



**GESTIÓN DE FORMACIÓN PROFESIONAL INTEGRAL
PROCEDIMIENTO DESARROLLO CURRICULAR
GUÍA DE APRENDIZAJE – INGLÉS (TRANSVERSAL)**

INTRODUCCION

COMPETENCIA: PRODUCIR TEXTOS EN INGLÉS EN FORMA ESCRITA Y ORAL

- **Resultados de Aprendizaje A Alcanzar:**

1. LEER TEXTOS COMPLEJOS Y CON UN VOCABULARIO MÁS ESPECÍFICO, EN INGLÉS GENERAL Y TÉCNICO
2. ENCONTRAR Y UTILIZAR SIN ESFUERZO VOCABULARIO Y EXPRESIONES DE INGLÉS TÉCNICO EN ARTÍCULOS DE REVISTAS, LIBROS ESPECIALIZADOS, PÁGINAS WEB, ETC
3. COMPRENDER LAS IDEAS PRINCIPALES DE TEXTOS COMPLEJOS EN INGLÉS QUE TRATAN DE TEMAS TANTO CONCRETOS COMO ABSTRACTOS, INCLUSO SI SON DE CARÁCTER TÉCNICO, SIEMPRE QUE ESTÉN DENTRO DE SU CAMPO DE ESPECIALIZACIÓN
4. BUSCAR DE MANERA SISTEMÁTICA INFORMACIÓN ESPECÍFICA Y DETALLADA EN ESCRITOS EN INGLÉS, MAS ESTRUCTURADOS Y CON MAYOR CONTENIDO TÉCNICO

- **Duración de la Guía:**

Horas de trabajo directo: 40

Horas de trabajo autónomo: 20



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2. PRESENTACIÓN

En una sociedad globalizada y multicultural, cada día se hace más indispensable el manejo del inglés, como idioma universal, el cual le permite al individuo hacer parte de los procesos de internacionalización, acceder a nuevos conocimientos, integrarse a nuevas culturas y participar de las mismas a nivel social, político, económico o tecnológico.

Por esta razón, durante este espacio académico se estudiarán conceptos y principios básicos que favorecen la adquisición del inglés como segundo idioma, conocimientos que le permitirán al aprendiz realizar procesos comunicativos dentro de su área de conocimiento.



<https://sp.depositphotos.com/109080950/stock-illustration-set-workers-team-profession-people.html>

I. Actividades de reflexión Inicial: WARM UP

1. Two truths and one lie: Write down two truths and one lie about a past experience, then share them with your classmates and see if they can find out what the lie is:



2. Create a 'Bucket List' and discuss with your classmates whether they have done these activities or they would like to do them:



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Activities	Haveyouever?
e.g Meet a famous singer	☺ Mary has met different famous singers at some concerts ☺ John has never met any singers. He would love to meet J Balvin.

3. Where do you see yourself in 5 years?

II. Actividades de contextualización e identificación del conocimiento:

1.

GRAMMAR Word Search

Present Perfect
Below are 18 present tense verbs.
Find their **PRESENT PERFECT** forms.

18 words ... 12 minutes!

be	find
break	forget
buy	fly
choose	give
come	have
cut	make
do	see
drive	take
eat	write

Have you ever ...?

■ Have you ever been late for class? / Have you ever ...?

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2. Make questions related to each situation using **present perfect**, go around the room asking them to your friends and write down the answers:

Eg. Have you ever gotten married?

Your answer: Yes, I have

Your classmate's answer: Mary hasn't gotten married yet

 <p>You've gotten married.</p>	 <p>Your wallet has been stolen.</p>	 <p>You've bought a house.</p>
 <p>You've won the lottery.</p>	 <p>You've failed an exam.</p>	 <p>You've lost your keys.</p>
 <p>You've passed your driving test.</p>	 <p>You've received a promotion.</p>	 <p>You've been to the dentist.</p>
 <p>Your house has burnt down.</p>	 <p>You've been on holiday.</p>	 <p>Your dog has run away.</p>
 <p>You've fallen in love.</p>	 <p>You've crashed your car.</p>	 <p>You've split up with your partner.</p>



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3. Read this text about the old colonel. Then use the answer prompts to write questions using either the present perfect or the past simple.

I think I have had a very interesting life. I'm 73 now and I don't work anymore. I was in the army for 51 years. I retired when I was 69. I have been to so many countries that I can't remember all of them. I've been to Australia six or seven times and to South Africa three times. I have also been once to Russia but I didn't like it at all: much too cold for me! They say that love is the greatest thing and I agree. I've been married four times but never for more than five years. I don't think women really understand me!



I've never been on television, but I've been on the radio once. It was a programme about life in the military about twenty years ago. I met the Prime Minister on the same day. Actually, I've met a lot of famous people: members of the royal family, famous politicians and also famous cinema and television personalities. I've never met the American President though which is a pity.

Because I've travelled a lot, I've seen a lot of wonderful things and have also eaten and drunk some strange foods and drinks. I ate cat and rat in India and drank something called Mirto on a little island in Italy many years ago.

☺ What job _____ before retiring?
He worked in the army.

☺ _____ he in the army?
For 51 years.

☺ How many _____ been to Australia?
Six or seven times.

☺ _____ like Russia?
No, it was too cold.





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☺ why _____ married so many times?
Because women don't understand him.

☺ Has he ever _____?
Yes, he has. But never on TV.

☺ When _____ the prime minister?
When he was on the radio.

☺ Has _____ American president?
No, he hasn't but he wants to.

☺ Where _____ cat and rat?
In India.

☺ _____ drunk Mirto?
Yes, he has. In Italy

4. Describe what people used to do and didn't use to do before the invention of these items



Light bombs:

e.g People used to use candles
People didn't use to go to bed late

Cellphone



Cars





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Computers



5. Watch the video, when the video stops write predictions about what will happen next.

☺ Find the video clicking on this link

https://www.youtube.com/watch?v=G_qSRKZmMDU or typing on youtube English Through Videos: Future Predictions – Family Guy”.

☺ Use will or going to

- a. E.g I think the man will crash the car
- b. _____
- c. _____
- d. _____
- e. _____
- f. _____
- g. _____
- h. _____
- i. _____
- j. _____
- k. _____
- l. _____
- m. _____
- n. _____



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6. Go around the room and find people with these future plans. Then, try to find out more information about them:

Find someone who...	Name	More information
...will be having dinner at 6 p.m. this evening		Find out where and with who
...will probably go out this weekend		Find out where and why
...would like to become a teacher in the future		Find out why
...is meeting a friend after class		Find out who and where
...is going to travel abroad this year		Find out where and why
...will have gone to bed by 10 p.m this evening		Find out why
...will be using a computer this evening		Find out why
...is going away next weekend		Find out where and with who
...would like to live in another country		Find out where and why
...is going to move house next year		Find out where and why
...thinks they will get married in the next five years		Find out why
...is getting up early tomorrow		Find out what time and why
...is going to play sport in the next few days		Find out what sport and where
...thinks they will have more than two children in the future		Find out why
...is going to buy a new mobile phone soon		Find out why



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7. Find the traffic signs and write their number to the descriptions. Complete the sentences with an appropriate modal from the list.

should, shouldn't, might, mightn't, may, may not, must, mustn't, can, can't, have to, don't have to, will, won't



- ☐ Major road ahead. You _____ slow down.
- ☐ You _____ be very careful, there is a school close by. There _____ be children on or near the road.
- ☐ No entry. You _____ enter this road.
- ☐ This road has a dead end, you _____ go through it.
- ☐ Compulsory left turn. You _____ follow the arrow and turn left. You _____ go straight.
- ☐ There is a height limit. There _____ be an overpass ahead. If you have a vehicle with height less than 3.5 m you _____ go on. If not, you _____ use another way to continue your journey.
- ☐ Cyclists _____ use this road.
- ☐ There is a gas station nearby. If you are running out of petrol, you _____ fill the petrol tank of your car.
- ☐ You _____ go very fast as you are approaching a roundabout.
- ☐ Do you need a telephone? You _____ find one here.
- ☐ You _____ be pretty sure that there _____ be nobody walking here, as pedestrians _____ be on this road.
- ☐ No parking. You _____ stop and leave your car here for not more than five minutes.
- ☐ You _____ be careful. Pedestrians _____ be crossing.
- ☐ There is a speed limit. You _____ do more than 50 km/h.



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- ☐ You _____ go ahead or you _____ turn to the right but you _____ turn to the left.
- ☐ While driving you got hungry. Here you _____ have a snack.
- ☐ Not only _____ (you) slow down but you _____ stop.
- ☐ You _____ be very careful. You _____ stop but you _____ slow down and look around.
- ☐ _____ you feel ill, help is close by.
- ☐ You _____ go ahead, you _____ turn right or left but you _____ make a U-turn.
- ☐ If you are driving a car you _____ use this road. If you are driving a bullock cart you _____ use it.
- ☐ You _____ drive in but there _____ be any traffic coming against you.
- ☐ As a cyclist you _____ enter this road but if you are driving a motor vehicle you _____ keep out.
- ☐ If your car is lighter than 5t you _____ use this road, if not you _____.
- ☐ The road is narrowing. It _____ not be wide enough for overtaking. You _____ speed, you _____ slow down.

III. Apropriación del Conocimiento

1. Job interview: Get in pairs and prepare a job interview to perform during the session, don't forget to talk about your work experience and expectations.
2. Imagine you are a very important company's manager. Design a manual of duties and rights for your employees.
3. Create your own invention and make a presentation at one of the English sessions. Tell us what the impact in society this invention will have and how our lives are going to change using it.



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IV Actividades de transferencia del conocimiento

1. Look at the pictures of warehouse equipment. match the pictures (a-f) with the words (1-6).

1. Hand pallet-truck
2. Tote bin
3. Fork-lift truck (CB truck)
4. Roll-cage pallet
5. (euro pallet or UK) pallet
6. Trolley

A _____

B _____





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C _____

D _____



E _____ F _____





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2. MATCH THE WAREHOUSE AREAS (1-5) TO ACTIVITIES THAT TAKE PLACE IN THEM (A-E).

1. Dispatch _____
 2. Collation _____
 3. Reserve storage _____
 4. Order picking and sortation _____
 5. Receiving _____
- a. Goods are brought together for loading and transport
 - b. Where the goods are kept until required
 - c. The goods are selected and put together in the units required by the customer
 - d. Complete orders are packed and wrapped
 - e. The goods are prepared for warehouse operations

3. MATCH THE VERBS (1-8) 1 TO THE CORRECT DEFINITIONS (A-H).

- | | |
|-----------------|--|
| 1. Label _____ | a. Put goods on a pallet or vehicle |
| 2. Repack _____ | b. Provide specific information on the product itself or the packaging |
| 3. Handle _____ | c. Deal with |
| 4. Select _____ | d. Pick or choose |
| 5. Batch _____ | e. Put several things together |
| 6. Sort _____ | f. Pack in special material for protection |
| 7. Warp _____ | g. Put into new units or formats |
| 8. Load _____ | h. Arrange in a special way or order |



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4- READ THE TEXT DESCRIBING WAREHOUSE AREAS AND LABEL THE AREAS WITH WORDS FROM THE BOX.

Sortation, marshalling and dispatch, receiving, collation and value-added services, back-up storage, order picking

There is the _____ area. That's where all incoming goods arrive and documentation is checked and recorded. Goods are often unpacked here to make their format more suitable for warehouse handling.

The _____ area we select the goods in the right quantities that means the quantities required by the customer. Here we also break bulk. That means, for example, after receiving goods in large quantities (e.g. pallets), we need to pack them in smaller separate units for the customer.

In the _____ area we deal with smaller order sizes. Sometimes we batch several orders together to simplify the picking process and now need sort them down to individual orders.

After picking, we consolidate the goods and make them ready for dispatch. Depending on the customer's requirements we pack the goods into cartons or cases or they are we wrap them (i.e. stretch-wrapping). Some warehouses also provide special services such as labeling. This part of warehouse operations is called _____.

The final stage in warehouse operations is the _____ area. We bring The goods together to form vehicle loads and then we load them onto vehicles for onward dispatch.

5- PUT THE STEPS IN THIS INTEGRATED PACKING LOCATION SYSTEM IN THE CORRECT ORDER (1-8).

_____ you scan the barcode of the shipping label.

_____ The system calculates the weight of the package.

_____ You enter the system.

_____ You choose means of transport.

_____ You can put together packages.

_____ The shipping labels are printed.

_____ You can see and access all positions in the container.

_____ The order is complete – system prints delivery note.



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6- Work with your group. you have a warehouse management system. Presenttheadvantages of yoursystem to theclass.

4

Modes of transport

STARTER

Match the pictures of transport and handling equipment (a–f) with the words (1–6).



a _____



b _____



c _____



d _____



e _____



f _____

- 1 swap-body
- 2 container ship
- 3 grapple lift
- 4 road-railer trailer
- 5 river barge
- 6 LGV (large goods vehicle)



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1 Match the different types of freight traffic (1–6) with the definitions (a–f).

- | | | |
|---|---------------|--------------------------|
| 1 | multimodal | ☐ |
| 2 | piggyback | ☐ |
| 3 | intermodal | ☐ |
| 4 | unaccompanied | ☐ |
| 5 | block train | ☐ |
| 6 | single-wagon | ☐ |

UNIT 4 Modes of transport | 29

- a The driver does not stay with his road vehicle during transport by rail or ferry.
- b Goods are transported in the same loading unit or vehicle using different modes of transport. The handling of the freight itself is not necessary when changing modes.
- c A single shipper uses a whole train which is run directly from the loading point to the destination. No assembling and disassembling is required.
- d Carriage of goods by at least two different modes of transport, e.g. shipping by motor lorry and aircraft.
- e Train is formed out of individual wagons or sets of wagons which have different origins and different destinations.
- f Combines road and rail transport: whole motor lorries, trailers or swap-bodies are carried by rail.



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- 2** Two employees of a forwarding company are comparing transport modes for a shipment from western China to Shanghai. Listen and correct the information in the table.

	inland waterways	road	rail (express service)
speed in days	7	4	2
cost	low	compared with barge: 60% higher	compared with road: 40% higher
flexibility	high	very high	low



- 3** Complete the sentences with the correct form of the words in brackets. Then listen again to check.

- 1 How long would it take by barge? – Normally about six days, but it often takes _____ (long) if the weather's bad.
- 2 It's cheap – it's actually _____ (cheap) of all the transport options.
- 3 It would only take four days to ship by truck, but the cost would be about 50% _____ (high) than by barge.



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- 4 Rail would definitely be _____ (fast) than the truck option if we use the express service that takes three days.
- 5 But it would also be _____ (expensive) than shipping by road – transport costs are about 40% higher.
- 6 And then perhaps we'd have to use the standard train, which is much _____ (slow).

Answer these questions.

- 1 Why is the barge option not very flexible?
- 2 What do they decide to do at the end of their discussion?

MAKING COMPARISONS

When comparing two or more things we use comparative adjectives. The comparative form is **-er** for short adjectives with one syllable, and two-syllable adjectives ending in **-y**.

*Transport by sea is **cheaper** than transport by air.*

*Steel is **heavier** than paper.*

We use **more** + adjective with longer words.

*Shipping goods by road is **more expensive** than shipping them by rail.*

*Some transport modes are **more reliable** than others.*

Some adjectives have irregular forms.

good / well – better

bad / badly – worse

far / further – furthest

*Our rates are **better** than theirs.*

*Their service is **worse** than ours.*

*This shipment will travel **further** than the last one.*



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5 Match the pictures (a–d) with the names (1–4).



a _____



b _____



c _____



d _____

- 1 gantry crane
- 2 ISO container
- 3 reach stacker
- 4 transtainer



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6 Now complete the descriptions of intermodal transport and handling equipment with the verbs from the box.

fitted • straddle • mounted • loading • attached • reach • handle • piling • made • move

1

A piece of machinery used for _____ and unloading containers from ships onto trucks or rail wagons and vice versa. It is rail-mounted and can _____ at least four railway tracks. It is motorized and can _____ parallel to the ship's side.

| UNIT 4 Modes of transport

2

A special type of device which is able to _____ very heavy loads. It is used for transferring swap-bodies and containers from rail wagons to trucks and vice versa. It has four legs _____ with wheels and a spreader beam which can span a wide area. It can be _____ on rails or rubber tyres and is able to straddle several rows of containers.

3

A kind of fork lift truck used in container handling. It is equipped with a spreader beam and a lifting arm and can be used for lifting containers and _____ them on top of each other. It is very flexible and has a high stacking and storage capacity as it is able to _____ beyond the first row of containers to lift a container.

4

A rigid box _____ of steel which is very common in intermodal freight transport. It can be used for transport by sea, rail, air, and road. It is available in many different versions and sizes. For example, there are open-top and flat-rack versions. Some of them have wheels or a bogie _____ to them. The most common lengths are 20, 40, and 45 feet. It is made to the specifications of the International Standards Organization.



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- 7** Replace the underlined words with verbs from the box that have the same meaning. Use the correct verb forms.

stack • come • run • fix • attach • lift • fit

- 1 This type of crane is used for raising containers.

- 2 Containers are available in a variety of versions and sizes.

- 3 It's a heavy-duty fork lift truck equipped with a spreader beam.

- 4 With this device you can pile containers on top of each other.

- 5 Some containers have a bogie fixed to them.

- 6 This device is mounted on rails.

- 7 The crane is motorized and able to move alongside the quay.



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- 8** An employee of a transport company presents some container options to a potential customer. Listen and complete the table with the missing information.

Type of container	suitable for transport of
1	
2	
3 tanktainer	
4	
5 flat-rack	

- 9** Listen again and complete the sentences.

level • tarpaulin • frame • machinery • lashing • removed • controlled • plugs

- 1 It comes with a timber floor and has various _____ devices to secure the load.
- 2 These lashing points are located horizontally at floor _____.
- 3 It is temperature-_____ and is particularly suitable for cargo that needs regulated or cool temperatures.
- 4 This is a standard container _____ with a tank fitted inside.
- 5 As an extra, we also offer tank containers with electric _____ in case the cargo needs cooling or heating during transport.
- 6 It comes with a PVC _____ cover instead of a roof panel to allow loading from the top.
- 7 The doors can be _____ to make loading easier.
- 8 We recommend this special type of container for the transportation of heavy _____ and pipes.

BIBLIOGRAFIA

<https://busyteacher.org/>

<https://www.teach-this.com>

<https://en.islcollective.com>



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ACTIVIDADES DE EVALUACIÓN

Evidencias de aprendizaje	Criterios de Evaluación	Técnicas e instrumentos de evaluación
DE CONOCIMIENTO: Taller Comprensión de lectura (Used to, simple past vs presentperfect)		Taller
DE DESEMPEÑO Y PRODUCTO: Video Juego de roles 'Entrevista de trabajo' haciendo uso de presente perfecto, futuro y verbos modales		Video / Juego de roles
DE PRODUCTO: Desarrollo de actividades en páginas web educativas durante el nivel.		Páginas Web
DE CONOCIMIENTO Y PRODUCTO: Presentar de manera oral y escrita las ventajas del sistema de administracion de bodega(TÉCNICA)		Reporte escrito

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

	Nombre	Cargo	Dependencia	Fecha
Autor (es)	JUAN PABLO CUTIVA	Instructor	CGI	18 de Marzo 2020
Modificador				