PROCESS MANAGEMENT OF INTEGRAL PROFESSIONAL TRAINING

SALES AND CUSTOMER SERVICE OPERATION CAMPAIGNS IN ENGLISH FOR BPO INDUSTRY

LEARNING GUIDE FORMAT

1 IDENTIFICATION OF THE LEARNING GUIDE

- **Name of training program:** Service Operation In Bilingual BPO Channels.
- **Training Program Code:** 137500.
- **Project Name:** Operation of Sales and Customer Service Campaigns in English for the BPO Industry.
- **Project Phase:** Planning.
- **Project Activity:** 1. Collect information from the needs of the Contact Center organization and BPO.
- **Competence:**

240201050 - To interact with others in a foreign language according to the stipulations of the common European framework of reference for languages.

- **Learning Results to Achieve:**

240201050 - RA1 To understand information in a second language according to the language and cultural structure, as well as business communication protocols with customers.

- **Duration of the Guide: 96h TOP NOTCH 1**

2. PRESENTATION

In the BPO industry, English proficiency is paramount as a BPO agent, effective communication in English is essential for engaging with clients, understanding intricate instructions, and delivering high-quality services. The global nature of BPO operations underscores the significance of English as a unifying language, enabling agents to navigate diverse tasks and contribute to the industry's success. For BPO students, mastering English opens doors to lots of opportunities in the industry. Proficiency in English e

ability to comprehend and convey complex information accurately and efficiently, whether communication or written correspondence. Moreover, in a competitive BPO market, companies prioritize candidates with strong English skills, as they contribute to maintaining client satisfaction and fostering

successful business relationships. Therefore, investing in improving English proficiency is not just beneficial but essential for aspiring BPO professionals aiming to excel in their careers.

3. FORMULACIÓN DE LAS ACTIVIDADES DE APRENDIZAJE

3.1 Actividad de reflexión inicial 1

Activity: "Two Truths and a Lie"

Objective: To help A2 level students introduce themselves, practice speaking in English, and get to know their classmates in a relaxed and interactive way.

Instructions:

1. Begin by explaining the rules of the game to the students. Tell them that each person will take turns sharing three statements about themselves: two truths and one lie.
2. Model the activity by sharing your own "two truths and a lie" with the class. For example:
    - "I have traveled to three different countries."
    - "I can speak three languages fluently."
    - "I have a pet elephant."
3. After sharing your statements, ask the students to guess which statement is the lie. Encourage them to explain their reasoning.
4. Divide the students into pairs or small groups, depending on the class size.
5. Have each student take turns sharing their own "two truths and a lie" with their partner or group. Encourage them to use English as much as possible when speaking.
6. After each student shares their statements, allow their partner or group members to guess which statement is the lie. Encourage discussion and interaction within the groups.
7. Once everyone has had a chance to share, reconvene as a whole class. You can optionally ask a few volunteers to share their favorite or most interesting "lie" they heard during the activity.
8. Wrap up the activity by highlighting any commonalities or interesting facts discovered about the students. Reinforce the idea that everyone is getting to know each other better and building a sense of community in the English class.

3.2 Actividad de reflexión inicial 2

Activity: "Find Someone Who..."

Objective: To encourage students to interact with each other, practice speaking English, and discover commonalities among classmates.

Materials Needed:

- Printed "Find Someone Who..." activity sheets
- Instructions:

1. Prepare "Find Someone Who..." activity sheets by creating a list of statements or questions related to personal experiences, preferences, or abilities. Each statement should begin with "Find someone who..." followed by a specific action or characteristic. For example:
    - Find someone who has traveled to another country.
    - Find someone who can play a musical instrument.
    - Find someone who enjoys cooking.
    - Find someone who has a pet.
2. Distribute the activity sheets and pens/pencils to the students.
3. Explain the instructions to the class: Each student must mingle with their classmates and ask them the questions on the activity sheet. When they find someone who matches a statement, they should write down that person's name next to the statement.
4. Encourage students to converse in English while completing the activity. Provide language support and assistance as needed.
5. Allow sufficient time for students to interact and fill out their activity sheets. Circulate around the classroom to monitor progress and offer guidance.
6. Once everyone has had the opportunity to interact and gather information, reconvene as a whole class.
7. Facilitate a group discussion by asking volunteers to share interesting findings or commonalities they discovered while completing the activity. Encourage students to ask follow-up questions or share additional details about their experiences.
8. Wrap up the activity by emphasizing the importance of communication and collaboration in learning English. Reinforce the idea that everyone has unique experiences and interests to share with each other.

3.3 Actividades de Apropiación

3.3.1 Simple Present Review: information / questions (Cognitive Activity)

The present simple tense is the cornerstone of effective communication in the realms of tourism and customer service. It serves as a powerful tool for conveying information clearly and efficiently. In these industries, it facilitates the description of services, schedules, and essential details. Its simplicity and ease of understanding help establish rapport with customers, ensuring seamless communication, providing accurate information, and creating a positive experience for travelers and clients alike.

Watch 2 insightful videos on the topic. Learn essential skills for your journey ahead. Click on the following links:

- Present Simple
https://www.youtube.com/watch?v=gZTb7lK6eJg

- Learn English Tenses: PRESENT SIMPLE
https://www.youtube.com/watch?v=Z19NAX_gWxI

Test your knowledge! Watch and check your understanding of the previous activity. Let's e
together. Click on the following links:

- https://agendaweb.org/verbs/present-simple/index.html
- https://agendaweb.org/verbs/present-simple-interrogative-exercises.html

Let's continue learning! Listen to the instructor's explanation and dive into practical exercises for a comprehensive learning experience. Complete the workshop from the book Oxford Practice Grammar-Intermediate Unit 5, this book is located in the support material folder.

Required classroom: Language Lab
Activity time: 1 hour

3.3.2 Descriptive Adjectives Review (Cognitive Activity)

Descriptive adjectives are the paintbrush of expression in the realms of tourism and customer service, adding vivid hues to the canvas of experiences. In these fields, they serve as the bedrock of communication, enabling the vivid portrayal of services, destinations, and customer interactions. Their precision and detail allow for accurate and compelling descriptions, painting a vivid picture for customers, guiding their expectations, and ultimately enhancing their satisfaction through a more immersive and personalized experience.

Watch 2 insightful videos on the topic. Learn essential skills for your journey ahead. Click on the following links:

- Descriptive Adjectives: everything you need to know about them
https://www.youtube.com/watch?v=GcIrwSqW0Sg
- Super Descriptive Adjectives to Build Your Vocabulary
https://www.youtube.com/watch?v=eZwxIdz-1Kc

Test your knowledge! Watch and check your understanding of the previous activity. Let's ensure mastery together. Click on the following links:

- https://www.esl-lounge.com/student/vocabulary/1v32-elementary-descriptive-adjectives-gap-fill-exercise.php
- https://agendaweb.org/exercises/grammar/adjectives-multiple-3.htm

Let's continue learning! Listen to the instructor's explanation and dive into practical exercises for a comprehensive learning experience. Complete the workshop from the book Oxford Practice Grammar-Intermediate Unit 5 , this book is located in support material folder.

Required classroom: Language Lab
Activity time: 1 hour

3.3.3 Vocabulary: Nationality and Countries (Cognitive Activity)

In the spheres of tourism and customer service, familiarity with nationalities and countries is a linchpin for effective communication. Understanding this vocabulary fosters a sense of cultural appreciation and connection. By knowing the diverse nationalities and countries, professionals can cater to the unique preferences and customs of travelers, establishing a bridge that transcends language barriers. This knowledge enables a more personalized and culturally sensitive approach, enriching the customer experience and fostering a deeper sense of inclusivity and understanding.

Watch 2 insightful videos on the topic. Learn essential skills for your journey ahead. Click on the following links:

- Countries & Nationalities in English
  https://www.youtube.com/watch?v=ZwSmUux1ZSg

- Talking About Countries & Nationalities In English!
  https://www.youtube.com/watch?v=cLaoTISk0Hc

Test your knowledge! Watch and check your understanding of the previous activity. Let's ensure mastery together. Click on the following links:

- https://agendaweb.org/exercises/vocabulary/countries/countries-1.htm

- https://agendaweb.org/exercises/vocabulary/countries/countries-3.htm

Let's continue learning! Listen to the instructor's explanation and dive into practical exercises for a comprehensive learning experience. Complete the workshop from the book English Vocabulary In Use Pre-intermediate & Intermediate Unit 5, this book is located in support material folder.

Required classroom: Language Lab
Activity time: 1 hour

3.3.4 Cultural Connections Mixer (Procedural and Cognitive Activity)

Title: Cultural Connections Mixer

Objective: The goal of this activity is to enhance students' English language skills, focusing on using formal titles, information questions, descriptive adjectives, nationalities, and countries. Students will practice meeting new people, identifying and describing individuals, providing personal information, and introducing someone to a group in a culturally diverse context.

Materials Needed:

1. Name tags for each student

2. A list of icebreaker questions
3. Whiteboard or flipchart and markers
4. A map or visual aid representing different countries

Instructions:

1. Preparation: a. Prepare name tags for each student with their name and a blank space for a country. b. Create a list of icebreaker questions that encourage students to share personal information, such as hobbies, interests, and background.
2. Introduction (15 minutes): a. Begin by discussing the importance of effective introductions in a global context. b. Discuss formal titles and explain when and how to use them. c. Review information questions (e.g., What is your name? Where are you from? What do you do?) and practice pronunciation.
3. Icebreaker Activity (30 minutes): a. Distribute name tags to each student, making sure to mix nationalities. b. Have students mingle and ask each other the icebreaker questions. Encourage them to use formal titles and take note of the other person's name and country. c. After a set time, gather the students and have a few volunteers share what they've learned about their classmates.
4. Group Introductions (20 minutes): a. Your instructor will divide the class into small groups, ensuring a mix of nationalities in each group. b. Your instructor will assign each student in the group a role (e.g., interviewer, interviewee, and observer). c. The interviewer asks the interviewee formal questions and takes notes on the provided sheet, focusing on descriptive adjectives, nationalities, and countries. d. After the interviews, each group collaboratively introduces the interviewee to the class, using the information gathered.
5. Reflection and Discussion (15 minutes): a. Facilitate a class discussion on the experience. b. Ask students to share what they found interesting or challenging about the activity. c. Discuss cultural differences that emerged during the introductions.
6. Closure (10 minutes): a. In groups summarize the key points covered during the activity.

Evidence: Role Play
Required classroom: Language Lab
Activity time: 3 hour

3.3.5 Prepositions of Place and Time (Cognitive Activity)

Prepositions of place and time are foundational elements in the landscape of tourism and customer service. In these industries, precise communication is key. Understanding the nuances of prepositions like "at," "in," or "on" concerning both place and time is crucial for directing travelers accurately and establishing schedules effectively. These linguistic tools aid in providing clear directions, outlining itineraries, and setting meeting points, ensuring seamless experiences for customers in their journeys.

Watch 2 insightful videos on the topic. Learn essential skills for your journey ahead. Click on the following links:

- Prepositions de PLACE 👉 IN / ON / AT / BY M
https://www.youtube.com/watch?v=XzkbcWh8s4w

- Prepositions of TIME 👉 IN / ON / AT / BY 👈 Common English Grammar Mistakes
https://www.youtube.com/watch?v=k8JRYf8vy2A

Test your knowledge! Watch and check your understanding of the previous activity. Let's ensure mastery together. Click on the following links:

- https://agendaweb.org/exercises/grammar/prepositions/place-elementary.htm

- https://agendaweb.org/exercises/grammar/prepositions/on-in-at-time-prepositions.htm

Let's continue learning! Listen to the instructor's explanation and dive into practical exercises for a comprehensive learning experience. Complete the workshop from the book English Vocabulary In Use Pre-intermediate & Intermediate Unit 90, this book is located in support material folder.

Required classroom: Language Lab
Activity time: 1 hour

3.3.6 Would you like (Cognitive Activity)

The structure "Would you like" holds substantial significance in the spheres of tourism and customer service. Its polite and inviting nature empowers professionals to offer assistance and personalized services graciously. This phrase initiates a conversation that caters to the specific needs and desires of customers. In tourism, it sets the stage for providing tailored experiences, while in customer service, it ensures a more accommodating and responsive approach, fostering satisfaction and loyalty by addressing individual preferences.

Watch 2 insightful videos on the topic. Learn essential skills for your journey ahead. Click on the following links:

- Polite English - WANT & WOULD LIKE
https://www.youtube.com/watch?v=h1gGk291Op4

- English Grammar - like, would like, be like
https://www.youtube.com/watch?v=trKQm1ZXmQ0

Test your knowledge! Watch and check your understanding of the previous activity. Let's ensure mastery together. Click on the following links:

- https://www.tolearnenglish.com/exercises/exercise-english-2/exercise-english-127857.php

- https://www.learnenglishfeelgood.com/english-would-you-like1.html

Let's continue learning! Listen to the instructor's explanation and dive into practical exercises for a comprehensive learning experience. Complete the workshop from the book Oxford Practice Grammar-Intermediate Unit 63, this book is located in support material folder.

Required classroom: Language Lab
Activity time: 1 hour

3.3.7 Express Locations and Give Directions (Cognitive Activity)

Mastering the art of expressing locations and providing directions is fundamental in the domains of tourism and customer service. It acts as a compass, guiding travelers seamlessly through unfamiliar territories. Communicating directions with clarity and confidence aids in ensuring a smooth, stress-free experience for tourists. In customer service, accurate location guidance cultivates a sense of trust and reliability, enhancing the overall service quality and enriching the customer's journey.

Watch 2 insightful videos on the topic. Learn essential skills for your journey ahead. Click on the following links:

- Asking for and Giving Directions
https://www.youtube.com/watch?v=DPYJQSA-x50

- Asking For & Giving Directions In English!
https://www.youtube.com/watch?v=WXIpaNU6WIE

Test your knowledge! Watch and check your understanding of the previous activity. Let's ensure mastery together. Click on the following links:

- http://jerome.boulinguez.free.fr/english/file/hotpotatoes/followtheroutevoc.htm

- https://agendaweb.org/vocabulary/directions.html

Let's continue learning! Listen to the instructor's explanation and dive into practical exercises for a comprehensive learning experience. Complete the workshop called" Express Locations and Give Directions", which is located in support material folder.

Required classroom: Language Lab
Activity time: 1 hour

3.3.8 Make Plans to See an Event (Cognitive Activity)

Understanding the vocabulary related to making plans for events is pivotal in both tourism and customer service. It forms the groundwork for orchestrating and suggesting engaging activities for travel tailored and memorable experience. In customer service, this knowledge empowers profes

insightful guidance and recommendations, enhancing the overall satisfaction of customers by facilitating their access to events and activities, ultimately shaping their journey into an unforgettable adventure.

Watch 2 insightful videos on the topic. Learn essential skills for your journey ahead. Click on the following links:

- MAKING PLANS IN ENGLISH (Phone Conversation) | Learn English
https://www.youtube.com/watch?v=CVHVssjYGKk

- Everyday English Conversation (Making plans for the future - At work) English Conversation Practice
https://www.youtube.com/watch?v=u3K9VF2CGJI

Test your knowledge! Watch and check your understanding of the previous activity. Let's ensure mastery together. Click on the following links:

- https://eslactive.com/activities/making-plans/

- https://englishexercises.co.uk/sentence-mix-making-plans.php

L Let's continue learning! Listen to the instructor's explanation and dive into practical exercises for a comprehensive learning experience. Complete the workshop from the book Oxford Practice Grammar-Intermediate Unit 25, this book is located in the support material folder.

Required classroom: Language Lab
Activity time: 1 hour

3.3.9 Eventful Invitations and Directions (Procedural and Cognitive Activity)

Title: Eventful Invitations and Directions

Objective: The objective of this activity is to help students practice accepting or declining invitations, express locations, give directions, and make plans for an event. Students will focus on using prepositions of place and time, as well as the structure "Would you like."

Materials Needed:

1. Scenario cards (invitation scenarios, event details, and directions)
2. Whiteboard or flip chart and markers

Instructions:

1. Introduction (10 minutes): a. In groups discuss the importance of effectively expressing acceptance or declination of invitations in social situations. b. Review prepositions of place and time, as well as the structure "Would you like."
2. Vocabulary Pre-teaching (15 minutes): a. Check vocabulary related to locations, direc[illegible], and event planning. b. Look for examples of these words online to reinforce the new vocabulary.

3. Scenario Cards (20 minutes): a. Your instructor will distribute scenario cards to each student. These cards will contain invitations, event details, and directions. b. Students read their scenarios and decide whether they would like to accept or decline the invitation. c. Students practice expressing their decision using the appropriate structure and prepositions.
4. Pair Work - Making Plans (25 minutes): a. Your instructor will pair up students and give them a new set of scenario cards that include making plans for an event. b. Students will take turns inviting each other to an event, discussing details, and deciding on a plan. c. Remind yourself about using prepositions of time and place in your discussions.
5. Role-Play and Directions (20 minutes): a. Your instructor will provide each pair of students with a map or a visual representation of a town. b. One student in each pair plays the host, and the other plays the guest. c. The host gives directions to a location on the map where the event will take place. d. The guest follows the directions, using prepositions of place, and confirms the details of the event.
6. Class Discussion (10 minutes): a. Your classmate will start a discussion about the scenarios and role-play experiences. b. Share any challenges you faced and how you overcame them.
7. Closure (10 minutes): a. Summarize the key language points covered during the activityyou're your instructor will assign homework to reinforce the use of prepositions of place and time in making plans, if needed.

Evidence: Role Play
Required classroom: Language Lab
Activity time: 3 hour

3.3.10 Extended family relationships and marital status (Cognitive Activity)

Understanding the vocabulary related to extended family relationships and marital status plays a significant role in tourism and customer service. In tourism, this knowledge facilitates a more personalized experience by acknowledging diverse family structures and preferences. For customer service, understanding these relationships helps in accommodating and tailoring services to suit the specific needs of customers, ensuring a more inclusive and respectful approach, enriching the overall experience.

Watch 2 insightful videos on the topic. Learn essential skills for your journey ahead. Click on the following links:

- Talking About Your Family in English - Spoken English Lesson
https://www.youtube.com/watch?v=vXI2lRCnTKw

- Learn English Vocabulary: Marital Status and Relationship Vocabulary
https://www.youtube.com/watch?v=Dhfg9v6Mp2g

Test your knowledge! Watch and check your understanding of the previous activity. Let's ensure mastery together. Click on the following links:

- https://agendaweb.org/exercises/vocabulary/family/family-tree.htm

- https://agendaweb.org/exercises/vocabulary/family/family-2.htm

Let's continue learning! Listen to the instructor's explanation and dive into practical exercises for a comprehensive learning experience. Complete the workshop from the book English Vocabulary In Use Pre-intermediate & Intermediate Unit 13 and from the Workshop called "Marital status", which is located in the support material folder.

Required classroom: Language Lab
Activity time: 1 hour

3.3.11 Simple Present Review: Affirmative and Negative Statements (Cognitive Activity)

The simplicity and versatility of simple present affirmative and negative statements hold immense importance in the realms of tourism and customer service. These fundamental linguistic structures form the backbone of communication, enabling professionals to convey information accurately and efficiently. Whether describing services or setting expectations, these statements guide interactions, ensuring clarity for travelers and customers. Their straightforward nature helps in providing accurate information, managing expectations, and creating a positive and informative experience in these industries.

Watch 2 insightful videos on the topic. Learn essential skills for your journey ahead. Click on the following links:

- Present Simple - Positive (+) and Negative (-) Forms
https://www.youtube.com/watch?v=zpK-C5inNgg

- Simple Present Tense: Affirmative Form - Brasil Escola
https://www.youtube.com/watch?v=eDZQ0FCh1_0

Test your knowledge! Watch and check your understanding of the previous activity. Let's ensure mastery together. Click on the following links:

- https://agendaweb.org/exercises/verbs/present/affirmative-forms-1.htm

- https://agendaweb.org/exercises/verbs/present-negative.htm

Let's continue learning! Listen to the instructor's explanation and dive into practical exercises for a comprehensive learning experience. Complete the workshop from the book Oxford Practice Grammar-Intermediate Unit 5, this book is located in the support material folder.

Required classroom: Language Lab
Activity time: 1 hour

3.3.12 Comparisons: people (Cognitive Activity)

The comparison structure serves as a powerful tool in both tourism and customer service, enabling professionals to articulate differences, advantages, and unique selling points effectively. In tourism, comparing destinations or services helps travelers make informed choices, shaping their experiences. Similarly, in customer service, employing comparisons allows for tailored suggestions and helps customers make decisions. This structure aids in highlighting distinctions, facilitating informed decisions, and enhancing the overall satisfaction of travelers and clients.

Watch 2 insightful videos on the topic. Learn essential skills for your journey ahead. Click on the following links:

- Comparative & Superlative Adjectives in English: Complete Guide
https://www.youtube.com/watch?v=cpQbmdKkNFs

- Comparative & Superlative Adjectives - English Grammar Lesson (with PDF & Quiz)
https://www.youtube.com/watch?v=oGr7l3q7SMI

Test your knowledge! Watch and check your understanding of the previous activity. Let's ensure mastery together. Click on the following links:

- https://www.gamestolearnenglish.com/comparatives/

- https://agendaweb.org/exercises/grammar/comparison/comparison-match.htm

Let's continue learning! Listen to the instructor's explanation and dive into practical exercises for a comprehensive learning experience. Complete the workshop from the book Oxford Practice Grammar-Intermediate Unit 111, this book is located in support material folder.

Required classroom: Language Lab
Activity time: 1 hour

3.3.13 Family Connections News Report (Procedural and Cognitive Activity)

Title: Family Connections News Report

Objective: The goal of this activity is to engage students in reporting news about relationships, describing extended families, comparing people, and discussing family cultural traditions. Students will focus on using the simple present tense and comparative adjectives.

Materials Needed:

1. News report templates (prepared by the teacher or as a guided activity)
2. Whiteboard or flip chart and markers
3. Images representing diverse families
4. List of comparative adjectives

Instructions:

1. Introduction (15 minutes): a. Begin with a discussion on the importance of family in different cultures. b. Socialize vocabulary related to relationships, extended families, and cultural traditions.
2. Vocabulary Practice (15 minutes): a. In groups use images to connect vocabulary related to family members and relationships. b. Your instructor will introduce comparative adjectives and provide examples.
3. Guided News Report (20 minutes): a. Your instructor will provide a news report template with prompts for reporting on relationships, describing extended families, and discussing family traditions. b. Model the process by reporting on a fictional family, incorporating comparative adjectives.
4. Pair or Group Activity (30 minutes): a. Your instructor will divide the class into pairs or small groups. b. He will distribute news report templates to each group. c. Lather, each group will create a news report about a fictional family, emphasizing relationships, extended family members, and cultural traditions. d. Remind yourself about the use of simple present tense and comparative adjectives.
5. Presentation (20 minutes): a. Each group will present their news report to the class. b. After each presentation, there will be a short Q&A session for the class to ask questions about the fictional family.
6. Comparative Adjectives Activity (15 minutes): a. You will write a list of comparative adjectives on the board. b. Students will choose a family member from their own family and will compare them to a classmate's family member using the provided adjectives.
7. Discussion on Cultural Traditions (15 minutes): a. Your instructor will start a class discussion on the cultural traditions mentioned in the news reports. b. Remember, you will have to share your own family traditions and discuss any similarities or differences.
8. Wrap-Up and Reflection (10 minutes): a. Summarize the key language points covered during the activity. b. Reflect on what you have learned about using simple present tense and comparative adjectives in the context of family descriptions.

Evidence: Role Play
Required classroom: Language Lab
Activity time: 3 hour

3.3.14 Vocabulary: food and restaurants (Cognitive Activity)

Understanding the vocabulary related to food and restaurants is a cornerstone in the realms of tourism and customer service. In the tourism industry, this knowledge empowers professionals to recommend diverse cuisines, enhancing travelers' experiences and cultural immersion. In customer service, a robust food-related vocabulary ensures efficient menu explanations, dietary accommodations, and personalized recommendations, significantly elevating the overall dining experience and satisfaction of patrons. This linguistic proficiency fosters a deeper connection through the joy of culinary exploration.

Watch 2 insightful videos on the topic. Learn essential skills for your journey ahead. Click on the following links:

- USEFUL RESTAURANT VOCABULARY YOU NEED TO KNOW
https://www.youtube.com/watch?v=cLFtJkGFjlY

- Preparing, Cooking and Serving Food in English - Visual Vocabulary Lesson
https://www.youtube.com/watch?v=GDMgyClgt1c

Test your knowledge! Watch and check your understanding of the previous activity. Let's ensure mastery together. Click on the following links:

- https://agendaweb.org/exercises/vocabulary/food/food-drink.htm

- https://agendaweb.org/exercises/vocabulary/food/vegetables-2.htm

- https://en.ver-taal.com/voc_food9.htm

Let's continue learning! Listen to the instructor's explanation and dive into practical exercises for a comprehensive learning experience. Complete the workshop from the book **E**nglish Vocabulary In Use Pre-intermediate & Intermediate Unit 24 and from the workshop called "Vocabulary restaurants", which is located in support material folder.

Required classroom: Language Lab
Activity time: 1 hour

3.3.15 Vocabulary: food categories (Cognitive Activity)

In the spheres of tourism and customer service, a rich understanding of food categories' vocabulary is pivotal. This linguistic knowledge empowers professionals to navigate and present a diverse range of culinary offerings. In tourism, it allows for the seamless recommendation of specific tastes, catering to travelers' varied preferences. Similarly, in customer service, this proficiency facilitates menu descriptions and personalized suggestions, ensuring a delightful dining experience and satisfying the diverse palate of patrons.

Watch 2 insightful videos on the topic. Learn essential skills for your journey ahead. Click on the following links:

- Food and drinks vocabulary
https://www.youtube.com/watch?v=rkoKjUayyS8

- Talk About Food and Cooking in English - Spoken English Lesson
https://www.youtube.com/watch?v=SlTrn13aez4

Let's continue learning! Listen to the instructor's explanation and dive into practical exercises for a comprehensive learning experience. Complete the workshop from the book English Voca[illegible] Pre-intermediate & Intermediate Unit 49 , this book is located in support material folder.

Required classroom: Language Lab
Activity time: 1 hour

3.3.16 Verbal Periphrasis: there is / there are (Cognitive Activity)

The "there is/there are" grammatical structure is a linchpin in both tourism and customer service industries. Its application aids in vividly describing accommodations, attractions, and available services. In tourism, it paints a clear picture of available amenities, guiding travelers' choices effectively. Similarly, in customer service, this structure helps in describing and recommending options, facilitating better decision-making. Its clarity and simplicity enhance communication, ensuring accurate information delivery and guiding choices for a seamless and satisfying experience.

Watch 2 insightful videos on the topic. Learn essential skills for your journey ahead. Click on the following links

- Learn English Grammar: Single Items, but Plural Nouns!
  https://www.youtube.com/watch?v=pO4MqzIKWas

- “There is” or “there are”? Matching Verbs in English
  https://www.youtube.com/watch?v=7be7NQKbV3M&t=60s

Test your knowledge! Watch and check your understanding of the previous activity. Let's ensure mastery together. Click on the following links:

- https://www.englisch-hilfen.de/en/exercises/various/there_is_there_are.htm

- https://www.english-room.com/grammar/thereis_thereare.htm

- https://www.english-room.com/grammar/thereis_thereare2.htm

Let’s continue learning! Listen to the instructor’s explanation and dive into practical exercises for a comprehensive learning experience. Complete the workshop from the book Oxford Practice Grammar-Intermediate Unit 99, this book is located in support material folder.

Required classroom: Language Lab
Activity time: 1 hour

3.3.17 Order from a menu (Cognitive Activity)

Mastering the skill of ordering from a menu is a fundamental aspect in both tourism and customer service. In tourism, understanding this skill empowers travelers to navigate diverse cuisines confidently, enhancing their dining experiences. For customer service, proficiency in guiding patrons through menu cho

seamless and enjoyable dining experience, offering personalized recommendations and accommodating

preferences. This knowledge bridges cultural gaps, enriching experiences and satisfaction in the realm of hospitality.

Watch 2 insightful videos on the topic. Learn essential skills for your journey ahead. Click on the following links:

- How to Order Food at a Restaurant in English
https://www.youtube.com/watch?v=uUMPULuwdLI

- Basic English vocabulary for restaurants
https://www.youtube.com/watch?v=_mw9-uk_QFk

Test your knowledge! Watch and check your understanding of the previous activity. Let's ensure mastery together. Click on the following links:

- https://learnenglishteens.britishcouncil.org/skills/reading/a2-reading/restaurant-menu

- https://learnenglishteens.britishcouncil.org/skills/listening/a1-listening/ordering-food-cafe

- https://www.liveworksheets.com/node/3807069

L Let's continue learning! Listen to the instructor's explanation and dive into practical exercises for a comprehensive learning experience. Complete the workshop from the book English Vocabulary In Use Pre-intermediate & Intermediate Unit 48, this book is located in support material folder.

Required classroom: Language Lab
Activity time: 1 hour

3.3.18 Definite article "the" (Cognitive Activity)

The grammatical use of the definite article "the" holds paramount importance in the realms of tourism and customer service. Its precise application distinguishes specific places, landmarks, and services, providing clarity and context. In tourism, it guides travelers to well-defined destinations, offering a richer understanding of locales. In customer service, its usage ensures precise descriptions, enhancing communication and providing a detailed insight into offered services, thereby enriching the overall customer experience.

Watch 2 insightful videos on the topic. Learn essential skills for your journey ahead. Click on the following links:

- The Definite Article: When to use "the" with abstract nouns in English
https://www.youtube.com/watch?v=3zQVJ-rffAI

- The Definite Article, "The" | Easy English Conversation Practice | ESL
https://www.youtube.com/watch?v=_WuiFapZ-J0

Test your knowledge! Watch and check your understanding of the previous activity. Let's ensure mastery together. Click on the following links:

- https://www.englisch-hilfen.de/en/exercises/nouns_articles/article_the.htm
- https://www.internationalschooltutors.de/English/activities/grammar/multi2/article1.html
- https://agendaweb.org/exercises/grammar/articles-definite-the.htm

Let's continue learning! Listen to the instructor's explanation and dive into practical exercises for a comprehensive learning experience. Complete the workshop from the book Oxford Practice Grammar-Intermediate Unit 83-84-86-90, this book is located in support material folder.

Required classroom: Language Lab
Activity time: 1 hour

3.3.19 Vocabulary to speak to a waiter and pay for a meal (Cognitive Activity)

The ability to converse with a waiter and handle payment during a meal is crucial in both tourism and customer service. Proficiency in this area empowers travelers to navigate dining experiences confidently, ensuring seamless communication and a pleasant meal. For customer service, it allows professionals to guide patrons through the ordering process and handle payments efficiently, contributing to a delightful dining experience and ensuring customer satisfaction in the hospitality industry.

Watch 2 insightful videos on the topic. Learn essential skills for your journey ahead. Click on the following links:

- At the Restaurant (ordering food) - English Conversation Practice - Improve Speaking Skills
https://www.youtube.com/watch?v=lvw_ht29FXE
- Paying at a Restaurant: Vocabulary & Culture
https://www.youtube.com/watch?v=bZD6lihDw3I

Let's continue learning! Listen to the instructor's explanation and dive into practical exercises for a comprehensive learning experience. Complete the workshop called "Vocabulary to speak to a waiter and pay for a meal", which is located in support material folder.

Required classroom: Language Lab
Activity time: 1 hour

3.3.20 Vocabulary to discuss food and health (Cognitive Activity)

Conversing about food and health is paramount in the realms of tourism and customer service. This ability allows professionals to address dietary preferences, health concerns, and offer suitable recommendations. In

tourism, it fosters a more personalized dining experience, catering to individual health needs. In customer service, it ensures understanding and accommodation of dietary requirements, contributing to a satisfying and health-conscious dining experience, ultimately enhancing customer satisfaction and well-being in the hospitality industry.

Watch 2 insightful videos on the topic. Learn essential skills for your journey ahead. Click on the following links:

- 20 Words To Talk About Food In English
https://www.youtube.com/watch?v=BTu-ZFQSvWA

- Preparing, Cooking and Serving Food in English - Visual Vocabulary Lesson
https://www.youtube.com/watch?v=GDMgyClgt1c

Let's continue learning! Listen to the instructor's explanation and dive into practical exercises for a comprehensive learning experience. Complete the workshop called "Vocabulary to discuss food and health", which is located in support material folder.

Required classroom: Language Lab
Activity time: 1 hour

3.3.21 Culinary Adventure: Dining Out in English (Procedural and Cognitive Activity)

Title: Culinary Adventure: Dining Out in English

Objective: The goal of this activity is to enhance students' English language skills related to dining out, including asking for restaurant recommendations, ordering from a menu, interacting with a server, paying for a meal, and discussing food and health. The focus will be on using food and restaurant vocabulary, food categories vocabulary, the structure "there is/there are," the definitive article "the," and adjectives related to the healthfulness of food.

Materials Needed:

1. Menu samples from different types of restaurants
2. Visual aids with food categories
3. Role cards for students (customer, server, chef)
4. Monopoly money or play money for the payment component
5. Whiteboard or flip chart and markers

Instructions:

1. Introduction (15 minutes): a. Discuss the importance of being able to navigate a restaurant setting in English. b. Your instructor will introduce key vocabulary related to dining out, including food categories, health-related adjectives, and the use of "there is/there are."

2. Vocabulary Exploration (20 minutes): a. Create a presentation as visual aid to explore food categories and related vocabulary. b. Discuss adjectives associated with the healthfulness of food. c. Review the structure "there is/there are" in the context of a restaurant setting.
3. Script Writing: Prepare a script about how to recommend food in a restaurant context. Later, do the same in the context of ordering food. Finally, create another script about paying for a meal.
4. Role-Play: Asking for Recommendations (20 minutes): a. Your instructor will assign students roles as customers and servers. b. Customers ask servers for restaurant recommendations, using the definitive article "the." c. Don't forget to use adjectives to describe the type of food you are interested in.
5. Role-Play: Ordering and Interaction with Server (25 minutes): a. Your instructor will distribute menu samples to students. b. Then, the class will be divided in two parts: customers and servers. Customers place orders, using the structure "there is/there are" and incorporating health-related adjectives. c. Servers interact with customers, confirming orders and providing additional information.
6. Role-Play: Paying for the Meal (20 minutes): a. Start a simulation in which a customer pays for a meal after having finished their plate. Check payment vocabulary using play money. b. Customers pay for their meals, and servers provide change if necessary. c. Encourage polite language and expressions during the transaction.
7. Group Discussion on Food and Health (15 minutes): a. Your instructor will organize a conversation about the meals ordered, focusing on the healthfulness of the choices made. b. You will introduce and discuss any cultural aspects related to food and health.
8. Reflection and Language Practice (15 minutes): a. In groups, engage in a class reflection on the role-play activities. b. Practice using newly acquired vocabulary in sentences related to food, health, and dining out.
9. Closure (10 minutes): a. Summarize the key language points covered during the activityyou're your instructor will assign homework or additional exercises to reinforce the language skills practiced, if needed.

This activity provides students with a practical and interactive experience in using English in a restaurant setting. It covers a range of language skills and encourages cultural awareness related to food and dining.

Evidence: Role Play
Required classroom: Language Lab
Activity time: 3 hour

3.3.22 Vocabulary to talk about technology (Cognitive Activity)

In the dynamic landscape of tourism and customer service, understanding technology-relate
indispensable. This knowledge empowers professionals to navigate and utilize various technological tools, enhancing the efficiency and quality of services. In tourism, tech vocabulary aids in leveraging digital

platforms for reservations and enhancing travel experiences. In customer service, it ensures adeptness in using technology for streamlined operations, ultimately providing a more seamless and enhanced experience for customers.

Watch 2 insightful videos on the topic. Learn essential skills for your journey ahead. Click on the following links:

- Essential Technology Vocabulary in English: Advanced Vocabulary Lesson
https://www.youtube.com/watch?v=adZ-LYWx95Q

- IELTS & TOEFL Vocabulary - Technology
https://www.youtube.com/watch?v=PL_-z497Q-o

Let's continue learning! Listen to the instructor's explanation and dive into practical exercises for a comprehensive learning experience. Complete the workshop from the book English Vocabulary In Use Pre-intermediate & Intermediate Unit 54, this book is located in support material folder.

Required classroom: Language Lab
Activity time: 1 hour

3.3.23 Present Continuous Review (Cognitive Activity)

The present continuous structure plays a vital role in both tourism and customer service, offering a dynamic way to describe ongoing actions and plans. In tourism, it enables the depiction of current events, enriching the traveler's experience by providing real-time information. Similarly, in customer service, its use signifies ongoing improvements or services, ensuring customers are informed about the evolving nature of the offerings, ultimately enhancing their satisfaction through timely and relevant information.

Watch 2 insightful videos on the topic. Learn essential skills for your journey ahead. Click on the following links:

- Learn English Tenses: PRESENT CONTINUOUS (PRESENT PROGRESSIVE)
https://www.youtube.com/watch?v=w04YVmJR4w4

- Understanding Present Progressive | The Language Tutor *Lesson 42*
https://www.youtube.com/watch?v=ntY7ziEsxpI

Test your knowledge! Watch and check your understanding of the previous activity. Let's ensure mastery together. Click on the following links:

- https://www.englisch-hilfen.de/en/exercises/tenses/present_progressive_statements_contracted2.htm

- https://www.grammarism.com/present-continuous-exercises/

- https://www.internationalschooltutors.de/English/activities/grammar/write2/5.html

Let's continue learning! Listen to the instructor's explanation and dive into practical exercises for a comprehensive learning experience. Complete the workshop from the book Oxford Practice Grammar-Intermediate Unit 4, this book is located in support material folder.

Required classroom: Language Lab
Activity time: 1 hour

3.3.24 Expressing empathy for a problem (Cognitive Activity)

Expressing empathy for problems is a crucial skill in both tourism and customer service. In the hospitality industry, understanding and acknowledging customers' issues fosters a connection and demonstrates genuine care. In tourism, empathetic responses to travelers' concerns or challenges create a supportive environment, ensuring a positive experience despite difficulties. Similarly, in customer service, displaying empathy for issues cultivates trust, helping to resolve problems effectively and ensuring customer satisfaction through personalized and compassionate service.

Watch 2 insightful videos on the topic. Learn essential skills for your journey ahead. Click on the following links:

- How to Express Empathy in English | For Client Care and Personal Relationships
https://www.youtube.com/watch?v=9rY3Nkyf4L0

- OET Speaking: How to SHOW EMPATHY Effectively
https://www.youtube.com/watch?v=62LFE6Y1BlQ

Let's continue learning! Listen to the instructor's explanation and dive into practical exercises for a comprehensive learning experience. Complete the workshop from the book Oxford Practice Grammar-Intermediate Unit 33 and word and the workshop called "Expressing empathy for a problem", which is located in the support material folder.

Required classroom: Language Lab
Activity time: 1 hour

3.3.25 Household appliances and machines (Cognitive Activity)

Understanding household appliances and machines' vocabulary is integral in both tourism and customer service. In the tourism sector, this knowledge assists in providing accommodation details and amenities to travelers, ensuring a comfortable stay. In customer service, proficiency in this vocabulary aids in addressing technical issues and assisting patrons with their needs, enhancing their overall experience. Mastering these terms proves vital in delivering efficient and satisfactory services, enriching the hospitality experience for customers.

Watch 2 insightful videos on the topic. Learn essential skills for your journey ahead. Click on the following links:

- 50+ Household Appliances in English | Household Equipment Vocabulary
https://www.youtube.com/watch?v=NmFVYxr_eT0

- English Vocabulary - 100 ELECTRICAL ITEMS
https://www.youtube.com/watch?v=PTgZkMYjlio

Let's continue learning! Listen to the instructor's explanation and dive into practical exercises for a comprehensive learning experience. Complete the workshop from the book English Vocabulary In Use Pre-intermediate & Intermediate Unit 18, this book is located in support material folder.

Required classroom: Language Lab
Activity time: 1 hour

3.3.26 Complain when things don't work- ways to communicate a problem (Cognitive Activity)

Effectively communicating problems is pivotal in both tourism and customer service. In the tourism sector, articulating concerns about accommodations, travel arrangements, or services is vital for a seamless experience. In customer service, conveying issues with products or services helps in prompt resolution. The ability to clearly express problems ensures they are addressed efficiently, fostering customer satisfaction and enhancing the overall experience by allowing for timely resolutions and improvements.

Watch 2 insightful videos on the topic. Learn essential skills for your journey ahead. Click on the following links:

- Real English - How to complain about a problem
https://www.youtube.com/watch?v=ibbTbisWfJk

- Making Complaints
https://www.youtube.com/watch?v=MyMS3y2QuXw

Let's continue learning! Listen to the instructor's explanation and dive into practical exercises for a comprehensive learning experience. Complete the workshop called "How to communicate a problem", which is located in the support material folder.

Required classroom: Language Lab
Activity time: 1 hour

3.3.27 Describe features of products (Cognitive Activity)

Describing product features is paramount in both tourism and customer service. In the tourism industry, it enables the vivid portrayal of accommodations, attractions, and services, guiding travelers' choices. Similarly, in customer service, articulating product features and service offerings ensures clarity, aidin making informed decisions. This ability to convey the unique aspects and benefits of products enriches the

experience for travelers and patrons, fostering satisfaction and informed choices in the realm of hospitality and service.

Watch 2 insightful videos on the topic. Learn essential skills for your journey ahead. Click on the following links:

- Describing Products in English - Business English Vocabulary
https://www.youtube.com/watch?v=3BK_JPCKEXw

- Business English lesson: describing products with descriptive vocabulary
https://www.youtube.com/watch?v=FZd_kdvDGEc

Let's continue learning! Listen to the instructor's explanation and dive into practical exercises for a comprehensive learning experience. Complete the workshop called "Describe features of products", which is located in support material folder.

Required classroom: Language Lab
Activity time: 1 hour

3.3.28 Tech Talk: Recommending, Expressing Sympathy, and Complaining (Procedural and Cognitive Activity)

Title: Tech Talk: Recommending, Expressing Sympathy, and Complaining

Objective: The objective of this activity is to enhance students' English language skills related to recommending a brand and model, expressing sympathy for a problem, complaining when things don't work, and describing features and benefits of products. Students will focus on vocabulary about technology, present progressive, vocabulary about household appliances and machines, the structure "won't" when something doesn't work, and vocabulary about features and benefits.

Materials Needed:

1. Visuals of various household appliances and machines
2. Scenario cards with common technology issues
3. Whiteboard or flip chart and markers

Instructions:

1. Introduction: a. Discuss the role of technology in our daily lives. b. Check vocabulary related to technology, household appliances, and expressing sympathy or complaints.
2. Vocabulary Exploration: a. Create a presentation to connect vocabulary related to household appliances and machines. b. in groups, discuss features and benefits of various products. c. Check vocabulary related to expressing sympathy and complaints.
3. Role-Play: Recommending a Brand and Model: a. Your instructor will divide students i GFPI-F-135 V01 will assign each pair a scenario where one student recommends a brand and model of a particular

appliance or gadget to the other. c. Don't forget to use specific features and benefits in your recommendations.

4. Role-Play: Expressing Sympathy and Complaining: a. Your instructor will provide scenario cards with common technology issues. b. Students take turns expressing sympathy for a problem or complaining when something doesn't work. c. Remember that you must use present progressive tense and the structure "won't" when expressing problems.
5. Group Discussion: Features and Benefits: a. Start a conversation about features and benefits of various household appliances you have at home. b. Remember, you can include your preferences and experiences.
6. Role-Play: Customer Service Interaction: a. Your instructor will divide students into customer and customer service representative roles. b. He will provide scenarios where the customer needs assistance with a product issue. c. You, in your role of customer service representatives , must express sympathy and provide solutions.
7. Reflection: a. In groups, share your ideas about the vocabulary and structures learned. Reflect on your role play scenarios, discussing what went well and areas for improvement.
8. Closure: a. Summarize the key language points covered during the activity. b. Your instructor will assign homework or additional exercises to reinforce the language skills practiced, if needed.

Evidence: Role Play
Required classroom: Language Lab
Activity time: 3 hour

3.3.29 Can vs Have to (Cognitive Activity)

Understanding the distinction between "can" and "have to" holds significance in tourism and customer service. "Can" signifies ability or permission, allowing for flexibility in offering choices or solutions. Meanwhile, "have to" denotes necessity or obligation, defining essential requirements or limitations. In tourism, this differentiation aids in guiding travelers' options. In customer service, it shapes the provision of services, ensuring clear communication and adherence to specific requirements, enhancing overall satisfaction and efficiency.

Watch 2 insightful videos on the topic. Learn essential skills for your journey ahead. Click on the following links:

- 'Can vs Have - An EFL story
https://www.youtube.com/watch?v=syoXz2pXs3U

- Modal Verbs: Can-Have to-Should
https://www.youtube.com/watch?v=AK_HAHMXnOs

Test your knowledge! Watch and check your understanding of the previous activity. Let's ensure mastery together. Click on the following links:

- https://english-at-home.com/lessons/grammar-exercise-can-have-to/
- https://es.scribd.com/presentation/567751048/Can-and-have-to-1
- https://www.mylittlepublishing.com/en/grammar/can-and-have/

Let's continue learning! Listen to the instructor's explanation and dive into practical exercises for a comprehensive learning experience. Complete the workshop called "Can vs Have", which book is located in support material folder.

Required classroom: Language Lab
Activity time: 1 hour

3.3.30 Could, Can and Be able to (Cognitive Activity)

The grammatical structures of "can" and "could"/"be able to" are pivotal in the realms of tourism and customer service. "Can" denotes present ability or permission, allowing for immediate solutions or options. "Could"/"be able to" implies past ability or a potential capability. In tourism, these distinctions guide travelers' options. In customer service, they aid in offering solutions and accommodating various needs, ensuring clear communication and satisfaction for a seamless and tailored experience.

Watch 2 insightful videos on the topic. Learn essential skills for your journey ahead. Click on the following links:

- Modals of Ability - can, could, be able to - Learn English Grammar
https://www.youtube.com/watch?v=-aZLQHU0psM
- CAN | COULD | BE ABLE TO - ENGLISH GRAMMAR
https://www.youtube.com/watch?v=IyPH-lHuMTc

Test your knowledge! Watch and check your understanding of the previous activity. Let's ensure mastery together. Click on the following links:

- https://www.englishclub.com/grammar/verbs-modals-can-could-able.php
- https://test-english.com/grammar-points/b1/can-could-be-able-to/
- https://www.englishalex.com/post/can-could-be-able-to-uses-structures-examples

Let's continue learning! Listen to the instructor's explanation and dive into practical exercises for a comprehensive learning experience. Complete the workshop called "Can vs Have", which bc

support material folder.

Required classroom: Language Lab
Activity time: 1 hour

3.3.31 Places for sports and exercise (Cognitive Activity)

A robust grasp of vocabulary related to sports and exercise venues is essential in both tourism and customer service. In tourism, this knowledge allows for the recommendation and guidance of diverse sporting facilities, enhancing travelers' experiences. In customer service, familiarity with these venues aids in providing tailored suggestions, addressing fitness needs, and facilitating access to suitable exercise spaces, ultimately contributing to a more holistic and satisfying customer experience in the hospitality industry.

Watch 2 insightful videos on the topic. Learn essential skills for your journey ahead. Click on the following links:

- English Vocabulary: Talking about SPORTS!
https://www.youtube.com/watch?v=qemBA7VOUIQ

- Sports Vocabulary (Beginner English Level)
https://www.youtube.com/watch?v=5Qhn7wmYIiA

Test your knowledge! Watch and check your understanding of the previous activity. Let's ensure mastery together. Click on the following links:

- https://www.theenglishalley.com/Park/sportsfacilities.html

- https://www.englishtestsonline.com/everyday-vocabulary-sports-facilities-and-athletics-test/

- https://learnenglishteens.britishcouncil.org/skills/listening/b1-listening/sports-centres

Let’s continue learning! Listen to the instructor’s explanation and dive into practical exercises for a comprehensive learning experience. Complete the workshop from the book English Vocabulary In Use Pre-intermediate & Intermediate Unit 41, this book is located in support material folder.

Required classroom: Language Lab
Activity time: 1 hour

3.3.32 Present Continuous Vs Present Simple (Cognitive Activity)

The comparison between the present continuous and present simple grammatical structures is integral in tourism and customer service. The present continuous denotes ongoing actions or events, providing real-time descriptions—ideal for conveying immediate information in tourism, like current events or developments. On the other hand, the present simple signifies routine or regular actions, fitting schedules or permanent services in customer service. Understanding the nuances of these structures

ensures accurate and effective communication in both industries, catering to different temporal aspects of information.

Watch 2 insightful videos on the topic. Learn essential skills for your journey ahead. Click on the following links:

- Present simple VS Present continuous
https://www.youtube.com/watch?v=Q5UEPSk9ipE

- Present Simple - Present Progressive
https://www.youtube.com/watch?v=W3HdjN3cLiM&t=4s

Test your knowledge! Watch and check your understanding of the previous activity. Let's ensure mastery together. Click on the following links:

- https://www.ego4u.com/en/cram-up/grammar/simpre-prepro/exercises

- https://www.ego4u.com/en/cram-up/grammar/simpre-prepro

- https://www.englisch-hilfen.de/en/exercises/tenses/simple_present_progressive2.htm

Let's continue learning! Listen to the instructor's explanation and dive into practical exercises for a comprehensive learning experience. Complete the workshop from the book Oxford Practice Grammar-Intermediate Unit 6, this book is located in support material folder.

Required classroom: Language Lab
Activity time: 1 hour

3.3.33 Frequency adverbs (Cognitive Activity)

Frequency adverbs play a pivotal role in both tourism and customer service, offering precise descriptions of occurrences and actions. In tourism, these adverbs aid in conveying how often specific events or services take place, guiding travelers' choices effectively. For customer service, they clarify the regularity of offered services or solutions, ensuring accurate communication and managing customer expectations. Understanding and utilizing frequency adverbs significantly enhance the quality of information and experiences provided in both industries.

Watch 2 insightful videos on the topic. Learn essential skills for your journey ahead. Click on the following links:

- Frequency Adverbs in English
https://www.youtube.com/watch?v=SqfhrDUUqWU

- Adverbs of Frequency
https://www.youtube.com/watch?v=mnpNByvbBdo

Test your knowledge! Watch and check your understanding of the previous activity. Let's ensure mastery together. Click on the following links:

- https://www.englisch-hilfen.de/en/exercises/adjectives_adverbs/adverbs_of_frequency.htm
- https://elt.oup.com/student/solutions/elementary/grammar/grammar_02_012e?cc=co&selLanguage=es
- https://www.englishexercises.org/makeagame/viewgame.asp?id=7330

Let's continue learning! Listen to the instructor's explanation and dive into practical exercises for a comprehensive learning experience. Complete the workshop from the book English Vocabulary In Use Pre-intermediate & Intermediate Unit 91, this book is located in support material folder.

Required classroom: Language Lab
Activity time: 1 hour

3.3.34 Healthy Living Tour: Planning, Discussing Routines, and Fitness Habits (Procedural and Cognitive Activity)

Title: Healthy Living Tour: Planning, Discussing Routines, and Fitness Habits

Objective: The objective of this activity is to enhance students' English language skills in planning a tourist activity, discussing habitual activities and plans, and describing fitness and eating habits. Students will focus on using modal verbs (can vs. have to, could, can, be able to), vocabulary related to places for sports and exercises, present simple vs. present progressive, and frequency adverbs.

Materials Needed:

1. Tourist destination brochures or images
2. Scenario cards for planning a tourist activity
3. Whiteboard or flip chart and markers

Instructions:

1. Introduction: a. Discuss the importance of maintaining a healthy lifestyle. b. Check vocabulary related to tourist activities, fitness, and eating habits.
2. Vocabulary Exploration: a. Create a presentation to explore vocabulary related to places for sports and exercises. b. In groups, discuss common fitness and eating habits vocabulary. c. Review modal verbs (can vs. have to, could, can, be able to).
3. Scenario Planning: Tourist Activity (25 minutes): a. Your instructor will divide students into pairs. b. Create scenario cards with information about a tourist destination. c. Students use modal verbs to plan a healthy living tour, discussing activities and places to visit.
4. Role-Play: Discussing Fitness and Eating Habits (30 minutes): a. Your instructor will assign roles to students (e.g., fitness trainer, nutritionist, and individual). b. Each group will engage in discussion about fitness routines and healthy eating habits, based on point 3. c. Remember, you must use present simple vs. present progressive and frequency adverbs.

5. Group Discussion: Describing Routines (20 minutes): a. in groups have a conversation about their daily routines. b. Students take turns describing their typical day, focusing on habitual activities.
6. Role-Play: Making Health Recommendations (25 minutes): a. Your instructor will assign roles where students provide health recommendations to each other. b. Don't forget to use modal verbs and vocabulary related to fitness and nutrition.
7. Language Practice and Reflection (15 minutes): a. Reflect on the role-play scenarios, discussing what went well and areas for improvement.
8. Closure (10 minutes): a. Summarize the key language points covered during the activityyou're your instructor will assign homework or additional exercises to reinforce the language skills practiced, if needed.

Evidence: Role Play
Required classroom: Language Lab
Activity time: 3 hour

3.3.35 Vocabulary about vacations (Cognitive Activity)

Learning vacation-related vocabulary is essential for students of English as a second language in tourism and customer service. It equips them with the language to describe travel experiences, accommodations, and activities, enabling effective communication with tourists. Understanding vacation-specific terms aids in providing recommendations, addressing queries, and ensuring a pleasant trip for visitors. This vocabulary enhances students' ability to offer tailored services, creating a positive, memorable experience, vital for customer satisfaction in the tourism industry.

Watch 2 insightful videos on the topic. Learn essential skills for your journey ahead. Click on the following links:

- English Travel Vocabulary: Planning a Trip
https://www.youtube.com/watch?v=VfG7A3ASblU

- English Travel, Tourism and Vacation Vocabulary and Phrases
https://www.youtube.com/watch?v=A9N7OMk5nXg

Test your knowledge! Watch and check your understanding of the previous activity. Let's ensure mastery together. Click on the following links:

- https://learnenglish.britishcouncil.org/vocabulary/a1-a2-vocabulary/holidays

- https://whatsup.es/blog/english-vocabulary-travel-trips-and-tourism

- https://exercises.one/english/vacation-vocabulary/

Let's continue learning! Listen to the instructor's explanation and dive into practical exercises for a comprehensive learning experience. Complete the workshop from the book English Vocabulary In Use Pre-intermediate & Intermediate Unit 46-50-51, this book is located in support material folder.

Required classroom: Language Lab
Activity time: 1 hour

3.3.36 Simple past tense: verb to be + WH questions (Cognitive Activity)

Learning simple past tense and WH questions is vital for ESL students in tourism and customer service. It enables effective storytelling about past travel experiences, local culture, and historical sites. Students can also gather information from tourists by asking questions like "What did you do?" or "Where did you visit?". This language proficiency enhances communication, facilitating better service, and helping create memorable travel experiences for tourists, essential in the tourism and customer service industries.

Watch 2 insightful videos on the topic. Learn essential skills for your journey ahead. Click on the following links:

- Simple Past Tense - English
https://www.youtube.com/watch?v=LkyCYeDdvgI&t=52s

- Grammar - Past Tense
https://www.youtube.com/watch?v=dmJrYbDjxQY&t=143s

Test your knowledge! Watch and check your understanding of the previous activity. Let's ensure mastery together. Click on the following links:

- https://www.liveworksheets.com/w/en/english-second-language-esl/563344

- https://www.grammarism.com/past-simple-regular-exercises/

- https://agendaweb.org/exercises/verbs/past-simple/regular-forms.htm

Let's continue learning! Listen to the instructor's explanation and dive into practical exercises for a comprehensive learning experience. Complete the workshop from the book Oxford Practice Grammar-Intermediate Unit 8, this book is located in support material folder.

Required classroom: Language Lab
Activity time: 1 hour

3.3.37 Adjectives to describe trips + intensifiers (Cognitive Activity)

Mastering adjectives and intensifiers are crucial for ESL students in tourism and customer service. It allows them to vividly describe trips and experiences, making their storytelling more engaging and informative. The

use of intensifiers like "absolutely," "incredibly," or "extremely" enhances the impact of these descriptions. This proficiency is key to effectively conveying the appeal of destinations and activities, thus influencing tourists' choices and ensuring a more enjoyable and satisfying travel experience.

Watch 2 insightful videos on the topic. Learn essential skills for your journey ahead. Click on the following links:

- Learn English | Very vs Quite vs So vs Pretty
https://www.youtube.com/watch?v=xJgkf_nVTb8

- Intensifiers and Downtoners in English
https://www.youtube.com/watch?v=CvmHdRHt_nY

Test your knowledge! Watch and check your understanding of the previous activity. Let's ensure mastery together. Click on the following links:

- https://www.tolearnenglish.com/exercises/exercise-english-2/exercise-english-122173.php

- https://learnenglish.britishcouncil.org/grammar/english-grammar-reference/intensifiers

- https://www.bitgab.com/exercise/intensifiers-3778

Let's continue learning! Listen to the instructor's explanation and dive into practical exercises for a comprehensive learning experience. Complete the workshop from the book Oxford Practice Grammar-Intermediate Unit 115-116 and from the workshop called "Adjectives to describe trips, intensifiers" which are located in the support material folder.

Required classroom: Language Lab
Activity time: 1 hour

3.3.38 Simple past other verbs (Cognitive Activity)

Learning the simple past tense is essential for ESL students as it enables them to talk about past actions and events. This skill is crucial for effective storytelling, discussing personal experiences, and conveying historical information. Proficiency in the simple past tense enhances the ability to engage in conversations, share anecdotes, and describe past travel experiences, enriching communication and facilitating meaningful interactions, both in everyday life and within specialized contexts like tourism and customer service.

Watch 2 insightful videos on the topic. Learn essential skills for your journey ahead. Click on the following links:

- Simple Past Tense - English
https://www.youtube.com/watch?v=LkyCYeDdvgI&t=52s

- Grammar - Past Tense
https://www.youtube.com/watch?v=dmJrYbDjxQY&t=143s

Test your knowledge! Watch and check your understanding of the previous activity. Let's ensure mastery together. Click on the following links:

- https://www.liveworksheets.com/w/en/english-second-language-esl/563344
- https://www.grammarism.com/past-simple-regular-exercises/
- https://agendaweb.org/exercises/verbs/past-simple/regular-forms.htm

Let's continue learning! Listen to the instructor's explanation and dive into practical exercises for a comprehensive learning experience. Complete the workshop from the book Oxford Practice Grammar-Intermediate Unit 8, this book is located in support material folder.

Required classroom: Language Lab
Activity time: 1 hour

3.3.39 Past endings ED, D, T (Cognitive Activity)

Learning the correct pronunciation of past tense forms in English is vital for ESL students. Accurate pronunciation not only enhances their overall fluency and comprehension but also prevents misunderstandings. It ensures that past actions and events are effectively communicated, supporting clear storytelling and making interactions more engaging and professional, which is particularly crucial in tourism and customer service roles. Mastering pronunciation is key to effective communication and customer satisfaction, contributing to the students' success in these fields.

Watch 2 insightful videos on the topic. Learn essential skills for your journey ahead. Click on the following links

- -t, -d or -id? | Past Tense -ED verb endings
https://www.youtube.com/watch?v=OSXBJ0_eAPk
- Regular Verbs
https://www.youtube.com/watch?v=xNwlP4E0Ms0

Test your knowledge! Watch and check your understanding of the previous activity. Let's ensure mastery together. Click on the following links:

- https://www.englisch-hilfen.de/en/exercises/tenses/simple_past_ed.htm
- https://www.englisch-hilfen.de/en/exercises/tenses/simple_past_ed2.htm
- https://www.engblocks.com/grammar/exercises/tenses/ending-ed-in-the-past-simple-exercise-1/

Let's continue learning! Listen to the instructor's explanation and dive into practical e

comprehensive learning experience. Complete the workshop called "Past endings ED, D, T), which is located in the support material folder.

Required classroom: Language Lab
Activity time: 1 hour

3.3.40 Adjectives for vacations (Cognitive Activity)

Learning adjectives for vacations is essential for ESL students studying tourism and customer service. These adjectives help students vividly describe travel destinations, accommodations, and experiences, making their recommendations more appealing and informative. Adjectives like "luxurious," "scenic," or "relaxing" enhance the quality of communication with tourists, enabling personalized and engaging interactions. A rich vocabulary of vacation adjectives is vital for providing excellent customer service, influencing travel choices, and creating memorable experiences for tourists.

Watch 2 insightful videos on the topic. Learn essential skills for your journey ahead. Click on the following links:

- You NEED these for speaking and writing | Adjectives for talking about your vacation in English
https://www.youtube.com/watch?v=HBp4oadjeZQ

- Adjectives for vacations
https://www.youtube.com/watch?v=G9ZJrw0KhEk

Test your knowledge! Watch and check your understanding of the previous activity. Let's ensure mastery together. Click on the following links:

- https://www.englishexercises.org/buscador/buscar.asp?nivel=any&age=0&contents=adjectives

- https://learnenglish.britishcouncil.org/grammar/a1-a2-grammar/adjectives-prepositions

- https://www.english-grammar.at/online_exercises/adjective_adverb/adjective_adverb_index.htm

Let’s continue learning! Listen to the instructor’s explanation and dive into practical exercises for a comprehensive learning experience. Complete the workshop called “Adjectives for vacations”, which is located in support material folder.

Required classroom: Language Lab
Activity time: 1 hour

3.3.41 Vocabulary: bad and good travel experiences (Cognitive Activity)

Learning vocabulary about good and bad travel experiences is vital for ESL students in tourism and customer service. It equips them to understand and describe customer feedback accurately, allowing them to respond to reviews and address concerns effectively. This knowledge helps enhance the quali

learning from both positive and negative experiences, contributing to improved customer satisfaction, loyalty, and reputation in the tourism industry.

Watch 2 insightful videos on the topic. Learn essential skills for your journey ahead. Click on the following links:

- Synonyms
https://www.youtube.com/shorts/AWRbRKkyCIo

- Synonyms words Bad, Good
https://www.youtube.com/watch?v=PLZSyhLDlis

Test your knowledge! Watch and check your understanding of the previous activity. Let's ensure mastery together. Click on the following links:

- https://wordwall.net/en-gb/community/synonyms-good-bad

- https://www.englishmaven.org/Pages/Synonyms%20and%20Antonyms.htm

- https://en.islcollective.com/english-esl-worksheets/grammar-practice/general-grammar-practice/adjectives/other-ways-to-say-good-bad/35094

Let's continue learning! Listen to the instructor's explanation and dive into practical exercises for a comprehensive learning experience. Complete the workshop called "Vocabulary: bad and good travel experiences", which is located in support material folder.

Required classroom: Language Lab
Activity time: 1 hour

3.3.42 Vocabulary about Sequencers (Cognitive Activity)

Sequencers are vital for ESL students in tourism and customer service, as they help organize information logically and ensure effective communication. Sequencers enable students to provide clear instructions, narrate travel experiences, and describe customer interactions in a coherent and structured manner. Proficiency in sequencers enhances students' ability to convey information chronologically and facilitates more engaging and understandable storytelling, which is essential for delivering exceptional customer service and maintaining a positive reputation in the tourism industry.

Watch 2 insightful videos on the topic. Learn essential skills for your journey ahead. Click on the following links.

- Sequencers
https://www.youtube.com/watch?v=sFrHK7cHzkA&t=48s

- Time Sequencers
https://www.youtube.com/watch?v=PQKuZNEsOTM

Test your knowledge! Watch and check your understanding of the previous activity. Let's ensure mastery together. Click on the following links:

- https://www.topworksheets.com/en/english-language/vocabulary/sequencers-exercises-62ffd63f61e9c
- https://www.liveworksheets.com/w/en/english-second-language-esl/57595
- https://www.eslprintables.com/grammar_worksheets/connectors/sequencers/

Let's continue learning! Listen to the instructor's explanation and dive into practical exercises for a comprehensive learning experience. Complete the workshop from the book English Vocabulary In Use Pre-intermediate & Intermediate Unit 92, this book is located in support material folder.

Required classroom: Language Lab
Activity time: 1 hour

3.3.43 Travel Tales: Sharing Vacation Experiences (Procedural and Cognitive Activity)

Title: Travel Tales: Sharing Vacation Experiences

Objective: The goal of this activity is to enhance students' English language skills in the context of tourism by practicing greetings, asking about someone's vacation, discussing vacation preferences, and describing both positive and negative vacation experiences. Students will use vocabulary related to physical activities, places for sports and exercise, frequency adverbs, and past tense.

Materials Needed:

1. Scenario cards with information about past vacations
2. Whiteboard or flip chart and markers

Instructions:

1. Introduction (15 minutes): a. Begin with a discussion about the significance of sharing vacation experiences in the tourism industry. b. Check vocabulary related to physical activities, places for sports and exercise, and past tense.
2. Vocabulary Exploration (20 minutes): a. Create a presentation to explore vocabulary related to physical activities and places for sports and exercise. b. In groups, discuss past tense verbs commonly used in describing vacation experiences. c. Consider which frequency adverbs can be used in the context of vacations and how.
3. Scenario Cards: Greeting and Asking About Vacation (25 minutes): a. You will create some cards about traveling scenarios. b. Each student has a role: the traveler who just returned or the friend greeting them. c. Students use past tense and appropriate vocabulary to greet, ask about the vacation, and respond accordingly.
4. Pair Activity: Discussing Vacation Preferences (30 minutes): a. Your instructor will pair GFPI-F-135 V01 and provide a list of vacation-related preferences and activities. b. Students will take turns discussing

and comparing their preferences using past tense and relevant vocabulary. c. Remember, you can use frequency adverbs when discussing how often certain activities were done.

5. Group Discussion: Good and Bad Vacation Experiences (20 minutes): a. In small groups, you will have a conversation about good vacation experiences and bad vacation experiences. b. Students will take turns sharing their experiences, using past tense and appropriate vocabulary. c. Students must ask follow-up questions and engage in detailed discussions.
6. Role-Play: Vacation Booking (25 minutes): a. Create some role-play scenarios and scripts where one student plays a travel agent and the other plans a vacation. b. Students will use past tense to discuss preferences, activities, and places of interest while booking a vacation.
7. Language Practice and Reflection (15 minutes): a. Reflect on the role-play scenarios, discussing what went well and areas for improvement.
8. Closure (10 minutes): a. Summarize the key language points covered during the activity. Your instructor will assign homework or additional exercises to reinforce the use of past tense and related vocabulary, if needed.

Evidence: Role Play
Required classroom: Language Lab
Activity time: 3 hour

3.3.44 Vocabulary: Clothes and shopping (Cognitive Activity)

Learning clothing-related vocabulary is crucial for ESL students in tourism and customer service. It enables them to offer guidance on suitable attire for various activities and destinations, ensuring tourists are appropriately dressed. Proficiency in this area also helps professionals assist with shopping recommendations, address clothing-related queries, and accommodate specific needs, leading to better customer experiences. An understanding of clothing terms enhances the students' ability to provide well-rounded and personalized service in the tourism industry.

Watch 2 insightful videos on the topic. Learn essential skills for your journey ahead. Click on the following links

- Vocabulary Clothing
https://www.youtube.com/watch?v=wFwosor2gsE&t=22s

- Esl Shopping Vocabulary
https://www.youtube.com/watch?v=Z5Ty43EPYg4

Test your knowledge! Watch and check your understanding of the previous activity. Let's ensure mastery together. Click on the following links:

- https://www.englishexercises.org/buscador/buscar.asp?nivel=any&age=0&contents=clothes

- https://games4esl.com/english-exercises/vocabulary-exercises/clothes/
- https://agendaweb.org/exercises/vocabulary/clothes/clothes-1.htm

Let's continue learning! Listen to the instructor's explanation and dive into practical exercises for a comprehensive learning experience. Complete the workshop from the book English Vocabulary In Use Pre-intermediate & Intermediate Unit 21-23, this book is located in support material folder.

Required classroom: Language Lab
Activity time: 1 hour

3.3.45 Object pronouns in context (Cognitive Activity)

Learning object pronouns is essential for ESL students in tourism and customer service. Object pronouns help professionals communicate clearly and efficiently when referring to people or things. This enables them to provide directions, recommendations, and information about tourist attractions and services, creating a seamless and informative experience for travelers. An understanding of object pronouns is critical for effective customer service, helping students offer assistance, respond to inquiries, and ensure tourists have a satisfying visit.

Watch 2 insightful videos on the topic. Learn essential skills for your journey ahead. Click on the following links:

- Object Pronouns
https://www.youtube.com/watch?v=1vs7MQofKO8
- Object Pronouns – English Grammar Lessons
https://www.youtube.com/watch?v=aqJMbCvduhY

Test your knowledge! Watch and check your understanding of the previous activity. Let's ensure mastery together. Click on the following links:

- https://www.englisch-hilfen.de/en/exercises/pronouns/personal_pronouns3.htm
- https://test-english.com/grammar-points/a1/object-pronouns/
- https://www.english-4u.de/en/grammar-exercises/object-pronouns.htm

Let's continue learning! Listen to the instructor's explanation and dive into practical exercises for a comprehensive learning experience. Complete the workshop from the book Oxford Practice Grammar-Intermediate Unit 98, this book is located in support material folder.

Required classroom: Language Lab
Activity time: 1 hour

3.3.46 Comparative adjective (Cognitive Activity)

Learning comparative adjectives is crucial for ESL students in tourism and customer service. These adjectives allow students to make comparisons between destinations, services, or products, aiding in making recommendations that cater to the individual preferences and needs of tourists. This proficiency enhances the ability to provide more personalized and valuable insights, ultimately contributing to greater customer satisfaction and a positive reputation in the tourism industry.

Watch 2 insightful videos on the topic. Learn essential skills for your journey ahead. Click on the following links

- Comparatives in English
https://www.youtube.com/watch?v=13TLUMw6og0

- English Grammar: Comparative Adjectives
https://www.youtube.com/watch?v=HqueToxC4d4

Test your knowledge! Watch and check your understanding of the previous activity. Let's ensure mastery together. Click on the following links:

- https://agendaweb.org/exercises/grammar/comparison/comparative-forms.htm

- https://agendaweb.org/exercises/grammar/comparison/comparison-multiple-1.htm

- https://agendaweb.org/exercises/grammar/comparison/comparatives-2.htm

Let's continue learning! Listen to the instructor's explanation and dive into practical exercises for a comprehensive learning experience. Complete the workshop from the book Oxford Practice Grammar-Intermediate Unit 110, this book is located in support material folder.

Required classroom: Language Lab
Activity time: 1 hour

3.3.47 Imperatives: Directions in a store (Cognitive Activity)

Learning imperatives is essential for ESL students in tourism and customer service, particularly when working in a store. These command forms are vital for providing clear and concise instructions to customers. Proficiency in imperatives ensures effective communication when guiding shoppers, helping, or explaining store policies, thereby enhancing the shopping experience. The ability to issue directives in a polite and helpful manner fosters customer satisfaction and contributes to the success of retail businesses in the tourism sector.

Watch 2 insightful videos on the topic. Learn essential skills for your journey ahead. Click on the following links

- Imperative English sentences in passive voice
https://www.youtube.com/watch?v=1mJJ3ULjWYQ

- IMPERATIVES – How to give commands in English
https://www.youtube.com/watch?v=qi2l1poRkfQ&t=63s

Test your knowledge! Watch and check your understanding of the previous activity. Let's ensure mastery together. Click on the following links:

- https://www.englishexercises.org/makeagame/viewgame.asp?id=6787

- https://www.ego4u.com/en/cram-up/vocabulary/directions/exercises?02

- https://www.englishexercises.org/makeagame/viewgame.asp?id=1434

Let's continue learning! Listen to the instructor's explanation and dive into practical exercises for a comprehensive learning experience. Complete the workshop called "Imperatives: Directions in a store" ,which is located in support material folder.

Required classroom: Language Lab
Activity time: 1 hour

3.3.48 Vocabulary to Make Suggestions: do's and don'ts clothing (Cognitive Activity)

Learning how to make suggestions about do's and don'ts in clothing is crucial for ESL students in tourism and customer service. This knowledge enables them to offer valuable advice on appropriate attire for different activities and locations. Being able to guide customers on what to wear enhances their experience and ensures cultural sensitivity. Additionally, providing recommendations on clothing choices fosters positive interactions, customer satisfaction, and reflects positively on the tourism and customer service industries.

Watch 2 insightful videos on the topic. Learn essential skills for your journey ahead. Click on the following links.

- How to make suggestions in English
https://www.youtube.com/watch?v=dH7LF_bbHu0

- How to make suggestions in English
https://www.youtube.com/watch?v=Sse2FKrC_DE

Test your knowledge! Watch and check your understanding of the previous activity. Let's ensure mastery together. Click on the following links:

- https://www.tolearnenglish.com/exercises/exercise-english-2/exercise-english-34457.php

- https://www.liveworksheets.com/w/en/english-second-language-esl/197145

- https://www.proprofs.com/quiz-school/story.php?title=imperatives-quiz

Let's continue learning! Listen to the instructor's explanation and dive into practical exercises for a comprehensive learning experience. Complete the workshop from the book English Vocabulary In Use Pre-intermediate & Intermediate unit 66,67, this book is located in the support material folder.

Required classroom: Language Lab
Activity time: 1 hour

3.3.49 Fashion Forward: Shopping and Style (Procedural and Cognitive Activity)

Title: Fashion Forward: Shopping and Style

Objective: The goal of this activity is to enhance students' English language skills in the context of tourism by practicing shopping for clothes, asking for different sizes or colors, navigating a mall or department store, and discussing clothing do's and don'ts. Students will use object pronouns, subject and object pronouns, comparative adjectives, modal verbs (should and could), and expressions for the future (be going to + base form) and ability (can, could).

Materials Needed:

1. Scenario cards for shopping situations
2. Images or samples of clothing items
3. Whiteboard or flip chart and markers

Instructions:

1. Introduction: a. Discuss the role of fashion and clothing in the tourism industry. b. Check vocabulary related to clothing items, shopping, and expressing preferences.
2. Vocabulary Exploration: a. Create a presentation of vocabulary related to different types of clothing items and fashion accessories. b. In groups, discuss object pronouns, subject and object pronouns, and comparative adjectives in the context of clothing.
3. Scenario Cards: Shopping for Clothes: a. Create some scenario cards to each student, each card detailing a specific shopping situation. b. Students will use the provided language skills to shop for clothes, ask for different sizes or colors, and navigate the store. c. Remember to include situations to use object pronouns, subject and object pronouns, and comparative adjectives.
4. Pair Activity: Discussing Clothing Do's and Don'ts: a. Your instructor will pair up students and provide a list of clothing do's and don'ts. b. Students take turns discussing and comparing their opinions using modal verbs (should and could). c. Remind yourself of using expressions for the future (be going to + base form) to talk about potential fashion trends.
5. Group Discussion: Future Fashion Trends: a. Form small groups and select several questions about future fashion trends. b. Remember to include in your conversations expressions to discuss potential trends, incorporating modal verbs as needed.
6. Role-Play: Fashion Advisor: a. Create several scenarios where one student plays a fa and the other is a customer seeking style advice. b. Students will talk individually to each classmate

using the language skills learned to discuss clothing choices, recommend outfits, and provide fashion advice.

7. Language Practice and Reflection: a. Reflect on the role-play scenarios, discussing what went well and areas for improvement.
8. Closure (10 minutes): a. Summarize the key language points covered during the activity. Your instructor will assign homework or additional exercises to reinforce the use of language skills in the context of shopping and fashion, if needed.

Evidence: Role Play
Required classroom: Language Lab
Activity time: 3 hour

3.3.50 Vocabulary: transportation schedules (Cognitive Activity)

Learning vocabulary about transportation schedules is vital for ESL students in tourism and customer service. It enables them to provide precise information to travelers regarding bus, train, or flight schedules, ensuring smooth travel arrangements. Proficiency in this area enhances communication, helping professionals book tickets, offer guidance on connections, and address travel-related queries. A solid grasp of transportation vocabulary ensures a more efficient and convenient experience for tourists, contributing to their overall satisfaction and the success of the tourism industry.

Watch 2 insightful videos on the topic. Learn essential skills for your journey ahead. Click on the following links.

- Transportation Vocabulary & Phrasal Verbs
https://www.youtube.com/watch?v=qhQ1_Y5l2Qk

- Transportation & Travel
https://www.youtube.com/watch?v=0zFjJAZH5mA

Let's continue learning! Listen to the instructor's explanation and dive into practical exercises for a comprehensive learning experience. Complete the workshop from the book English Vocabulary In Use Pre-intermediate & Intermediate Unit 28, this book is located in support material folder.

Required classroom: Language Lab
Activity time: 1 hour

3.3.51 Vocabulary: tickets airplanes and trips (Cognitive Activity)

Learning vocabulary related to tickets, airplanes, and trains is essential for ESL students in tourism and customer service. It equips them to handle bookings, ticketing inquiries, and travel logistics effectively, ensuring tourists' travel experiences are well-organized and hassle-free. Proficiency in this vocabulary facilitates clear communication, allowing professionals to provide accurate information, guide travelers, and address travel-related concerns, ultimately leading to improved customer satisfaction and the successful operation of travel-related services in the tourism industry.

Watch 2 insightful videos on the topic. Learn essential skills for your journey ahead. Click on the following links:

- At The Airport | English Vocabulary
https://www.youtube.com/watch?v=iBHVzmieZJI

- Learn English Vocabulary #35 | At the Airport
https://www.youtube.com/watch?v=hk_0nBciN4w

Let's continue learning! Listen to the instructor's explanation and dive into practical exercises for a comprehensive learning experience. Complete the workshop from the book English Vocabulary In Use Pre-intermediate & Intermediate Unit 47, this book is located in support material folder.

Required classroom: Language Lab
Activity time: 1 hour

3.3.52 Modal Verbs: Should Vs Could (Cognitive Activity)

Learning the difference between "should" and "could" is crucial for ESL students in tourism and customer service. "Should" implies recommendations or obligations, making it useful for offering specific advice to travelers. "Could" suggests possibilities or options, allowing students to present alternatives or polite suggestions. Understanding these distinctions helps students provide tailored guidance, enhancing their ability to assist tourists effectively and improving overall customer service in the tourism sector.

Watch 2 insightful videos on the topic. Learn essential skills for your journey ahead. Click on the following links:

- Modals should & could
https://www.youtube.com/watch?v=JV3lGtdtuC8

- English Grammar - COULD & SHOULD
https://www.youtube.com/watch?v=g_5IqEinE4g

Test your knowledge! Watch and check your understanding of the previous activity. Let's ensure mastery together. Click on the following links:

- https://elt.oup.com/student/solutions/elementary/grammar/grammar_05_022e?cc=co&selL

- https://www.englishexercises.org/makeagame/viewgame.asp?id=1734

- https://lingbase.com/en/english/grammar/should/exercises
- https://www.grammarism.com/could-exercises/
- https://www.ecenglish.com/learnenglish/lessons/can-could-be-able

Let's continue learning! Listen to the instructor's explanation and dive into practical exercises for a comprehensive learning experience. Complete the workshop called "could and should" which is located in the support material folder.

Required classroom: Language Lab
Activity time: 1 hour

3.3.53 Vocabulary about ways to express disappointment (Cognitive Activity)

Learning to express disappointment is vital for ESL students in tourism and customer service. It equips them to handle customer complaints or unmet expectations with empathy and professionalism. Effective expression of disappointment allows students to address issues, offer resolutions, and maintain positive customer relations. This skill is crucial for managing customer feedback and ensuring that tourists' concerns are appropriately addressed, contributing to improved customer satisfaction and a positive reputation in the tourism industry.

Watch 2 insightful videos on the topic. Learn essential skills for your journey ahead. Click on the following links:

- Learn English - Slang words to express disappointment
https://www.youtube.com/watch?v=uJhcBetI_Ug
- Five ways to express disappointment in English
https://www.youtube.com/watch?v=KDAJfl1OcXQ

Test your knowledge! Watch and check your understanding of the previous activity. Let's ensure mastery together. Click on the following links:

- https://www.thoughtco.com/expressing-disappointment-in-english-1212054
- https://www.learn-english-today.com/vocabulary/expressions-disappointment.html
- https://myenglishteacher.co.uk/2022/03/14/ways-to-talk-about-disappointment-in-english/

Let's continue learning! Listen to the instructor's explanation and dive into practical exercises for a comprehensive learning experience. Complete the workshop called" Vocabulary about ways to express disappointment", which is located in support material folder.

Required classroom: Language Lab
Activity time: 1 hour

3.3.54 Going to vs Will (Cognitive Activity)

Understanding the difference between "be going to" and "will" for future tense is essential for ESL students in tourism and customer service. "Be going to" signifies plans and intentions, making it suitable for describing scheduled activities and travel arrangements. "Will" denotes spontaneous decisions or promises and is valuable for responding to customer requests. Proficiency in distinguishing between these forms ensures accurate and context-appropriate communication, improving service quality and customer satisfaction in the tourism industry.

Watch 2 insightful videos on the topic. Learn essential skills for your journey ahead. Click on the following links:

- WILL vs GOING TO
https://www.youtube.com/watch?v=k2vOQNUiY_0

- 'Will' o 'Going to future plans
https://www.youtube.com/watch?v=QjKS3E0spl8

Test your knowledge! Watch and check your understanding of the previous activity. Let's ensure mastery together. Click on the following links:

- https://test-english.com/grammar-points/a2/will-vs-be-going-to/

- https://agendaweb.org/exercises/verbs/future/will-going-to-1.htm

- https://agendaweb.org/exercises/verbs/future/will-going-to-2.htm

Let’s continue learning! Listen to the instructor’s explanation and dive into practical exercises for a comprehensive learning experience. Complete the workshop from the book Oxford Practice Grammar-Intermediate Unit 25, this book is located in support material folder.

Required classroom: Language Lab
Activity time: 1 hour

3.3.55 Vocabulary: Airport announcements (Cognitive Activity)

Learning airport announcements is crucial for ESL students in tourism and customer service. These announcements are essential for understanding flight schedules, gate changes, and boarding procedures. Proficiency in this area ensures smooth travel experiences, reduces stress, and aids in helping tourists navigate airports confidently. It's vital for professionals in the tourism and customer service industry to provide accurate information and assist travelers effectively, contributing to customer satisfaction and a positive reputation.

Watch 2 insightful videos on the topic. Learn essential skills for your journey ahead. Click on the following links:

- English vocabulary at the airport
https://www.youtube.com/watch?v=FGEa44Aq5-8

- Everything about Vocabulary at the airport
https://www.youtube.com/watch?v=W5mLt9jVYcs

Let's continue learning! Listen to the instructor's explanation and dive into practical exercises for a comprehensive learning experience. Complete the workshop called "Vocabulary: Airport announcements", which is located in support material folder.

Required classroom: Language Lab
Activity time: 1 hour

3.3.56 Adjectives: transportation problems (Cognitive Activity)

Learning adjectives related to transportation problems is valuable for ESL students in tourism and customer service. These adjectives enable students to articulate travel challenges clearly, helping professionals address and resolve issues while assisting tourists effectively. Whether describing delays, cancellations, or inconveniences, using the right adjectives ensures accurate communication, which is essential for customer satisfaction and maintaining a positive image in the tourism and customer service industry.

Watch 2 insightful videos on the topic. Learn essential skills for your journey ahead. Click on the following links:

- English Conversation Lesson -- Traffic & Commuting
https://www.youtube.com/watch?v=PTniV5N0-6A

- English lesson - Words we use to talk about problems with TRAFFIC
https://www.youtube.com/watch?v=UrjeLQ17Ya4

Let's continue learning! Listen to the instructor's explanation and dive into practical exercises for a comprehensive learning experience. Complete the workshop called "Adjectives: transportation problems", which is located in support material folder.

Required classroom: Language Lab
Activity time: 1 hour

3.3.57 Travel Planning and Troubles (Procedural and Cognitive Activity)

Title: Travel Planning and Troubles

Objective: The objective of this activity is to enhance students' English language skills in the context of tourism by practicing discussing schedules, purchasing tickets, booking travel services, understanding airport announcements, and describing transportation problems. Students will use vocabulary related to types of tickets and trips, ways to express disappointment, travel services, airline passenger information, flight and transportation problems, and different means of transportation. Additionally, they will use grammar structures like "should and could" and "be going to + base form" to express the future.

Materials Needed:

1. Scenario cards for travel situations
2. Visuals or samples of tickets and transportation options
3. Whiteboard or flip chart and markers

Instructions:

1. Introduction (15 minutes): a. Discuss the significance of effective communication in travel and tourism. b. Check vocabulary related to travel schedules, purchasing tickets, and common transportation issues.
2. Vocabulary Exploration (20 minutes): a. Create a presentation about travel services, different types of tickets, and means of transportation. b. In groups, discuss expressions for communicating disappointment, understanding airport announcements, and dealing with transportation problems.
3. Scenario Cards: Travel Planning and Purchasing Tickets (25 minutes): a. Create scenario cards to each student, each card detailing a specific travel situation. b. Students use the provided language skills to discuss schedules, purchase tickets, and book travel services. c. Encourage the use of "should and could" for suggestions and "be going to + base form" for expressing future plans.
4. Pair Activity: Understanding Airport Announcements (30 minutes): a. Your instructor will pair up students and provide a list of common airport announcements. b. Students will take turns practicing understanding and responding to these announcements. c. Don’t forget the use of vocabulary related to airline passenger information.
5. Group Discussion: Transportation Problems (20 minutes): a. Form small groups and create for each group a transportation-related problem scenario. b. Students discuss and come up with solutions using the language skills learned. c. Don’t forget the use of expressions for dealing with transportation problems.
6. Role-Play: Booking Transportation Services (25 minutes): a. Create some role-play scenarios where one student plays a travel agent, and the other is a customer booking transportation service. b. Students will use the language skills learned to engage in a conversation, focusing on types of trips, available tickets, and future plans.
7. Language Practice and Reflection (15 minutes): a. Reflect on the role-play scenarios, discussing what went well and areas for improvement.
8. Closure (10 minutes): a. Summarize the key language points covered during the activity. Your instructor will assign homework or additional exercises to reinforce the use of language skills in the context of travel planning and dealing with transportation problems, if needed.

Evidence: Role Play
Required classroom: Language Lab
Activity time: 3 hour

3.3.58 Vocabulary: Money and currencies (Cognitive Activity)

Learning vocabulary about money and currencies is vital for ESL students in tourism and customer service. It equips them to handle financial transactions, exchange foreign currencies, and assist tourists with budgeting during their travels. Proficiency in this area ensures accurate and efficient communication about prices, payments, and currency exchange rates, contributing to the smooth operation of financial aspects within the tourism industry and enhancing customer satisfaction.

Watch 2 insightful videos on the topic. Learn essential skills for your journey ahead. Click on the following links:

How To Talk About MONEY 💰 English Conversation & Vocabulary
https://www.youtube.com/watch?v=toyh9bGhctk

How to talk about money in English
https://www.youtube.com/watch?v=zVbaZn12nMw

Let's continue learning! Listen to the instructor's explanation and dive into practical exercises for a comprehensive learning experience. Complete the workshop from the book English Vocabulary In Use Pre-intermediate & Intermediate Unit 19, this book is located in support material folder.

Required classroom: Language Lab
Activity time: 1 hour

3.3.59 Superlative adjectives (Cognitive Activity)

Learning superlative adjectives is crucial for ESL students in tourism and customer service. These adjectives help students describe destinations, accommodations, and services more effectively by expressing the highest degree of quality or preference. This proficiency enhances their ability to provide recommendations and comparisons, which is vital when assisting tourists in making informed travel choices. Superlative adjectives empower students to offer more personalized and engaging service, ultimately contributing to customer satisfaction and the tourism industry's success.

Watch 2 insightful videos on the topic. Learn essential skills for your journey ahead. Click on the following links:

- Comparative & Superlative Adjectives in English: Complete Guide
https://www.youtube.com/watch?v=cpQbmdKkNFs

- Understanding Comparative And Superlative Adjectives
https://www.youtube.com/watch?v=5Nhphwk92LA

Test your knowledge! Watch and check your understanding of the previous activity. Let's ensure mastery together. Click on the following links:

- https://elt.oup.com/student/solutions/elementary/grammar/grammar_08_022e?cc=co&selLanguage=es
- https://test-english.com/grammar-points/a1/superlative-adjectives/
- https://games4esl.com/english-exercises/english-grammar-exercises/superlative-adjective-exercises/

Let's continue learning! Listen to the instructor's explanation and dive into practical exercises for a comprehensive learning experience. Complete the workshop from the book Oxford Practice Grammar-Intermediate Unit 112 , this book is located in support material folder.

Required classroom: Language Lab
Activity time: 1 hour

3.3.60 Too and enough (Cognitive Activity)

Learning vocabulary related to "too" and "enough" is essential for ESL students in tourism and customer service. These words allow students to express sufficiency and excess, which is vital in providing accurate recommendations, whether discussing tour options, hotel accommodations, or portion sizes at restaurants. Proficiency in using "too" and "enough" ensures that communication is clear, aligning services and experiences with tourists' preferences and requirements, contributing to overall customer satisfaction and success in the tourism industry.

Watch 2 insightful videos on the topic. Learn essential skills for your journey ahead. Click on the following links:

- How To Use TOO & ENOUGH | English Grammar Lesson
https://www.youtube.com/watch?v=q4xfTdojGEM
- How to use 'too' and 'enough' in English
https://www.youtube.com/watch?v=ethbBja46v4

Test your knowledge! Watch and check your understanding of the previous activity. Let's ensure mastery together. Click on the following links:

- https://agendaweb.org/exercises/grammar/too-enough/exercise-1.htm
- https://agendaweb.org/exercises/grammar/too-enough/exercise-2.htm
- https://www.usingenglish.com/quizzes/239.html

Let's continue learning! Listen to the instructor's explanation and dive into practical exercises for a comprehensive learning experience.

Required classroom: Language Lab
Activity time: 1 hour

3.3.61 Bargain lower price (Cognitive Activity)

Learning how to bargain for lower prices is crucial for ESL students in tourism and customer service. Bargaining skills empower students to negotiate better deals on behalf of tourists, helping them secure more affordable prices for accommodations, services, and souvenirs. This proficiency not only contributes to cost savings for travelers but also enhances the students' ability to provide value and maximize customer satisfaction, thereby positively impacting the tourism industry and its reputation.

Watch 2 insightful videos on the topic. Learn essential skills for your journey ahead. Click on the following links:

- Useful English Expressions for PRICE NEGOTIATION - Bargaining | SHOPPING VOCABULARY
  https://www.youtube.com/watch?v=uB6h0AINl_s

- How to bargain or ask for lower price at a closing store
  https://www.youtube.com/watch?v=3yqE2RWIQk8

Let's continue learning! Listen to the instructor's explanation and dive into practical exercises for a comprehensive learning experience. Complete the workshop called "Bargain lower price", which is located in support material folder.

Required classroom: Language Lab
Activity time: 1 hour

3.3.62 Vocabulary: Good and bad deals (Cognitive Activity)

Learning vocabulary related to good and bad deals is vital for ESL students in tourism and customer service. It enables them to identify and offer valuable recommendations to tourists, ensuring they receive fair and beneficial services or products. This knowledge also helps students evaluate and negotiate deals effectively, enhancing customer satisfaction. Understanding the concept of good and bad deals equips students with the skills to provide high-quality service, ultimately contributing to the success of the tourism industry.

Watch 2 insightful videos on the topic. Learn essential skills for your journey ahead. Click on the following links:

- The Importance of Spotting the Difference Between GOOD and BAD Deals
  https://www.youtube.com/watch?v=0HNAZk4-8JU

- Good deals - bad deals

https://www.youtube.com/watch?v=rh7M2t1hgEQ

Let's continue learning! Listen to the instructor's explanation and dive into practical exercises for a comprehensive learning experience. Complete the workshop called "Vocabulary: Good and bad deals ",this book is located in support material folder.

Required classroom: Language Lab
Activity time: 1 hour

3.3.63 Shopping Secrets: Bargaining and Appreciation in Tourism (Procedural and Cognitive Activity)

Title: Shopping Secrets: Bargaining and Appreciation in Tourism

Objective: The objective of this activity is to enhance students' English language skills in the context of tourism by practicing asking for recommendations, bargaining for a lower price, discussing showing appreciation for service, and describing where to get the best deals. Students will use vocabulary related to financial terms, bargaining strategies, and expressing opinions about good and bad deals. Additionally, they will use superlative adjectives, "too" and "enough," and intensifiers.

Materials Needed:

1. Scenario cards for shopping situations
2. Images or samples of products or services
3. Whiteboard or flip chart and markers

Instructions:

1. Introduction: a. Discuss the role of shopping and bargaining in the tourism experience. b. Check vocabulary related to financial terms, bargaining, and expressing opinions about deals.
2. Vocabulary Exploration (20 minutes): a. Create a presentation related to financial terms and strategies for bargaining. b. Review, superlative adjectives, "too" and "enough," and intensifiers in the context of expressing opinions.
3. Scenario Cards: Bargaining and Recommendations (25 minutes): a. Create several scenario cards for each student, each card should detail a specific shopping situation. b. Students will use the provided language skills to ask for recommendations, bargain for a lower price, and express opinions on good and bad deals. c. Encourage the use of superlative adjectives, "too" and "enough," and intensifiers.
4. Pair Activity: Discussing Appreciation for Service (30 minutes): a. Your instructor will pair up students and provide a list of phrases expressing appreciation for good service. b. Students will take turns practicing these phrases and discuss how they would use them in a shopping context. c. Don't, forget the use of intensifiers to emphasize appreciation.
5. Group Discussion: Where to Get the Best Deals (20 minutes): a. Form small groups and assign each group a topic related to where to get the best deals. b. Students will discuss and comp opinions, emphasizing superlative adjectives and intensifiers.

6. Role-Play: Bargaining Challenge (25 minutes): a. Create several role-play scenarios where one student plays a shopkeeper, and the other is a customer trying to bargain for a lower price. b. Students will use the language skills learned to engage in a bargaining conversation, employing superlative adjectives and intensifiers strategically.
7. Language Practice and Reflection (15 minutes): a. Reflect on the role-play scenarios, discussing what went well and areas for improvement.
8. Closure (10 minutes): a. Summarize the key language points covered during the activity. Your instructor will assign homework or additional exercises to reinforce the use of language skills in the context of bargaining and expressing appreciation, if needed.

Evidence: Role Play
Required classroom: Language Lab
Activity time: 3 hour

3.3.64 Gerunds (Cognitive Activity)

Learning gerunds is important for ESL students in tourism and customer service as they provide valuable language skills. Gerunds are crucial in effective communication, allowing students to describe actions, activities, and tasks accurately. This proficiency helps in providing clear instructions, making recommendations, and addressing customer inquiries, all of which are essential in the tourism and customer service industry. It enables students to offer precise and coherent information, ensuring customer satisfaction and enhancing their ability to meet travelers' needs.

Watch 2 insightful videos on the topic. Learn essential skills for your journey ahead. Click on the following links:

- GERUND (-ing) or INFINITIVE (to) - When & How to Use them!
https://www.youtube.com/watch?v=1VaoDZpzWTw

- GERUNDS & INFINITIVES | WINNING is everything? OR TO WIN is everything?
https://www.youtube.com/watch?v=DUeAkc4DgOU

Test your knowledge! Watch and check your understanding of the previous activity. Let's ensure mastery together. Click on the following links:

- https://agendaweb.org/exercises/verbs/infinitive-gerund/exercise-1.htm

- https://agendaweb.org/exercises/verbs/infinitive-gerund/exercise-2.htm

- https://agendaweb.org/exercises/verbs/infinitive-gerund/exercise-3.htm

Let's continue learning! Listen to the instructor's explanation and dive into practical exercises for a comprehensive learning experience. Complete the workshop from the book Oxford Practice Grammar-Intermediate 65-70-71-72-73-74-75, this book is located in support material folder.

Required classroom: Language Lab
Activity time: 1 hour

3.3.65 Common phrasal verbs (Cognitive Activity)

Learning common phrasal verbs is vital for ESL students in tourism and customer service. Phrasal verbs are an integral part of everyday English and are frequently used in conversations, especially in the service industry. Mastering them enhances communication skills, allowing students to understand and use expressions commonly employed by tourists and customers. Proficiency in these phrases contributes to better comprehension, effective interactions, and customer satisfaction, ultimately improving their performance in the tourism and customer service sector.

Watch 2 insightful videos on the topic. Learn essential skills for your journey ahead. Click on the following links:

- The 50 Important Phrasal Verbs in English
https://www.youtube.com/watch?v=Emdc5LIhHa4

- 50+ COMMON ENGLISH PHRASAL VERBS
https://www.youtube.com/watch?v=r7VKVXbaj_Y

Test your knowledge! Watch and check your understanding of the previous activity. Let's ensure mastery together. Click on the following links:

- https://www.english-grammar.at/online_exercises/phrasal_verbs/phrasal_verbs_index.htm

- https://agendaweb.org/exercises/verbs/phrasal-verbs/common-phrasal-verbs-1.htm

- https://agendaweb.org/exercises/verbs/phrasal-verbs/common-phrasal-verbs-2.htm

Let's continue learning! Listen to the instructor's explanation and dive into practical exercises for a comprehensive learning experience. Complete the workshop from the book English Vocabulary In Use Pre-intermediate & Intermediate Unit 79-80, this book is located in support material folder.

Required classroom: Language Lab
Activity time: 1 hour

3.3.66 Present perfect (Cognitive Activity)

Learning the present perfect tense is essential for ESL students in tourism and customer service. It enables students to discuss past experiences, travel histories, and customer interactions more accurately. This proficiency enhances their storytelling skills, making it easier to convey information and engage with tourists. It is valuable when recounting previous travel adventures, addressing customer feedback, and ensuring clear communication, all of which are crucial for providing excellent customer service in the tourism industry.

Watch 2 insightful videos on the topic. Learn essential skills for your journey ahead. Click on the following links:

- Present Perfect
https://www.youtube.com/watch?v=vd0yESrQMs0

- Grammar Present Perfect
https://www.youtube.com/watch?v=cBCqDRX5YfA

Test your knowledge! Watch and check your understanding of the previous activity. Let's ensure mastery together. Click on the following links:

- https://agendaweb.org/exercises/verbs/present-perfect/exercise-1.htm

- https://agendaweb.org/exercises/verbs/present-perfect-simple.htm

- https://agendaweb.org/exercises/verbs/present-perfect-multiple.htm

Let's continue learning! Listen to the instructor's explanation and dive into practical exercises for a comprehensive learning experience. Complete the workshop from the book Oxford Practice Grammar-Intermediate Unit 11-12-13, this book is located in support material folder.

Required classroom: Language Lab
Activity time: 1 hour

3.3.67 Exploring Travel Experiences (Procedural and Cognitive Activity)

Objective: The goal of this activity is to enhance students' English language skills in the context of tourism by practicing the use of gerunds vs infinitives, simple phrasal verbs, and present perfect. Students will engage in activities related to sharing travel experiences, using the specified grammatical structures.

Materials Needed:

1. Scenario cards with travel experiences
2. Whiteboard or flip chart and markers

Instructions:

1. Introduction (15 minutes): a. Discuss the importance of sharing travel experiences in the tourism industry. b. Review the use of gerunds vs infinitives, simple phrasal verbs, and present perfect in storytelling.
2. Grammar Explanation (20 minutes): a. Your instructor will briefly explain the use of gerunds vs infinitives, simple phrasal verbs, and present perfect. b. Provide examples and discuss when each structure is commonly used.
3. Scenario Cards: Sharing Travel Experiences (25 minutes): a. Create several scenario cards for each student, each card should detail a specific travel experience. b. In pairs, students will take turns sharing their travel experiences, using the specified grammatical structures. c. Don't forget the use of gerunds vs infinitives, simple phrasal verbs, and present perfect as appropriate.
4. Group Activity: Creating Phrasal Verb Stories (30 minutes): a. Your instructor will divide students into small groups. b. Each group will create a short travel story using simple phrasal verbs. c. Groups will present their stories to the class, incorporating the specified phrasal verbs.
5. Pair Exercise: Gerunds vs Infinitives (20 minutes): a. Create a list of verbs and discuss with a partner whether to use the gerund or infinitive form. b. Students must explain their choices to each other.
6. Role-Play: Present Perfect Conversations (25 minutes): a. Create several role-play scenarios where you can discuss recent travel experiences. b. Students will use the present perfect tense to talk about what they have done, seen, or experienced during their travels.
7. Language Practice and Reflection (15 minutes): Reflect on the role-play scenarios and group activities, discussing what went well and areas for improvement.
8. Closure (10 minutes): a. Summarize the key language points covered during the activity. Your instructor will assign homework or additional exercises to reinforce the use of gerunds vs infinitives, simple phrasal verbs, and present perfect.

Evidence: Role Play
Required classroom: Language Lab
Activity time: 3 hour

3.3.68 Pronunciation Workshop Consonants (Procedural and Cognitive Activity)

Let's have some fun practicing sounds for customer service and tourism. We'll work on speaking clearly and confidently. Join our easy exercises to make your words sound awesome in the world of helping customers and tourism. Speaking clearly is super important in tourism and helping customers. It helps you talk easily with people, making them trust you and feel good. When you pronounce words correctly, it shows you care about different cultures, making everyone happy and comfortable.

- 24 Consonant Sounds in American English with the IPA
  https://www.youtube.com/watch?v=_uj-JQk0LE4

- How to Pronounce CONSONANT SOUNDS in BRITISH ENGLISH
  https://www.youtube.com/watch?v=nI9BL4AB5Y0

Check your understanding:

Listen to the speaker and repeat the sounds:
https://www.youtube.com/watch?v=4cU9fqpCqBA

Now, listen to the explanation of your teacher and complete the workshop Sup_Material_Phase2_ Consonants. It is in the Support Material Folder 2.

Required classroom: Language Lab
Activity time: 16 hour

3.3.69 English Exam (Procedural and Cognitive Activity)

As we approach the conclusion of this learning guide, we invite you to showcase your language proficiency through a final assessment. This test is designed to gauge your skills in reading, writing, speaking, and listening. It's an excellent opportunity to measure your progress and celebrate your achievements. Your performance will provide valuable insights into your language journey and contribute to our commitment to personalized and effective language education. We encourage you to embrace this chance and demonstrate the language skills you've acquired throughout the course.

Check your support material folder and look for: Key English Test (Cambridge) KET A2. Your instructor will provide further instructions about the test.

Required classroom: Language Lab
Activity time:8 hours

3.4 Actividad de Transferencia del Conocimiento

RA1

1. To recognize technical vocabulary typical of the occupational field.

2.To appropriate business communication protocols.

3. To engage in conversations about occupations, roles and work contexts.

4. To present an organization and its products.

Name of the activity: Complaining when things don't go as expected

Materials:

1. Telephone props or images (optional)
2. Scenario cards (prepared in advance)

Activity:

1. Divide students into pairs or small groups, depending on class size.
2. Provide each group with a scenario card containing a brief description of a typical customer service situation in a BPO setting. For example:

Scenario 1: A customer calls to find out why his food order was not been delivered

Scenario 2: A customer reports a technical issue with a product or service.

Scenario 3: A customer reports that their hotel reservation was not found

3. Each group selects one scenario and assigns roles: one student will act as the customer, and the other as the BPO agent.
4. Give students a few minutes to prepare their dialogue based on the scenario they've chosen. Encourage them to use appropriate greetings, questions, and responses.
5. Once prepared, allow each pair/group to perform their role-play in front of the class. Remind students to speak clearly and use polite language.
6. After each role-play, provide constructive feedback on language use, pronunciation, and communication effectiveness.
7. Rotate roles and repeat the activity with different scenarios to give students a chance to practice different customer service situations.
8. Conclude the activity with a brief discussion on the challenges encountered and strategies for improving communication skills in a BPO context.

4. EVALUATION ACTIVITIES

LEARNING EVIDENCES	EVALUATION CRITERIA	EVALUATION TECHNIQUES AND INSTRUMENTS
KNOWLEDGE EVIDENCES:	Final Evaluation, it will evaluate three out of four skills, starting by reading, listening and finally speaking. One of the exams suggested is PET which evaluates B1 level according to the CEFR	Papers are included in the folder Instrumentos de Evaluaicón, there you can find booklets, answer keys and tracks for listening section

PERFROMANCE EVIDENCES:	Students will make a final presentation which is going to be longer than usual, There they are going to include as many grammar topics seen in this Guía as they can	Lista de chequeo included in the folder Instrumentos de evaluación labeled as Long Presentations
PRODUCT EVIDENCES:	All the Evaluation activities porposed throughout this Guía de Aprendizaje	Listas de chequeo included in the folder Instrumentos de Evaluación

5. GLOSSARY

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