn English better (or strategies you have already successfully used).**

Things and strategies, we can do to help ourselves to learn English better
1.
2.
3.
4.
5.

- b) Reading comprehension. The following text is about natural disasters. Read it and answer the questions.**

When something is natural, it comes from nature, and it is not man-made. A disaster is something that usually causes major problems. It would be a disaster if a bridge suddenly fell because it was not built properly. Disasters are negative but can be man-made. However, when speaking about natural disasters you can combine the two terms and define them as catastrophes that occur in nature or by natural processes. They are not man-made. A natural disaster takes place in populated areas of the world when lives may be lost, property is severely damaged, and the economy is negatively affected.



Natural disasters may include an asteroid collision with Earth, avalanche, landslide, blizzard, thunderstorm, earthquake, flood, gamma-ray burst (from space), volcano, heat wave, hurricane, solar flare, drought, tornado, tsunami, hail, and wildfire.

It is not a natural disaster if it occurs in an unpopulated area and there is no loss of life or property damage. For example, if a tsunami took place on an uninhabited island, it would not be a disaster. Disasters cause a loss. There are many things that can happen during a natural disaster. Sometimes, more than one disaster occurs at the same time. Landslides may occur during severe flooding and thunderstorms.

Natural disasters occur throughout the world, and often people know when they are coming and can prepare for them and be safe. Other disasters may occur without warning. Most people die during a natural disaster when there is no time to prepare for it. Though natural disasters cause many problems, injuries, and sometimes death, they are not to be feared but being aware of them and properly preparing for them is extremely important.

In addition, there are natural disasters that can occur more often in one part of the world or country than in other regions. For example, a person living in the middle of the United States would not need to be concerned with a tsunami, but someone living along the coast would be affected. In the middle of the country, a tornado might occur, but often there are fewer of them along the coast.

The top 10 natural disasters most likely occurring throughout the world include blizzards, droughts, earthquakes, floods, heat waves, hurricanes, thunderstorms, tornados, tsunamis, and wildfires. Some of the listed disasters may occur simultaneously such as a hurricane and thunderstorm causing massive flooding, or possibly a tsunami, or a heat wave coupled with wildfires.

Other natural disasters include landslides and avalanches, which can be caused by earthquakes, heavy rain or snow, or other disasters. Snow or mud can be released from the side of a mountain or hillside burying the area below. Finally, there are active volcanoes, which are eruptions of a mountaintop, sending out ash clouds, lava, and more, causing damage to property and the loss of human life.

The most common types of natural disasters in the world are floods and storms. All-natural disasters cause damage and destruction, and often one or more people die due to their effects. Many of the disasters can be predicted ahead of time with some warnings given for people to prepare and move to safety.

b.1 All the following statements are true EXCEPT:

A: Disasters can include those made by man.

B: It is not a natural disaster if there is no loss of life.

C: A tsunami taking place on a deserted island is a natural disaster.

D: An asteroid collision with Earth would be a natural disaster.



b.2 A catastrophe that occurs in nature or by natural processes and causes loss of life is:

- A: A man-made disaster
- B: A global disaster
- C: A natural disaster
- D: An unnatural disaster

b.3 All the following may be natural disasters EXCEPT:

- A: Oil spill
- B: Landslide
- C: Avalanche
- D: Volcano

b.4 Which of the following natural disasters are most likely to occur simultaneously?

- A: Heatwave and droughts
- B: Thunderstorms and volcanos.
- C: Earthquakes and blizzards
- D: Wildfires and floods

b.5 Which of the following may occur during severe flooding and thunderstorms?

- A: Earthquakes
- B: Landslides
- C: Solar flares
- D: Wildfires

b.6 Which part of the United States would most likely experience a tsunami?

- A: States on the east coast
- B: States on the west coast
- C: States in the Midwest
- D: Both A and B.

c) Listening exercise. Click on the following link and develop the exercises:

<https://english-practice.net/practice-listening-english-exercises-for-a1-hopes-and-plans/>



II. WOULD LIKE TO

WOULD LIKE (+ noun) WOULD LIKE TO (+ verb)

I		
You	would like	a cup of tea.
He		
She	would like to	drink tea.
It		
We		
They		

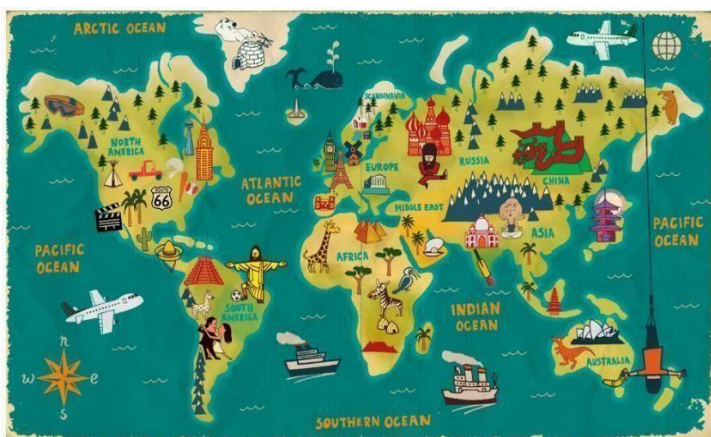
I		
You	wouldn't like	a cup of tea.
He		
She	wouldn't like to	drink tea.
It		
We		
They		

Would	I	like like to	a cup of tea?
	you		
	he		
	she		
	it		drink tea?
	we		
	they		

Yes,		No,	
I you he she it we they	would.	I you he she it we they	wouldn't.

a) Planning a trip

Choose a continent and a country

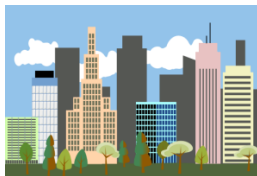


Choose the best season to go





b) Where would you like to go?

A BIG CITY	A VILLAGE	A MOUNTAIN	THE BEACH	A RESORT
				

c) I would like to stay for...

a weekend

a week

a fortnight

a month



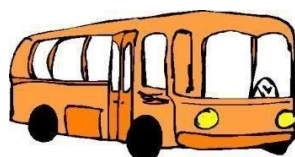
d) You need to make a simple budget (a plan of the money you are going to spend)

transport	accommodation	food	tours	gifts

e) Where are you going to stay? You need to book the room in advance:

				
---	---	---	--	---

f) What means of transport are you going to use?





g) Plan the activities you are going to do there for every day:

visit museums	go sightseeing	have a bath	hiking
meet a celebrity	visit a monument	go to a music festival	a cruise

h) Make a list of the things you need to pack in advance and the type of clothes.

<ul style="list-style-type: none">○ passport○ tickets○ credit card○ money○ mobile phone○ guidebooks○ map○ food & water○ sickness pills	SUMMER CLOTHES /WINTER CLOTHES
--	---------------------------------------

i) Finally, you can write a postcard to your family / friends to tell them about the trip. Tell them where you would like to go, how long you would like to stay there, what activities you would like to do, the places you would like to visit, etc. Draw a picture of the place you would like to visit.

<i>This is a handmade postcard from the art studio of</i>	POST CARD	Place Stamp Here



j) Complete the following sentences based of what you learned about “would like to”:

- a) I'm thirsty. I _____ a glass of water, please.
- b) A: _____ you _____ a break? B: Yes, we _____.
- c) I don't understand this. I _____ some help with my homework.
- d) Patrick _____ go to the supermarket. He needs milk.
- e) (A) _____ Tom _____ come with us? (B) Yes, he _____.
- f) (A) Can I help you? (B) Yes, I _____ a ticket to Melbourne.
- g) My friends _____ come to the party next week.
- h) (A) _____ you _____ work on Saturday? (B) No, I _____.
- i) _____ you _____ chocolate ice-cream or vanilla-ice cream?
- j) (A) _____ you _____ see a movie? (B) No, I _____.
- k) What _____ you _____ do tomorrow?
- l) (A) Who _____ some candy? (B) We _____!

k) Click on the following link and develop the online exercises:

https://www.englishblocks.com/grammar/exercises/would-like/would-like-exercise-1/#google_vignette

III. FIRST CONDITIONAL

Structure

IF + Simple Present, Simple Future

(S + will/won't + V(bare form))

Usage

To talk about possibilities in the present or in the future

Examples

- If it **rains**, I **will stay** at home.
- If I **wake** up late, I **will miss** the bus.
- And, if it's **sunny**, we'll **go** to the park.
- If Juan **leaves**, Paula **will be** sad.
- If I **find** your email, I **will send** you the picture.
- If you **study** hard, you **will pass** your exams.





1. Follow the example and finish the sentences:

- a) If you (send) send this letter now, she (receive) will receive it tomorrow.
- b) If I (find) _____ your ring, I (give) _____ it back to you.
- c) Peggy (go) _____ shopping if she (have) _____ time in the afternoon.
- d) Simon (go) _____ to London next week if he (get) _____ a cheap flight.
- e) If her boyfriend (phone/not) _____ today, she (leave) _____ him.
- f) If they (study/not) _____ harder, they (pass/not) _____ the exam.
- g) If it (rain) _____ tomorrow, I (have to/not) _____ water the plants.
- h) You (be able/not) _____ to sleep if you (watch) _____ this scary film.
- i) Susan (can/move/not) _____ into the new house if it (be/not) _____ ready on time.
- j) If I (do) _____ this test, I (improve) _____ my English.

2. Complete the following conditionals according to the theory presented and the verbs in brackets. You have to analyze the situation and decide which is 0 or 1 conditional to properly complete the sentences.

Example: If I heat water, *it boils* (boil)

- a) If it rains, and you don't have an umbrella, you _____ (get wet)
- b) If you take an aspirin, you _____ better (feel)
- c) If I don't have to study, I _____ (go) to the party on Saturday
- d) If somebody _____ (heat) ice, it _____ (melt)
- e) If I _____ (get) paid, I _____ (go shopping) for clothes
- f) If you _____ (get up) late, you _____ (arrive) late to work
- g) If you _____ (cook) at home, you _____ (save) some money
- h) If you don't do the guide, you _____ (have) problems

3. Go back to the reading about natural disasters and complete the followings conditionals:

- a) If a bridge is not properly built, _____
- b) It is not a natural disaster if _____
- c) When there is no time to prepare for a natural disaster _____

4. Click on the following link and develop the online exercises:

<https://www.perfect-english-grammar.com/first-conditional-exercise-1.html>

<https://www.liveworksheets.com/w/en/grammar/1691129>



5. Who wants to be a millionaire?

Follow your teacher's instructions to play the game of “who wants to be a millionaire?”

<https://docs.google.com/presentation/d/1BpdxZp4cRcyvaQLhs139fq1WiDX2OQSo/edit?usp=sharing&ouid=114548513530927160570&rtpof=true&sd=true>



Read the following Do's and Don'ts text about earthquakes: Do's

- a) Drop, cover, and hold. Drop to the ground; take cover under a stable table or any other furniture; hold on until the shaking stops. If a table or desk is unavailable, then protect your head and face with your arms in an inside corner of a building or home.
- b) Always stay away from glass windows, doors, mirrors, falling bricks or stones to keep you safe from fatal injuries. When in an open area, keep away from unstable buildings, balconies, and other projections.
- c) If in a moving vehicle, stop immediately when safety permits and stay inside the shelter of your vehicle. Take note not to stop near or under buildings, big trees, overpasses, and utility wires.
- d) Keep in mind to stay inside until the shaking stops or until it's safe to go outside. According to research, most injuries take place when people inside buildings attempt to relocate to a different location inside any structure or try to leave.
- e) Always be on your toes and be alert when aftershocks follow. These aftershocks may be as strong as the previous earthquake and being complacent won't save your worries.



Don'ts

- a) First and foremost, don't panic. Composing yourself while an earthquake is currently happening may be the hardest thing to do, but by keeping yourself calm during this unfortunate situation will positively save your life because your mind is in the right state.
- b) When you feel the ground shaking and you're situated on a high-rise building, do not take the lift. Get out on the next floor if you're on an elevator during an earthquake then take the stairs down.
- c) If you are at home or inside a building, do not rush to the doors or exits, but make sure to keep yourself away from windows, mirrors, chimneys, and furniture.
- d) Do not run and wander through the streets because there may be unstable buildings, establishments or even lamp posts that will suddenly collapse.
- e) Sending a text message would be a great option rather than making a call. Our first instinct when a disaster hits is to immediately call our loved ones and make sure they're fine. Although it's natural to feel concerned over our family and friends, it is advisable not to use the phone lines to call too much because it may hinder important communication.

6. Using the structures of the Zero Conditional and First conditional, make sentences for each one of the Do's and Don'ts presented above.

Do's

- a) _____
- b) _____
- c) _____
- d) _____
- e) _____

Don'ts

- a) _____
- b) _____
- c) _____
- d) _____
- e) _____



7. The following are consumer goods. Make a motto or slogan in which you promote the advantages of the product for the users using the first Conditional. The first one is an example:

A- If you drink Ensure, you will be stronger.

B- If _____

C- If _____

D- If _____

E- If _____



IV. PASSIVE VOICE

ACTIVE VOICE	PASSIVE VOICE
<p>It tells us what a person or thing does. The subject performs the action (verb) on the object.</p> <p>Subject + verb + object</p> <p>Example:</p> <ul style="list-style-type: none"> • Anna painted the house. • The teacher answers the students' questions. • Ali will post the video online. 	<p>It tells what is done to someone or something. The subject is being acted upon.</p> <p>Object + verb to be + verb in past participle + by + subject</p> <p>Example:</p> <ul style="list-style-type: none"> • The house was painted by Anna. • The students' questions are answered by the teacher. • The video will be posted online by Ali.

You can check more examples and uses at:

[Active and passive voice | LearnEnglish \(britishcouncil.org\)](http://www.britishcouncil.org/learn-english/active-and-passive-voice)



1. Go back to the reading about natural disasters and find 5 examples of passive voice in the text.

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____

2. We use the passive voice to focus attention on the invention or monument and not on who discovered or made them. Change the following statements in the active voice into the passive:

Active voice	Passive voice
<i>Alexander Graham Bell invented the telephone</i>	The telephone was invented by Alexander Graham Bell
<i>Alexander Fleming discovered the penicillin</i>	
<i>Beethoven composed the Ninth Symphony</i>	
<i>Picasso painted Guernica</i>	
<i>George Orwell wrote 1984</i>	
<i>The Chinese invented fireworks</i>	
<i>Argentina won the world cup three times.</i>	
<i>Adolf Hitler killed many people</i>	
<i>Falcao scored more than 250 goals</i>	

3. Click on the following link and develop the exercises:

https://www.english-grammar.at/online_exercises/passive-voice/pa017-present-past-simple.htm



V. GIVING OPINION

Giving your opinion neutrally	I think... I feel that... In my opinion... As far as I'm concerned... As I see it... In my view... I tend to think that
Asking someone's opinion	What do you think? What's your view? How do you see the situation? What's your opinion? What are your ideas? Do you have any thoughts on that? How do you feel about that?
Agreeing with an opinion	Of course. You're absolutely right. Yes, I agree. I think so too. That's a good point. Exactly. I don't think so either. So do I. That 's true. Neither do I.
Disagreeing with an opinion	That 's different. I don't agree with you. However, ... That's not entirely true. On the contrary... I'm sorry to disagree with you, but... Yes, but don't you think... That's not the same thing at all. I'm afraid I have to disagree. I'm not so sure about that. I must take issue with you on that. It's unjustifiable to say that..



1. Speaking activity

Let's get ready to play Agree or Disagree

- Think carefully about each statement.
- Decide if you agree or disagree.
- Be ready to share with the class at least one reason to support your answer.

a) Breakfast is the most important meal of the day.



b) Alcohol should be illegal.



c) Listening to English is more difficult than speaking English.



d) Children should be banned from watching TV.



e) Adult people spend too much time on their phones.



f) Animals should not be kept in the zoo.





2. Check your understanding: ordering.

a) Write numbers (1–4) to put the dialogue in order.

..... Oh, was it good?
..... Hi Jack. Have you just seen Tornado Express too?
..... Pfff ... no, not really. It was boring. But Molly liked it.
..... Mm ... no. I saw Friends Forever with my sister.

b) Write numbers (1–3) to put the dialogue in order.

..... Sounds cool
..... Yeah, it was brilliant! Really exciting and the special effects were so good!
..... What about Tornado Express? Was that good?

VI. APPLYING FOR A JOB!

If you want to apply for a holiday job or a position in a company, you should send them a CV (curriculum vitae, BE)/résumé (AE) and a covering letter (BE)/cover letter (AE).

A RÉSUMÉ is usually divided up into the following sections:

- **Personal and contact information:** address, telephone number, (professional) email address, photo (only if explicitly asked for), age (only if explicitly asked for).
- **Education and qualifications:** start off with the most recent and only mention the most important ones.
- **Work history and experience:** list the most relevant and recent first, including holiday jobs, voluntary work and placements; mention the employer's name, your job title and how long you worked there, as well as giving a brief description of what you did in each job.
- **Skills:** put in skills that are relevant to the job; show that you have the skills by giving examples rather than just listing them
- **Interests and activities:** give brief details and choose ones that also reflect your skills and personality (but be truthful!)



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Date of Birth

26-10-1995

LANGUAGES

English ●●●●○

French ●●●●○

Spanish ●●●○○

SOFTWARE SKILLS

Microsoft Word ●●●●●

Microsoft Excel ●●●●○

Corel Draw ●●●●○

Adobe Photoshop ●●●●○

Webdesign ●●●●○

PERSONALITY

- ✓ optimistic
- ✓ patient
- ✓ hard-working
- ✓ adaptable
- ✓ loyal
- ✓ creative

OBJECTIVE

To obtain a specialist position in aerospace engineering or mechanical engineering.

EDUCATION

2013-2017 - University of Leicester

Master's Degree in Mechanical Engineering

2015 - Erasmus Year in Toulouse, France

2006-2013 - Leicester Grammar School

A-levels: Physics (A), Maths (A), Chemistry (B)

EXPERIENCE

06.2015-10.2015

Internship at Leadership University Toulouse

05.2013-09.2013

Internship at **Meggitt** Polymers and Composites

2011-2013

Opinion polls for **Leicester Mercury**

SKILLS

- ☐ High knowledge of web technologies HTML
- ☐ Experience in programming android applications
- ☐ Supervising advertising campaigns in social media



1. Writing activity:

- Following your teacher's instructions, write down your own CV in English.

2. Job interview exercise

- Choose a situation (a job).
- Choose the characters (Interviewers and interviewees).
- Choose the material you will use.
- Write your dialogue.
- Practice it and present it in front of the class.

3. Listening activity:

- Click on the following link and develop the exercises:

<https://learnenglish.britishcouncil.org/skills/listening/c1-listening/job-interview>

A job interview





VII. TONGUE TWISTERS



A tongue twister is a word or phrase that is difficult to say quickly or correctly, such as 'She sells seashells on the seashore.'

1. Organize by groups and say the following tongue twisters at the same time. Follow your teacher's instructions.

1

Peter Piper picked a peck of pickled peppers.
A peck of pickled peppers Peter Piper picked. If
Peter Piper picked a peck of pickled peppers,
Where's the peck of pickled peppers Peter Piper picked?

2

I saw Susie sitting in a shoeshine shop.
Where she sits, she shines, and where she shines, she sits.

3

How many boards
Could the Mongols hoard
If the Mongol hordes got bored?

4

How can a clam cram in a clean cream can?

5

Denise sees the fleece,
Denise sees the fleas.
At least Denise could sneeze
and feed and freeze the fleas.



6

Something in a thirty-acre thermal thicket of thorns and thistles thumped and thundered threatening the three-D thoughts of Matthew the thug - although, theatrically, it was only the thirteen-thousand thistles and thorns through the underneath of his thigh that the thirty-year-old thug thought of that morning.

7

I wish to wish the wish you wish to wish,
but if you wish the wish the witch wishes,
I won't wish the wish you wish to wish.

8

One-one was a racehorse.
Two-two was one too.
One-one won one race.
Two-two won one too.

9

How many cookies could a good cook cook
If a good cook could cook cookies?
A good cook could cook as many cookies
as a good cook who could cook cookies.

10

How many cans can a cannibal nibble
if a cannibal can nibble cans?
As many cans as a cannibal can nibble
if a cannibal can nibble cans.





2. Creation of tongue twisters: How to create a tongue twister?

Step #1. Start with a noun

Perhaps you have a specific idea in mind for your tongue twister. If that's the case, great! Start with the noun of your idea and go from there.

If you don't, then I like to think of a one-letter or two-letter consonant blend like in this list. For example, I'm going to use the name Greg, since it's a common name and "gr" is a fun two-letter consonant with many examples of words.

Step #2. Add an adjective

We're going to take your first noun, then add an adjective to it that uses alliteration (the same sounding beginning letters).

Examples:

Green Greg Groggy Greg Greedy Greg

Step #3. Add a verb

Now it's time to add a verb after the described noun. What is it that your noun is doing? Let's have some fun and make sure it follows the same flow and style!

Examples:

Green Greg gifts Groggy Greg gripes Greedy Greg grabs

Step #4. Add an adverb

At this point, we can add an adverb to describe the verb we just placed in the tongue twister.

Examples:

Green Greg greedily gifts Groggy Greg graciously gripes Greedy Greg gracefully grabs

Step #5. Add another noun

This is all leading into the what of the tongue twister, which comes before the why and conclusion. At this point, we need to answer what Greg is doing, before answering why and finishing it off.

Examples:

Green Greg greedily gifts a grail of green grapes Groggy Greg graciously gripes at the groovy groom Greedy Greg gracefully grabs the grocery gristle



Step #6. Add a reason

Finally, we could try to add a because to the tongue twister and answer it, all within the same structure and style! This is starting to get more advanced by this point, which usually means more time searching for the perfect words to include, so feel free to stop already!

So, why is Greg doing what he's doing? Let's try to answer with a combination of adjectives, adverbs, nouns and verbs and see what we come up with.

Examples:

Green Greg greedily grifts a grail of green grapes to greet his grandkids. Groggy Greg graciously gripes at the groovy groom to grease his grumpiness. Greedy Greg gracefully grabs the grocery gristle to grip his gratin.

Now is your turn, organize by group and create a tongue twister of yours!

VIII. AT THE RESTAURANT

Do you know what to say when you are eating out? Below are some examples of useful language used in this situation.

Taking notes about the order: <ul style="list-style-type: none">⇒ Would you like to order?⇒ Can I help you?⇒ Are you ready to order?⇒ Are you going to try any of our...? Offering Food <ul style="list-style-type: none">⇒ Would you like a / an / some...?⇒ What about a / an / some...?⇒ Can I get you a / an / some...?⇒ Won't you go for a / an / some...? Asking about preferences: <ul style="list-style-type: none">⇒ Do you prefer...?⇒ How would you like it? Asking about drinks: <ul style="list-style-type: none">⇒ What would you like to drink?⇒ Anything to drink?⇒ To drink?	Ordering a meal: <ul style="list-style-type: none">⇒ Excuse me, waiter, we'd like to order.⇒ We are ready to order now.⇒ I'd like a / an / some...and...⇒ I want a / an / some...and...⇒ I'll go for a / an / some...⇒ Please bring me a / an / some... To accept / refuse the offer: <ul style="list-style-type: none">⇒ Yes, please.⇒ No, thanks. I'd like/ prefer a / an / some... Deciding about drinks: <ul style="list-style-type: none">⇒ I'd like...⇒ Could you bring me..., please? Asking about the bill: <ul style="list-style-type: none">⇒ Could I have the bill, please?⇒ Could you bring me the bill, please?
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a) Put the following events in the correct order:

- 4 _____ have the main course 6
- 6 _____ ask for the bill 8
- 3 _____ sit down 3
- 4 _____ look at the menu 4
- 2 _____ Insert a coin to table 2
- _____ have the starter 5
- 1 _____ decide to go out for dinner 1
- 7 _____ pay the bill 9
- 8 _____ tip the waiter 10
- 5 _____ have a dessert 7



b) Complete the restaurant menu with words from the box:

Menu	
Starters	Drinks
soup shrimp cocktail	mineral water coke orange juice coffee
Main Courses	Desserts
mushrooms roast beef roast chicken pasta grilled fish	ice cream plum pudding chocolate cake

mushroom
soup
mineral water
roast chicken
grilled fish
shrimp cocktail
roast beef
ice cream
coke
plum pudding
pasta
coffee
orange juice
chocolate cake

c) These are sentences commonly used in a restaurant when ordering a meal.

Put the words in the correct order:

1. pay / can / with / I / a debit card?
CAN I PAY WITH A DEBIT CARD?
2. a table / we'd / like / for two.
WE'D LIKE A TABLE FOR TWO
3. have / the soup of the day / first / I'll.
I'LL HAVE THE SOUP OF THE DAY
4. the menu / have / please / we / can?
CAN WE HAVE THE MENU, PLEASE
5. have / please / can / the bill / we?
CAN WE HAVE THE BILL , PLEASE
6. vegetables/ what / like / you / would?
WHAT WOULD YOU LIKE WITH THE VEGETABLES ?
7. coffee / like / some / you /would? / course / the salmon grill / for / I'd / main /
like / my
WOULD YOU LIKE SOME COFFEE? I'D LIKE MY MAIN COURSE THE SALMON GRILL
8. to drink / what / like / you /would?
WHAT WOULD YOU LIKE TO DRINK ?



d) Role-play: Organize by groups, prepare the script, bring your material, and make a role-play of the situation you want in a restaurant.



IX. “FEDERAL SMOKING BAN”

a) Answer the following questions:

- Do you smoke?
- What’s your opinion about smoking?
- Why do you think people smoke?

b) Activity:

- 1) Read the article. Look for the meaning of vocabulary which is not understood.
- 2) Select a Moderator of the Debate.
- 3) Divided the students into two groups. One group will affirm a position, and the other group will take the negative and oppose.
- 4) Take some time to prepare your opinion and write some questions to ask the other group.
- 5) All the students must participate.

Smoking bans

Smoking bans (or smoke-free laws) are public policies, including criminal laws and occupational safety and health regulations, which prohibit tobacco smoking in workplaces and other public spaces. Legislation may also define smoking as more generally being the carrying or possessing of any lit tobacco product.

The rationale for smoking bans posits that smoking is optional, whereas breathing is not. Therefore, proponents say, smoking bans exist to protect breathing people from the effects of second-hand smoke, which include an increased risk of heart disease, cancer, emphysema, and other diseases. Laws implementing bans on indoor smoking have been introduced by many countries in various forms over the years, with some legislators citing scientific evidence that shows tobacco smoking is harmful to the smokers themselves and to those inhaling second- hand smoke.



In addition, such laws may reduce health care costs, improve work productivity, and lower the overall cost of labor in the community thus protected, making that workforce more attractive for employers. In the US state of Indiana, the economic development agency included in its 2006 plan for acceleration of economic growth encouragement for cities and towns to adopt local smoking bans as a means of promoting job growth in communities.

Additional rationales for smoking restrictions include reduced risk of fire in areas with explosive hazards; cleanliness in places where food, pharmaceuticals, semiconductors, or precision instruments and machinery are produced; decreased legal liability; potentially reduced energy use via decreased ventilation needs; reduced quantities of litter; healthier environments; and giving smokers incentive to quit.

The World Health Organization considers smoking bans to have an influence to reduce demand for tobacco by creating an environment where smoking becomes increasingly more difficult and to help shift social norms away from the acceptance of smoking in everyday life. Along with tax measures, cessation measures, and education, smoking bans are viewed by public health experts as an important element in reducing smoking rates and promoting positive health outcomes. When effectively implemented they are seen as an important element of policy to support behavior change in favor of a healthy lifestyle.

Research has generated evidence that second-hand smoke causes the same problems as direct smoking, including lung cancer, cardiovascular disease, and lung ailments such as emphysema, bronchitis, and asthma. Specifically, meta-analyses show that lifelong non-smokers with partners who smoke in the home have a 20–30% greater risk of lung cancer than non-smokers who live with non-smokers. Non-smokers exposed to cigarette smoke in the workplace have an increased lung cancer risk of 16–19%.

A study issued in 2002 by the International Agency for Research on Cancer of the World Health Organization concluded that non-smokers are exposed to the same carcinogens on account of tobacco smoke as active smokers. Side stream smoke contains 69 known carcinogens, particularly benzopyrene and other polynuclear aromatic hydrocarbons, and radioactive decay products, such as polonium 210. Several well-established carcinogens have been shown by the tobacco companies' own research to be present

Scientific organizations confirming the effects of second-hand smoke include the U.S. National Cancer Institute, the U.S. Centers for Disease Control and Prevention (CDC), the U.S. National Institutes of Health, the Surgeon General of the United States, and the World Health Organization.



X. “COLOMBIAN TOURISTIC PLACES”

When we think in our country, but primarily in touristic places, we tend to focus on the places we can rest, not doing anything and to live different experiences we live everyday in our normal life.

In fact, many people prefer to select places where they can spend a little money and they can be relaxed.

This activity gives students the opportunity to find out more about cities in your country. It is one of the collections of several destinations Colombia module plans that look at the countries that make up Colombia.

Students will have the chance to read about Colombia and find out a little about its people and culture.

COLOMBIA COUNTRY PROFILE

Colombia is the fourth largest country in South America and one of the continent's most populous nations, Colombia has substantial oil reserves and is a major producer of gold, silver, emeralds, platinum and coal.

Now, let's talk about Monserrate Mountain.

If you're in Bogota you cannot really ignore it. From every corner where you go, you see it lie: Monserrate, a mountain of almost 3152 meters. Monserrate is an important symbol of Bogota. Not in ecological respects, but in religious terms. The name is derived from the Montserrat Mountain near Barcelona in Spain.

Mr. Juan de Borja, former governor of Colombia, gave in 1640 the order to build a church on the mountain. The church was built in honor of Montserrat's Virgin Morena whose shrine was located in Barcelona. In 1657, there was also a monastery completed. In the monastery there is a painting of "The fallen lord". It is the work of local artists Pedro de Lugo and Albarracín. Since that day of the opening thousands of people have gone to Montserrat. In Colombia you can find other touristic places like: beaches, Archeological parks, Natural parks, Museums, Salt cathedral, island, Snow Mountains among others you can visit and enjoy them.



**ACTIVITY:**

A- Create a text over a touristic place you know, or you want to know in your country, make a presentation and take into account some vocabulary given, show features, qualities, names of things into the places and others you consider you can give promotion to this touristic place within any city in your country.

B- Bring the necessary material requested, suggested in the information given below.

C- Prepare, practice and show your presentation to your classmate for at least 10 minutes at this one.

NECESSARY MATERIAL:

- Poster board.
- The board.
- Photos about the places you are going to show to your classmates.
- Powerpoint presentations.
- Magazines, and other material you consider necessary.

TECHNICAL ASSIGNMENTS

- 1) **Based on the reading “Gurus of Quality” make a summary where you about the following key aspects: “date of birth, nationality and the most important aspects of the theory of quality”.**
- 2) **4 Types of Inventory Control Systems: Perpetual vs. Periodic Inventory Control and the Inventory Management Systems That Support Them**

Read the introduction to the article and answer the questions:

Inventory control systems are technology solutions that integrate all aspects of an organization’s inventory tasks, including shipping, purchasing, receiving, warehouse storage, turnover, tracking, and reordering. While there is some debate about the differences between inventory management and inventory control, the truth is that a good inventory control system does it all by taking a holistic approach to inventory and empowering organizations to utilize lean practices to optimize productivity and efficiency along the supply chain while having the right inventory at the right locations to meet customer expectations.

Questions:

A. What are the aspects of inventory tasks?

B. What is the best approach for an inventory control system?

- 3) **Continue reading and decide what are the components of the two different types of inventory control systems. Sort out the 4 types:**



That being said, there are two different types of inventory control systems available today: perpetual inventory systems and periodic inventory systems. Within those systems, two main types of inventory management systems – barcode systems and radio frequency identification (RFID) systems – used to support the overall inventory control process:

- A- Periodic Inventory System
- B- Barcode System
- C- Perpetual Inventory System
- D- Radio Frequency Identification (RFID) System

Main Inventory Control System Types

Types of Inventory Management Systems within Inventory Control Systems

4) According to the next paragraph, answer the questions:

Inventory control systems help you track inventory and provide you with the data you need to control and manage it. No matter which type of inventory control system you choose, make sure that it includes a system for identifying inventory items and their information including barcode labels or asset tags; hardware tools for scanning barcode labels or RFID tags; a central database for all inventory in addition to the ability to analyze data, generate reports, and forecast demand; and processes for labeling, documenting, and reporting inventory along with a proven inventory methodology like just-in-time, ABC analysis, first-in, or first out (FIFO), or last-in-first-out (LIFO). Read on to learn more about the four types of inventory control systems.

A. What is an inventory control system needed for?

B. What information must be included in an inventory control system?



- 5) In the next part of the article, identify the sentences used in passive voice and underline them:

Perpetual Inventory System

When you use a perpetual inventory system, it continually updates inventory records and accounts for additions and subtractions when inventory items are received, sold from stock, moved from one location to another, picked from inventory, and scrapped. Some organizations prefer perpetual inventory systems because they deliver up-to-date inventory information and better handle minimal physical inventory counts. Perpetual inventory systems also are preferred for tracking inventory because they deliver accurate results on a continual basis when managed properly. This type of inventory control system works best when used in conjunction with warehouse inventory, a database of inventory quantities and bin locations updated in real time by warehouse workers using barcode scanners.

There are some challenges associated with perpetual inventory systems. First, these systems cannot be maintained manually and require specialized equipment and software that results in a higher cost of implementation, especially for businesses with multiple locations or warehouses. Periodic maintenance and upgrades are necessary for periodic inventory systems, which also can become costly. Another challenge of using a perpetual inventory system is that recorded inventory may not reflect actual inventory as time goes by because they do not use regular physical inventory counts. The result is that errors, stolen items, and improperly scanned items impact the recorded inventory records and cause them not to match actual inventory counts.

Periodic Inventory System

Periodic inventory systems do not track inventory on a daily basis; rather, they allow organizations to know the beginning and ending inventory levels during a certain period of time. These types of inventory control systems track inventory using physical inventory counts. When physical inventory is complete, the balance in the purchases account shifts into the inventory account and is adjusted to match the cost of the ending inventory. Organizations may choose whether to calculate the cost of ending inventory using LIFO or FIFO inventory accounting methods or another method; keep in mind that beginning inventory is the previous period's ending inventory.

There are a few disadvantages of using a periodic inventory system. First, when physical inventory counts are being completed, normal business activities nearly become suspended. As a result, workers may hurry through their physical counts because of time constraints. Errors and fraud may be more prevalent when you



implement a periodic inventory system because there is no continuous control over inventory. It also becomes more difficult to identify where discrepancies in inventory counts occur when using a periodic inventory control system because so much time passes between counts. The amount of labor that is required for periodic inventory control systems make them better suited to smaller businesses.

6) Using the information in the last part of the article, make sentences using the first conditional.

Barcode Inventory Systems

Inventory management systems using barcode technology are more accurate and efficient than those using manual processes. When used as part of an overall inventory control system, barcode systems update inventory levels automatically when workers scan them with a barcode scanner or mobile device. The benefits of using barcoding in your inventory management processes are numerous and include:

- Accurate records of all inventory transactions.
- Eliminating time-consuming data errors that occur frequently with manual or paper systems.
- Eliminating manual data entry mistakes.
- Ease and speed of scanning.
- Updates on-hand inventory automatically.
- Record transaction histories and easily determine minimum levels and reorder quantities.
- Streamline documentation and reporting.
- Rapid return on investment (ROI).
- Facilitate the movement of inventory within warehouses and between multiple locations and from receiving to picking, packing, and shipping.

Radio Frequency Identification (RFID) Inventory Systems

Radio frequency identification (RFID) inventory systems use active and passive technology to manage inventory movements. Active RFID technology uses fixed tag readers throughout the warehouse; RFID tags pass the reader, and the movement is recorded in the inventory management software. For this reason, active systems work best for organizations that require real-time inventory tracking or where inventory security has been an issue. Passive RFID technology, on the other hand, requires the use of handheld readers to monitor inventory movement.



When a tag is read, the data is recorded by the inventory management software. RFID technology has a reading range of approximately 40 feet with passive technology and 300 feet with active technology.

RFID inventory management systems have some associated challenges. First, RFID tags are far more expensive than barcode labels; thus, they typically are used for higher value goods. RFID tags also have been known to have interference issues, especially when tags are used in environments with a lot of metal or liquids.

It also costs a great deal to transition to RFID equipment, and your suppliers, customers, and transportation companies need to have the required equipment as well. Additionally, RFID tags carry more data than barcode labels, which means your system and servers can become bogged down with too much information.

When choosing an inventory control system for your organization, you first should decide whether a perpetual inventory system or periodic inventory system is best suited to your needs. Then, choose a barcode system or RFID system to use in conjunction with your inventory control system for a complete solution that will enable you to have visibility into your inventory for improved accuracy in scanning, tracking, recording, and reporting inventory movement.

If you use a barcode system, the benefits will be

If your organization needs real time inventory tracking, you will need

If you are using higher value goods you will probably have

7) Finally, answer the questions using information from the paragraph above:

What system will you use if you have to have more accurate information?

What kind of problems will you face if you use a “rfid” inventory management system?



Taken and adapted from: <https://www.camcode.com/blog/inventory-control-systems-types>

4. ACTIVIDADES DE EVALUACIÓN

Evidencias de Aprendizaje	Criterios de Evaluación	Técnicas e Instrumentos de Evaluación
Evidencias de Conocimiento: Talleres y actividades propuestos en las guías de aprendizaje Evidencias de Desempeño Evidencias de Producto: De acuerdo con la lectura entregada en inglés sobre los Gurús de la calidad, realizar un resumen en donde se identifiquen aspectos claves como fecha de nacimiento, nacionalidad y aportes más importantes a la teoría de la calidad.	-Pronunciación -Fluidez -Uso adecuado y pertinente del vocabulario. -Uso adecuado y pertinente de estructuras gramaticales explicadas en sesión.	Talleres Video Listas de verificación Presentación

5. GLOSARIO DE TÉRMINOS

Apply for: to make a request to be part of a company.

Ban: to decide or say officially that something is not allowed

Budget: the money that is available to a person or an organization.

Campus: the buildings of a university or college and the land around them

Competence: the quality of being competent; adequacy; possession of required skill, knowledge, qualification, or capacity.

Corrective action: when an unconformity occurs that is systemic in nature, it is important to correct not only the immediate problem, but to find what the root cause of the problem is and correct it.

Customer satisfaction: customer satisfaction is how much your customer perceives that your product or service has met their requirements.



Debate: a formal discussion of an issue at a public meeting or in a parliament. In a debate two or more speakers express opposite views and then there is often a vote on the issue.

Do's and Don'ts: rules that you should follow.

Fill out: to complete a form, etc.

In advance: before something happens.

In regard of: as concerns, with the aim to.

Lung cancer: serious disease in which growths of cells, also called cancers, form in the body and kill normal body cells. The disease often causes death.

Motto: a short sentence or phrase that expresses the beliefs of a person.

Smoking: the activity or habit of smoking cigarettes, etc.

To book: to arrange something on a particular date in the future.

To focus: to give attention, effort, etc. to one particular subject.

Work on: to try hard to improve or achieve something.

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

	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