



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:**

5. COMPRENDER UNA AMPLIA VARIEDAD DE FRASES Y VOCABULARIO EN INGLÉS SOBRE TEMAS DE INTERÉS PERSONAL Y TEMAS TÉCNICOS
6. RELACIONARSE CON HABLANTES NATIVOS EN UN GRADO SUFICIENTE DE FLUIDEZ Y NATURALIDAD, DE MODO QUE LA COMUNICACIÓN SE REALICE SIN ESFUERZO POR PARTE DE LOS INTERLOCUTORES
7. REPRODUCIR EN INGLÉS FRASES O ENUNCIADOS SIMPLES QUE PERMITAN EXPRESAR DE FORMA LENTA IDEAS O CONCEPTOS
8. IDENTIFICAR FORMAS GRAMATICALES BÁSICAS EN TEXTOS Y DOCUMENTOS ELEMENTALES ESCRITOS EN INGLÉS

- **Duración de la Guía:**

Horas de trabajo directo: 40

Horas de trabajo autónomo: 20

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



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

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

2. Reading is a very important linguistic skill. Read the following text and fill the gaps with one of the prices below. With it you will remember tenses and structures as well as get introduced to new ones.

56.000- 73.000- 157.000- 58.000.000- 700.000- 1.770.000- 177.000 (prices are in pounds)

THE MEMORABILIA BUSINESS

Christie's and Sotheby's are known all over the world for their sales of fine art. In May 2004, for example, a painting by Picasso called "Boy with a pipe" was sold by Sotheby's for a record- breaking _____. But these two



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famous auction houses also make a lot of money selling memorabilia from the world of music, sport and cinema. Beatles memorabilia is very valuable and is collected by fans all over the world- one of George Harrison's guitar was sold at Sotheby's for _____ in the same week as the Picasso painting. But you don't have to go to an auction house to buy something that was owned by your favorite star. Thousands of items of memorabilia are bought and sold every day on internet sites like E-bay. Take a look at some of the things that people have bought over the years.

The typewriter that was used by Ian Fleming to write the James Bond books was made in New York in 1952 and was sold in 1995 for _____.

The dress that was worn by Marilyn Monroe when she sang "Happy birthday Mr president" for John F, Kennedy in May 1962. Was auctioned at Christie's in 1999 and was bought for _____.

The 1965 Rolls Royce that was owned by John Lennon was sold in 1985 for _____.

Cuttings from Elvis Presley's hair were sold by his personal hairdresser for nearly _____ in an online auction in November 2002.

The shirt that was worn by Pele in the 1970 world cup final was sold for _____ in 2002.

II. Actividades de contextualización e identificación del conocimiento:

1. Reading comprehension. The following text is about natural disasters. Read it and answer the questions.

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



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

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

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

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

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

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

The most common types of natural disasters in the world are floods and storms.



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All natural disasters cause damage and destruction, and often one or more people die due to the effects of the natural disaster. Many of the disasters can be predicted ahead of time with some warnings given for people to prepare and move to safety.

1.1 All the following statements are true EXCEPT:

- A: Disasters can include those made by man.
- B: It is not a natural disaster if there is no loss of life.
- C: A tsunami taking place on a deserted island is a natural disaster.
- D: An asteroid collision with Earth would be a natural disaster.

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

- A: A manmade disaster
- B: A global disaster
- C: A natural disaster
- D: An unnatural disaster

1.3 All the following may be natural disasters EXCEPT:

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

1.4 Which of the following natural disasters are most likely to occur simultaneously?

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

1.5 Which of the following may occur during severe flooding and thunderstorms?

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

1.6 Which part of the United States would most likely experience a tsunami?

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



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2. The passive voice. The passive voice is used to show interest in the person or object that experiences an action rather than the person or object that performs the action. In other words, the most important thing or person becomes the subject of the sentence.

The passive voice **is used** frequently

The SENA **was founded** in 1957

Aviaturis **managed** by Jean Claude Bessudo

The airplane **was invented** by The Wright Brothers.

You can check more examples and uses at

<https://learnenglish.britishcouncil.org/en/english-grammar/active-and-passive-voice>

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

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

2.2 We use the passive voice to focus attention on the invention or monument and not on who discovered or made them.

Active Voice

Passive Voice

Thomas Edison **invented** the light bulb. The light bulb **was invented** by Thomas Edison.

Construction workers **built** the Eiffel Tower in 1889. The Eiffel Tower **was built** in 1889.

Change the following statements in the active voice into the passive

Active voice	Passive voice
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Alexander Graham Bell invented the telephone	The telephone was invented by Alexander Graham Bell
Alexander Fleming discovered the penicillin	
Beethoven composed the Ninth Symphony	
Picasso painted <i>Guernica</i>	
George Orwell wrote <i>1984</i>	
The Chinese invented fireworks	

3. **Conditionals 0 and 1.** Conditionals are sentences with two clauses – an ‘if’ clause and a main clause – that are closely related. Conditional sentences are often divided into different types. In our program and in this guide we focus on two conditionals, 0 and 1 conditional.

We use the **zero conditional** to talk about things that are always true.

- **If you heat water, it boils.**
- **When the sun goes down, it gets dark.**
- **It lights up if you push that button.**

The present simple is used in both clauses.

We use the **first conditional** when we talk about real and possible situations.

- **I'll go shopping on the way home if I have time.**
- **If it's a nice day tomorrow, we'll go to the beach.**
- **If Arsenal win, they'll be top of the league.**

In first conditional sentences, the structure is usually if + present simple and will + infinitive. It's not important which clause comes first. For more examples, you can check

<https://www.ef.com/english-resources/english-grammar/conditional/>

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

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



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

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

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

3.3 Go back to the warm up section (Actividades de Reflexión Inicial) and, using the 5 actions and strategies you proposed to improve your English learning process, express Conditionals 1 with them proposing a positive outcome for them.

Example: Listen to music in English

If you listen to music in English, you will learn more vocabulary

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____



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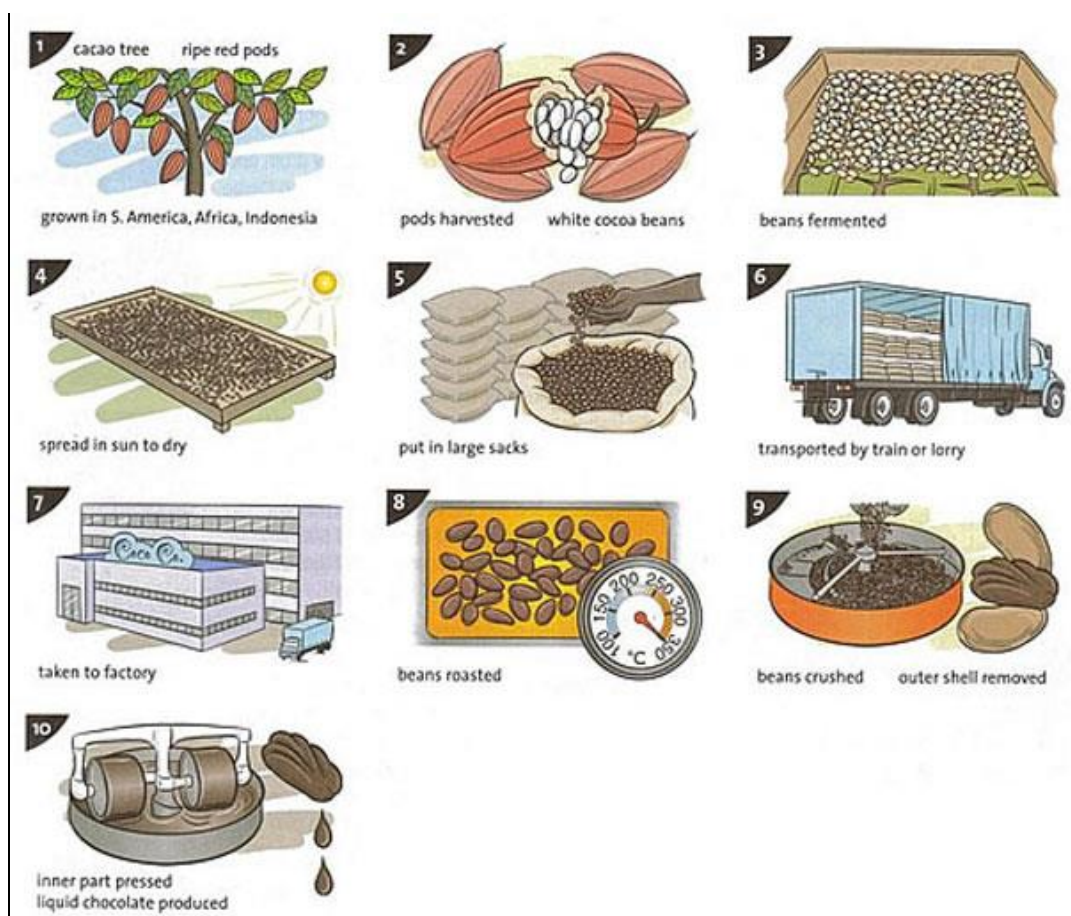
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III. Actividades de apropiación del conocimiento

1. Watch the following video to learn how to describe a process using the passive voice:

<https://www.youtube.com/watch?v=bPtpwQZrq6I>

Now analyze the diagram. The diagram explains the process for the making of chocolate. There are a total of ten stages in the process, beginning with the growing of the pods on the cacao trees and culminating in the production of the chocolate.





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To begin, the cocoa comes from the cacao tree, which _____(grow)in the South American and African continents and the country of Indonesia. Once the pods are ripe and red, they _____(harvest)and the white cocoa beans _____(remove). Following a period of fermentation, they _____ then _____(lay)out on a large tray so they can dry under the sun. Next, they _____(place)into large sacks and _____(deliver) to the factory. They _____ then _____(roast) at a temperature of 350 degrees, after which the beans _____ (crush) and _____ (separate) from their outer shell. In the final stage, this inner part that is left _____(press) and the chocolate _____ (produce).

2. Select a process you normally do in your area of knowledge and express it in 6-10 steps using the passive voice.

PROCESS' NAME:

MATERIALS NEEDED:

PROCESS DESCRIPTION:



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

Do's

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

Don'ts

- 1. First and foremost, don't panic. Composing yourself while an earthquake is currently happening may be the hardest thing to do, but by keeping yourself calm during this unfortunate situation will positively save your life because your mind is on the right state.**



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2. When you feel the ground shaking and you're situated on a high-rise building, do not take the lift. Get out on the next floor if you're on an elevator during an earthquake then take the stairs down.
3. If you are at home or inside a building, do not rush to the doors or exits, but make sure to keep yourself away from windows, mirrors, chimneys, and furniture.
4. Do not run and wander through the streets because there may be unstable buildings, establishments or even lampposts that will suddenly collapse.
5. Sending a text message would be a great option rather than making a call. Our first instinct when a disaster hits is to immediately call our loved ones and make sure they're fine. Although it's natural to feel concerned over our family and friends, it is advisable not to use the phone lines to call too much because it may hinder important communication.

Using the structure of the Conditional 0, make sentences for each one of the Do's and Don'ts presented above.

Do's

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

Don'ts

- a) _____
- b) _____



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- c) _____
- d) _____
- e) _____

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

- a) If you drink Ensure, you will be stronger



- b) If _____



- c) If _____



- d) If _____



- e) If _____





IV Actividades de transferencia del conocimiento

1. Read the first part of the following article and answer the questions

The 7 Principles of Warehouse and Distribution Centre Design

Warehouse and distribution centre (DC) design is a fascinating and absorbing topic, but alas, is often misunderstood. Regretfully, few people really understand the discipline of warehouse design and as a result, there are literally thousands of facilities that are underperforming.

To assist designers, I will outline the seven key principles that apply to warehouse and DC design. These have been compiled from a review of literature, discussions with industry specialists and materials handling companies, plus my own design experience over many years.

Principles of Warehouse Design

What are the important Warehouse Design principles one must understand?

One warning before I begin. The principles won't make you into a seasoned designer, but they will help you understand the salient aspects of the design task, and how to think about and plan your facility for optimal performance.

Questions:

1- HOW WELL DO PEOPLE UNDERSTAND WAREHOUSE DESIGN?

2- WHERE DID THE WRITER GET THE INFORMATION FOR THE ARTICLE?



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- 3- WILL YOU BECOME A PROFESSIONAL DESIGNER ONCE YOU READ THE ARTICLE?

3

Inventory management and procurement

STARTER

Check your knowledge of key terms in inventory management and procurement by choosing the best definitions for these terms.

- 1 Economies of scale:
 - a Reducing costs per unit by increasing production
 - b Cutting costs by reducing output
- 2 Buffer stock:
 - a Goods kept in store to cover seasonal demand e.g. Christmas sale
 - b Goods kept in store to cover unforeseen shortages or fluctuations in demand
- 3 Factory gate pricing:
 - a Transport costs are not included in the purchase price of a product
 - b The price is lower because you buy directly from the manufacturer
- 4 Supply chain:
 - a The close co-operation of all parties involved in the making, selling, and delivering of a product
 - b Network of stores that supply customers with a wide variety of products
- 5 Tender:
 - a An assessment or calculation of the approximate cost or value of a product or service
 - b An offer for goods or services that follows a request for a quotation made by an official body, e.g. local government





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- 1 Match the beginnings of the sentences (1–6) with the endings (a–f) to make definitions of more key terms.**

- | | |
|---|--------------------------|
| 1 Lead time is the time | ☐ |
| 2 Procurement is | ☐ |
| 3 A retailer is a business | ☐ |
| 4 Customer order cycle time is the time | ☐ |
| 5 A wholesaler is | ☐ |
| 6 JIT – just in time is a concept | ☐ |

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- a customers are prepared to wait for the delivery of their order.
- b of reducing inventories by co-ordinating the delivery of materials just before they are needed.
- c it takes to produce and supply a product.
- d an intermediary between manufacturers and retailers which buys in large quantities and resells in smaller quantities.
- e that buys products from wholesalers or manufacturers and resells them to the ultimate consumer.
- f the purchasing of goods (materials, parts, supplies, equipment) required to run an enterprise.



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AUDIO



2 Listen to an expert presenting an inventory management system to the managers of a large retail store. Then say which of the statements are true ☒ or false ☒.

- 1 The inventory system is called CPR. ☐
- 2 It's a sales-based system. ☐
- 3 The system co-ordinates the flow of information and goods in the logistic chain. ☐
- 4 Young Fashion has used the system for six years now. ☐
- 5 Orders are electronically transferred to the warehouse. ☐
- 6 The store has reduced transport and inventory costs by about 25 per cent. ☐

3 Listen again and complete the sentences with the words from the box.

stock • lead times • replenishment • processing • generated • data interchange •
point • schedule • inventory • retailer

- 1 Today I'm going to tell you something about CRP, that means continuous _____.
- 2 I'll also explain how it can be used to lower inventory and operational costs and to shorten product _____.
- 3 First of all, you decide what products you want to order at what _____ level.
- 4 The system will use this information at the _____ of sale in the retail store.
- 5 The leading Russian clothes _____ Young Fashion introduced continuous replenishment three years ago.
- 6 With the new system all orders are _____ by computers, which process data received from cash registers.
- 7 The orders are sent to the warehouse by electronic _____, where they are processed.
- 8 And finally the goods are delivered to the different outlets according to a _____.
- 9 Since the introduction of the CRP system, Young Fashion have managed to cut _____ and transport costs by about 15%.
- 10 Moreover, errors in order _____ have been reduced considerably by using scanning technology and EDI.



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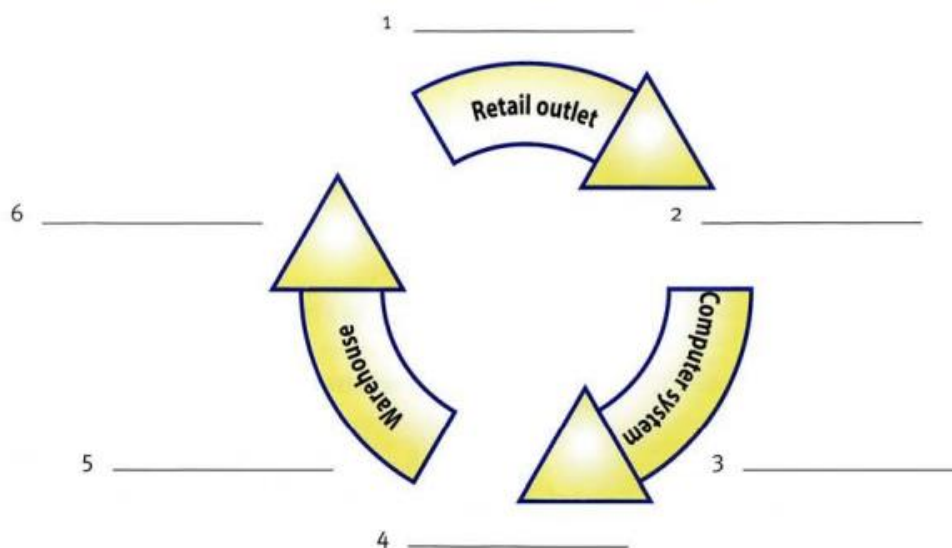
THE PASSIVE

We often use the passive voice to describe processes, especially if we are more interested in the action itself than in the person who does the action. It is formed using the verb *to be* and the past participle (third form of the verb). We use *by* at the end of the sentence to say who or what does the action.

*The goods **are delivered** to a depot.*

*The order **is generated** by the computer.*

4 Put the processes described in the presentation about CRP in the correct order.



- a Orders are generated based on data received from cash register.
- b Goods are delivered to the retail outlet.
- c System is activated at the point of sale.
- d Orders are sent to the warehouse.
- e Orders are processed.
- f Sales information is transferred to the CRP computer system.



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5 Here are some more inventory management techniques. Complete the sentences with the passive form of the verbs in brackets.

- 1 A system in which the inventory _____ (monitor), planned and managed by the manufacturer on behalf of the customer (often a retailer).
- 2 A system which is similar to CRP. It _____ (use, often) for products that need to be supplied frequently and in small batch sizes.
- 3 It means that orders _____ (transfer) electronically to the manufacturer. Then they _____ (deliver) to the retail store.
- 4 Real-time demand _____ (identify) by electronic cash register and the product movement _____ (co-ordinate) from supplier to the retail store.
- 5 Products that have similar characteristics regarding their selling profile _____ (categorize) into 'families'.

6 Now match the planning techniques below with the definitions in exercise 5.

- a DSD = Direct store delivery
- b CM = Category management
- c VMI = Vendor-managed inventory
- d CRP = Continuous replenishment
- e QR = Quick response



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7 Complete the job advertisement for a corporate procurement manager with words from the box.

fulfilment • negotiation • 3PL providers • procurement • command • vendors
• supply chain • relationship

We are looking for a proactive and dynamic professional to take care of our strategic procurement and supplier _____¹ management.

Reporting to the Director of Corporate Procurement, the successful applicant will be responsible for managing both internal and external customers and for working with the appointed _____². While liaising with the _____³ team, _____⁴, and related stakeholders, you will also be involved in providing business support to optimize finance-logistics processes, order _____⁵, and logistics costs.

Other responsibilities include providing initiatives to help maximize company business profitability and efficiency.

The ideal candidate should have a degree in _____⁶ management or logistics management with a deep understanding and knowledge of the China logistics market. You should have at least 5 years' experience in a multinational company and you should possess outstanding _____⁷ skills. Based in Macau, excellent _____⁸ of English and Cantonese is a must with Mandarin an advantage.

If you are interested in this role, please send your CV in Word format to ...

8 Read the job advertisement again and answer the questions.

- 1 What area will the new corporate procurement manager head?
- 2 What are the procurement manager's main responsibilities? List two or three.
- 3 Who will he/she collaborate with closely in his/her job?
- 4 What qualifications are expected?
- 5 What kind of experience is required?

Can you think of other areas which are important in procurement? Discuss with a partner.





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ACTIVIDADES DE EVALUACIÓN

Evidencias de aprendizaje	Criterios de Evaluación	Técnicas e instrumentos de evaluación
DE CONOCIMIENTO: Taller Comprensión de lectura (Passivevoicewithpresent simple and simple past) DE DESEMPEÑO Y PRODUCTO: Diseñar y sustentar en sesión de formación una tira cómica con situaciones cotidianas en las que se expresen causas y efectos (Condicionales, clausulas relativas) DE PRODUCTO: Desarrollo de actividades en páginas web educativas durante el nivel. DE CONOCIMIENTO Y PRODUCTO: Diseño de un centro de almacenamiento y distribución describiendo paso a paso el proceso (TÉCNICA)		Talleres Video Actividades páginas WEB Infografía



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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				