



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

INTRODUCCION

1. COMPETENCIA: COMPRENDER TEXTOS EN INGLÉS EN FORMA ESCRITA Y AUDITIVA

- **Resultados de Aprendizaje a Alcanzar:**

1. LEER TEXTOS MUY BREVES Y SENCILLOS EN INGLÉS GENERAL Y TÉCNICO
2. COMPRENDER FRASES Y VOCABULARIO HABITUAL SOBRE TEMAS DE INTERÉS PERSONAL Y TEMAS TÉCNICOS
3. ENCONTRAR VOCABULARIO Y EXPRESIONES DE INGLÉS TÉCNICO EN ANUNCIOS, FOLLETOS, PÁGINAS WEB, ETC
4. COMPRENDER LA IDEA PRINCIPAL EN AVISOS Y MENSAJES BREVES, CLAROS Y SENCILLOS EN INGLÉS TÉCNICO

- **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>

GUÍA DE APRENDIZAJE # 1

I. Actividades de reflexión Inicial: WARM UP

1. Fill in the blanks using your personal information:

Name _____
Last name _____
Age _____ Nationality _____
Occupation _____
Phone Number _____
Birth place _____
Email Address _____



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2. Match the questions to the answers

What is your name?

Where are you from?

Where do you live?

Who is your favorite Singer?

How old are you?

When is your birthday

I'm 20 years old

My name is Mary

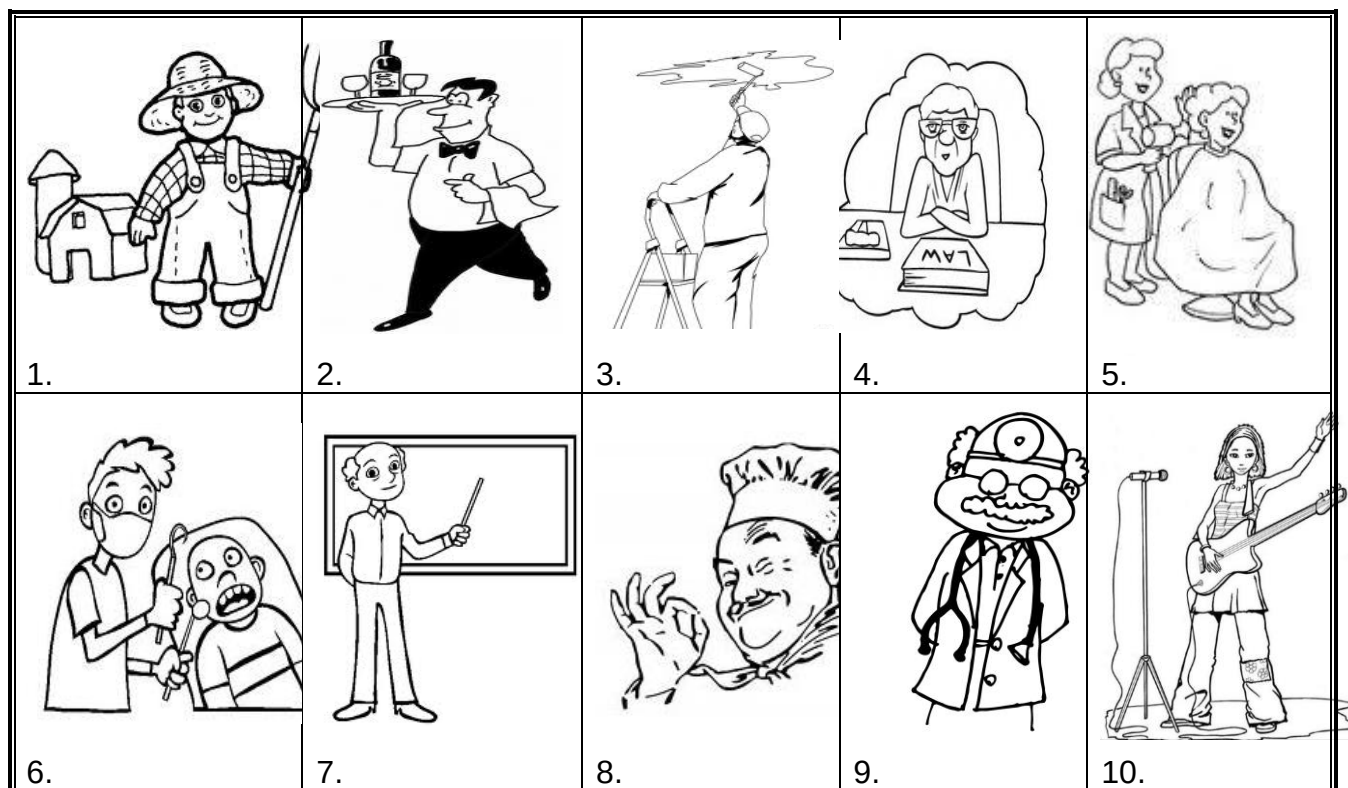
My birthday is on January 26th

I live in Bogota

My favorite Singer is J Balvin

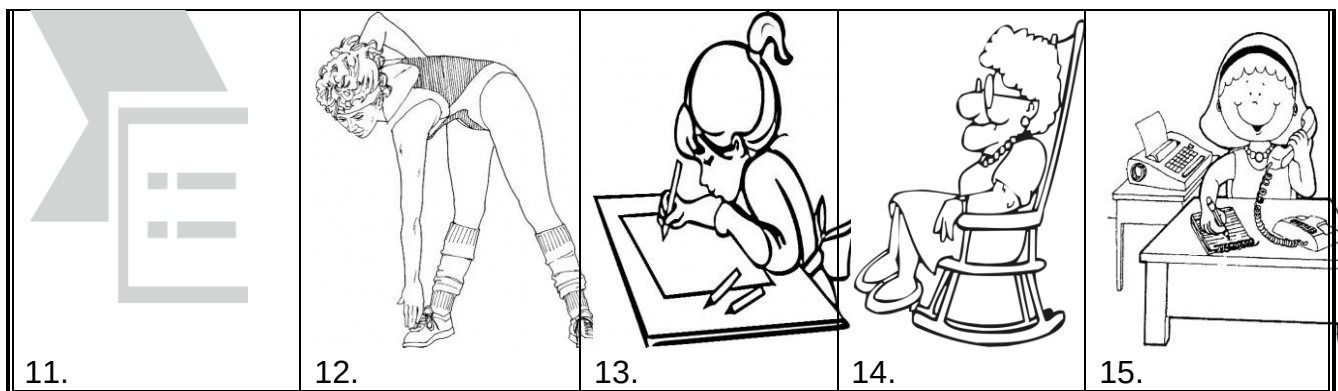
I'm from Colombia

II. Actividades de contextualización e identificación del conocimiento:





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1. What do they do? Match the words and the pictures!

Chef	Dentist	Doctor	Farmer	Unemployed	Hairdresser
Lawyer	Painter	Retired	Secretary	Singer	Student
Teacher		Gym instructor			Waiter

2. Fill in the blank spaces using the correct personal pronoun (subject): I, you, he, she, it, we, you, and they.

1. Hello! How are _____? _____ am fine, thanks.
2. Peter and I aren't in the same class but _____'re good friends.
3. Mrs Graf isn't my mother. _____'s my teacher.
4. Mr Park is Portuguese. _____ lives in Lisbon.
5. Tim and Mark aren't singers. _____ are football players.
6. That computer isn't modern. _____ is an old one.
7. You and John look so young! _____ are handsome.

3. Read the text carefully.



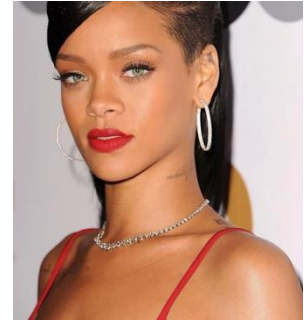
Rihanna is a singer. She's from Barbados but now she works all over the world. She's twenty-four years old and she's very famous. She has got big brown eyes and she's tall.



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She has got a lot of hit songs: *Umbrella*, *Don't stop the music*, *Disturbia*, etc. The songs are so good that she has a lot of fans all over the world. they love her music.

Rihanna's mother is called Monica and her father's name is Ronald.



Mark the sentences as true (T) or false (F).

- a) Rihanna isn't a teacher. ____
- b) Rihanna is Barbadian. ____
- c) She isn't very famous. ____
- d) Rihanna is very short. ____
- e) She hasn't got many fans. ____
- f) Monica and Ronald are her grandparents. ____

Answer the questions.

- a) What's Rihanna's job?

- b) Where is she from?

- c) How old is she?

- d) Is she famous?

- e) What colour are her eyes?



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Daily Routines Short Essay

Complete the blanks with the words below, guiding yourself by the pictures :

study
have lunch
listen to music
get up

go to bed
do my homework
have dinner

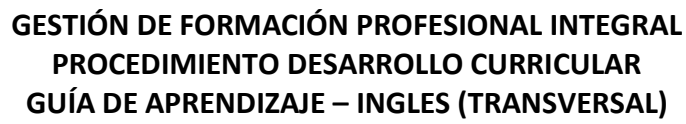
brush my teeth
go out
take a bath

play computer games
go to school
get home

have breakfast
make my bed
watch TV

First I _____ at seven o'clock, then I _____
tidy the room and go to the bathroom to _____
_____ and wash my face. At a quarter past seven I _____
_____ and then I get ready for school. At a
quarter to eight I get on the bus and _____ where
I _____ very hard. I have five or six classes of 40
minutes. When I finish school at one o'clock I go
home and relax. I _____ at around two o'clock
and I _____. After lunch I _____ and then I _____
_____ for about two hours. At five
o'clock I start to _____. When I finish my
homework, I _____ or I _____ with my
friends. At eight o'clock I _____ with my family.
At nine o'clock I usually _____. At half past
eleven I _____.
This is my daily routine.





Wall
 Needs Review 7

Info
 Photos (46)
 Notes
 Friends
 Subscriptions

Married to

Friends (69)

Works at _____
 Lives in _____ Married to _____
 Born on _____ school _____
 languages _____

Work and Education

Employers

Share Your Experiences
 School _____

Philosophy

Religious Views

Favorite Quotations

Arts and Entertainment

Share Your Interests

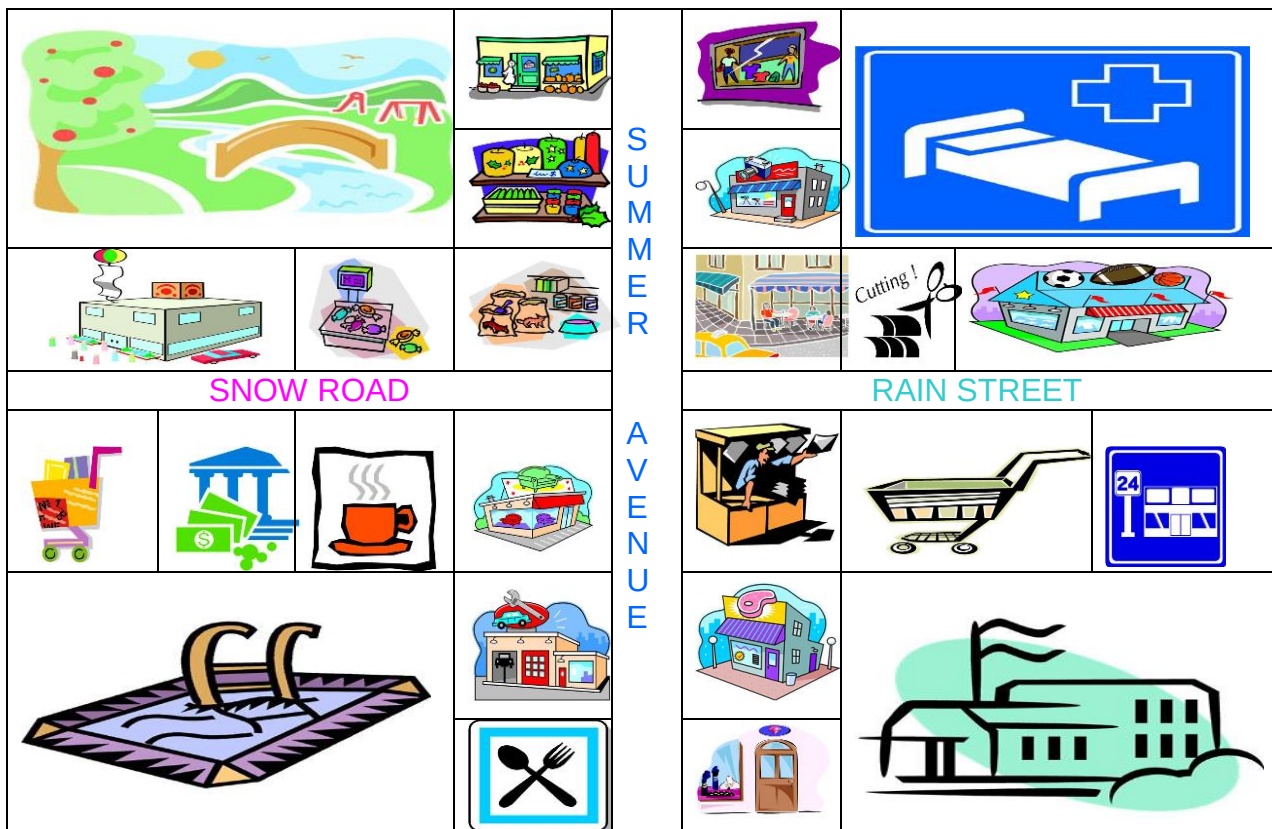
Music	Books	Movies	TV Shows	Games
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____



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My name is Valerie Martinez. I'm 25 years old and I am catholic. My birthday is the 5th of January. I'm a secretary at Franklin High School. I was born in Sacramento, California and I live in Stockton, California, at 2718 Louis Ct., zip code 95203. I live there with my husband, his name is Carlos Fernandez, and our anniversary is the 8th of June. My school is University of the Pacific (UOP), I studied at that college. I studied languages and learned to speak Spanish, English, French and German. I like reading in all languages, one of my favorite books is called A Thousand Splendid Suns. When I have spare time, I also like to watch movies, one of my favorite movies is Forest Gump, especially when he says "Life is like a box of chocolates, you never know what you're going to get." I also like watching Bones and Friends on television. On weekends, my husband and I go to clubs, we like to listen and dance salsa and hip hop. When we're tired, we don't go out; we just play poker or monopoly. I think everyone should enjoy their life like we do, like my grandmother used to say "Life's too short to be sad."

5. There is/ There are and Giving directions





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1. Look at the map and make sentences with there is/there are in the correct form:

1. a bank in Rain Street?,
there
2. a restaurant in Summer Av.
3. a school in Snow Road.
4. a big park next to the hospital.
5. a furniture shop on the corner?
.....,
6. two supermarkets.
7. a sweet shop in Summer Avenue,
but one in Snow Road.
8. a very big park behind the
shopping centre.
9. a café in Rain St.?,
.....
10. a newsagent's behind the
restaurant.
11. a school next to a supermarket.
12. the pet shop next to the sweet
shop?,
13. a bank in Summer Av.
14. a restaurant in front of the
garage.
15. a gift shop on the right of the
park.
16. a pet shop in Rain St?,
.....

2. Say if the sentences are True or False. Correct the false ones.

1. There's a bank opposite the school.
.....
2. There aren't two restaurants.
.....
3. There's a hospital next to the photographic
studio.
.....
4. There's a hairdresser's opposite the gym
.....
5. There's a garage next to the butcher's.
.....
6. There isn't a jeweller's in Summer Av.
.....
7. There's a petrol station in front of the garage.
.....
8. The greengrocer's is behind the gift shop.
.....
9. The restaurant is near the pool.
.....
10. There isn't a clothes shop behind the café.
.....
11. There's a shopping centre next to the petrol
station.
.....



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6. We are the Addams family. Read our descriptions and match the characters with the descriptions.

1. Wednesday

I'm Gomez and Morticia's daughter. I'm 12 years old. My favourite pets are spiders. In the picture I'm wearing a black dress, stripped tights and black shoes.

2. Gomez

I'm tall. I have short black hair. I have a moustache. I'm married to Morticia. I'm Wednesday and Pugsley's dad. I'm 50 years old. I love to smoke cigarettes. In the picture I'm wearing a grey suit, a purple tie and black shoes

3. Grandma

I'm Gomez and Fester's mother. I'm a witch and a fortune teller. I'm 70 years old. I have grey long hair. In the picture I'm wearing a long grey dress.

4. Uncle Fester

I'm Gomez's younger brother. I'm 40 years old. I'm bald. I love to illuminate a light bulb by placing it in my mouth. In the picture I'm wearing a dark grey sweater, grey trousers and grey shoes.



5. Morticia

I adore my husband, Gomez. I have two children: Wednesday and Pugsley. I'm 47 years old. I'm a slim woman with pale skin. I have long black hair. I love vampires. In the picture I'm wearing a tight long black dress and black shoes.

6. Lurch

I'm the Addams' manservant. I'm blond and very tall. I'm 35 years old. I love the children's family. In my free time I love to play the organ. In the picture I'm wearing a white shirt, a black tie, a black suit and black shoes.

7. Pugsley

I'm Wednesday's younger brother. I'm 10 years old. I have short brown hair. I love to play with explosives, knives and guillotines. In the picture I'm wearing a white shirt, a grey suit, grey shorts, white socks and grey trainers.

Write T (true) or F (False). J



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1. Morticia loves spiders. ____
2. Wednesday is 12 years old. ____
3. Uncle Fester has a moustache. ____
4. Pugsley loves to play the organ. ____
5. Uncle Fester loves to illuminate a light bulb by placing it in his mouth. ____
6. Grandmama is a witch. ____
7. Wednesday and Pugsley are twins. ____
8. Gomez loves to smoke cigarettes. ____
9. In the picture, Morticia is wearing a tight short black dress. ____
10. Lurch is the family's manservant. ____

Write the family relationships.

Example :Morticia- Pugsley *Morticia is Pugsley's mother.*

- | | |
|---------------------------|----------------------------|
| 1. Grandmama- Wednesday | 8. Morticia- Grandmama |
| 2. Homer- Uncle Fester | 9. Wednesday- Uncle Fester |
| 3. Wednesday- Pugsley | 10. Morticia- Uncle Fester |
| 4. Morticia- Gomez | 11. Grandmama- Pugsley |
| 5. Wednesday- Morticia | 12. Pugsley- Uncle Fester |
| 6. Pugsley- Grandmama | 13. Grandmama- Morticia |
| 7. Uncle Fester- Morticia | 14. Gomez- Morticia |



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III. Apropiación del Conocimiento

- 1.** Choose a family member and describe their daily routine at work.

- 2.** Describe your workplace, identifying where the objects are and how to get there from your house.

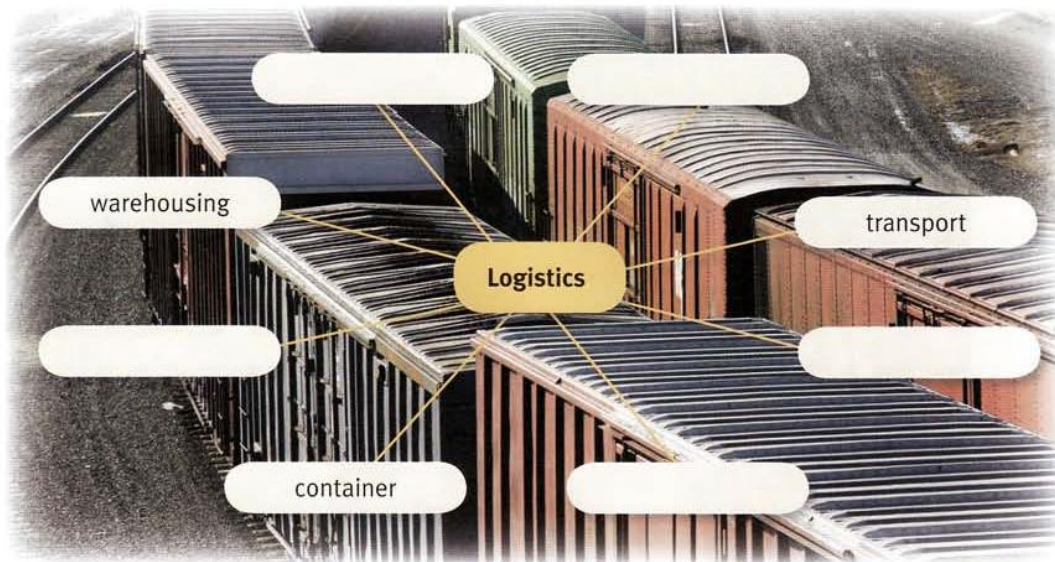


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IV. Actividades de transferencia del conocimiento

What's Logistics

Make a list of all the different areas of logistics you can think of by completing the diagram below.



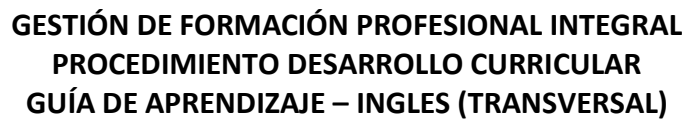
Five people give their definition of logistics. Complete the sentences using the words from the box.

- 1** Five people give their definition of *logistics*. Complete the sentences using the words from the box.

provide • storage • support • distribution • delivery • maintenance

- 1 *Logistics* means that you manage the procurement and movement of goods and the _____ of inventory.
- 2 It means the _____ of the goods the customer needs at the right time, in the right place, and of the right quality.
- 3 My definition of *logistics* is this: it's to plan, organize, and manage operations that _____ services and goods.
- 4 *Logistics* – that's the purchasing, maintenance, _____, and replacement of material and staff.
- 5 *Logistics* is the planning and _____ of operations such as warehousing, inventory, transport, procurement, supply, and _____.

Listen to the recording and check your answers.



- 1 carrier
- 2 freight forwarder
- 3 supplier
- 4 haulage contractor/haulier
- 5 courier
- 6 consignee



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- a company which carries goods by road
- b person or firm named in a freight contract to whom goods have been shipped or turned over for care
- c company that specializes in the speedy and secure delivery of small goods and packages
- d company that transports or conveys goods
- e company which supplies parts or services to another company; also called vendor
- f person or business that arranges documentation and travel facilities for companies dispatching goods to customers

5 Listen to three people describing their jobs in logistics: a warehouse manager, a freight forwarder, and a shipping operations manager. Match each job to the correct person.



1 _____



2 _____



3 _____

6 Now listen again and complete the sentences.

Person 1

- 1 My job is to _____ the transport of goods either by sea, air, road, or rail.
- 2 An important part of the job is _____ with customer requests about the most suitable mode of transport.
- 3 My responsibilities also include _____ good shipping rates with shipping lines and transport companies.
- 4 I _____ customs clearance on behalf of my clients.

Person 2

- 5 In my job I have to _____ that the cargo is not damaged onboard the ship or while loading or unloading.
- 6 I _____ customers on shipping rates and prepare quotations for our sales office.

Person 3

- 7 Another part of my job is to _____ with departments such as transport and production.
- 8 Apart from that, I _____ that vehicles, machines, and any other kind of equipment are maintained to a high level.



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7 Match the verbs (1–8) with the activities (a–h) to make phrases from the recordings. Then listen again to check if necessary.

- | | | |
|---|-------------|--------------------------|
| 1 | book | ☐ |
| 2 | consolidate | ☐ |
| 3 | deal | ☐ |
| 4 | keep | ☐ |
| 5 | make | ☐ |
| 6 | use | ☐ |
| 7 | check | ☐ |
| 8 | take care | ☐ |

- a a number of shipments under one bill of lading
b booking reservations
c that health and safety standards are maintained
d modern computer systems
e space on a ship, train, lorry, or plane
f where to put them in the warehouse
g an eye on the budget
h with all the necessary documentation

8 Work with a partner to describe two different jobs. The phrases in the box will help you.

TALKING ABOUT JOB RESPONSIBILITIES

Questions

What do you do?

What's your line of work?

What does your job involve?

Describing jobs

I work for a major shipping company.

I work in the regional depot.

Describing responsibilities

I'm responsible for ...

In my job I have to ...

My job involves ...

Remember...

*You work **for** or **at** a company.*

*You work **in** an area or a department.*

*You are responsible **for** or in charge **of** something.*

Here are some useful verbs for describing key job responsibilities:

to advise

to prepare

to train

to manage

to estimate

to monitor

to carry out

to oversee

to provide or supply

to ensure

to review

to liaise with

to organize

PARTNER FILES

Partner A File 01, p. 71
Partner B File 09, p. 72



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9 Replace the underlined verbs with words from the box that have the same meaning.

provide • train • organize • ensure • inform about • check

- 1 We supply software for the car industry. _____
- 2 I often advise clients on the most suitable transport method. _____
- 3 In my job I have to make sure that passengers arrive on schedule. _____
- 4 My job is to supervise incoming goods. _____
- 5 I also plan the transport of goods. _____
- 6 I instruct staff. _____

TALKING ABOUT REGULAR ACTIVITIES

When talking about general facts and describing what we normally do, we use the present simple. It is often used with words that say how often something happens, e.g. *usually, often, always, sometimes, every*, etc. We use the verb *do* to make questions and negative statements:

I work for an international logistics company.

He ***usually spends*** a lot of time with his customers.

Do you ship goods to Asia?

He ***doesn't work*** in the European office.



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10 Complete the form with your own job details. Use complete sentences and expressions from this unit.

Job profile:	_____
Company:	<u>I work for</u>
Job title:	_____
Main responsibilities:	_____ _____ _____
3-5 key activities:	_____ _____ _____ _____

11 Put the words in the right order. Use the correct form of the verb.



- 1 an excellent / provide / delivery service / my company.
- 2 you / how much / handle / cargo / per year ?
- 3 to other countries / not ship / we / chemical products.
- 4 responsible for / be / the warehouse manager / also / vehicles and machinery.
- 5 to foreign companies / car parts / this vendor / supply ?
- 6 usually / arrange / for companies / a freight forwarder / documentation.



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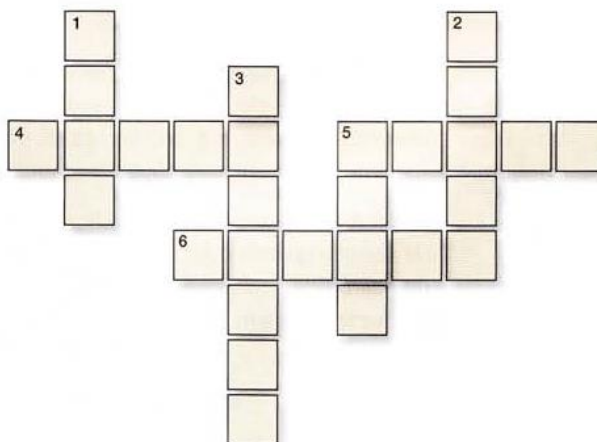
13 Complete the crossword puzzle with words from this unit.

Across

- 4 Another word for *freight*.
5 What you store in the warehouse.
6 Work closely together with somebody.

Down

- 1 Another word for *organize*.
2 To give information about the price.
3 Another word for *supervise*.
5 Send goods.



12 Work with a partner. Follow the steps below to practise this dialogue.

- A Ask B what he/she does.
B Respond. Tell A where you work.
A Ask B to give you some details about the job.
B Tell A about your main job activities. Then ask A about his/her job.
A Respond. Describe your job activities.



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GLOSARIO DE TERMINOS

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ACTIVIDADES DE EVALUACIÓN

Evidencias de aprendizaje	Criterios de Evaluación	Técnicas e instrumentos de evaluación
DE CONOCIMIENTO: Taller comprensión de lectura acerca de temas cotidianos y rutinas diarias (Verbos en presente simple, vocabulario relacionado, expresiones de tiempo y lugar, adverbios de frecuencia, Preguntas WH) DE DESEMPEÑO Y PRODUCTO: Video de 1 minuto describiendo su rutina diaria, familia o lugar de trabajo/estudio (Presente simple, expresiones de tiempo y lugar, thereis- there are, miembros de la familia, descripciones físicas y adjetivos de personalidad) DE PRODUCTO: Desarrollo de actividades en páginas web educativas durante el nivel. DE DESEMPEÑO/PRODUCTO: Presentación en PowerPoint y sustentación en formación de glosario de términos sobre logística (TÉCNICA)	Escribe o presenta descripciones de si mismo, profesión y su entorno Plantea y responde preguntas sobre si mismo Estructura adecuadamente una opinión sobre un tema conocido de su especialidad.	Talleres Video Actividades páginas WEB Presentación



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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				



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INTRODUCCION

COMPETENCIA: COMPRENDER TEXTOS EN INGLÉS EN FORMA ESCRITA Y AUDITIVA

- **Resultados de Aprendizaje A Alcanzar:**

- 5. COMUNICARSE EN TAREAS SENCILLAS Y HABITUALES QUE REQUIEREN UN INTERCAMBIO SIMPLE Y DIRECTO DE INFORMACIÓN COTIDIANA Y TÉCNICA**
- 6. ENCONTRAR INFORMACIÓN ESPECÍFICA Y PREDECIBLE EN ESCRITOS SENCILLOS Y COTIDIANOS**
- 7. REALIZAR INTERCAMBIOS SOCIALES Y PRÁCTICOS MUY BREVES, CON UN VOCABULARIO SUFICIENTE PARA HACER UNA EXPOSICIÓN O MANTENER UNA CONVERSACIÓN SENCILLA SOBRE TEMAS TÉCNICOS**

- **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.



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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.

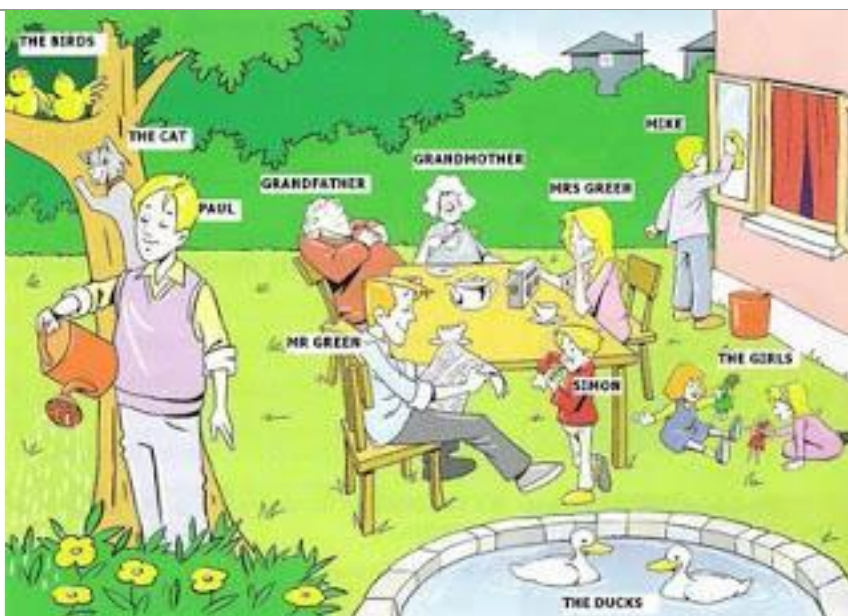


<https://sp.depositphotos.com/109080950/stock-illustration-set-workers-team-profession-people.html>

Actividades de reflexión Inicial: WARM UP

1. What are they doing now? Use the following verbs:

Twit – climb- water- sleep- read- drink-listen- clean-play- swim



Taken from: <https://sites.google.com/site/englishzvonkocar/home/present-continuous>



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e.g: Mike is cleaning the window

2. Describe some of the people or animals in the picture.

e.g: The Grandfather is lazy

II. Actividades de contextualización e identificación del conocimiento:

1. Look at the pictures and choose the option that best fits the statements.

<p>1. I...football now.</p> <p>a. am playir b. am play c. play d. playing</p> 	<p>2. He...a car now.</p> <p>a.  b.  c.  d. is driving</p>	<p>3. They...TV.</p> <p>a. is watc b. are wa c. are wa d. watches</p> 	<p>4. We...a picnic at the moment.</p> <p>a.  b.  c. having d. has</p>	<p>5. She...a book now.</p> <p>a.  b.  c.  d. is read</p>
<p>6. It....</p> <p>a. am rain b. is raining c. rain d. is rains</p> 	<p>7. You...a kite in the park.</p> <p>a. am flying b. are fly c. are flying d. is fly</p> 	<p>8. Jane...her homework at the moment.</p> <p>a. is does b. are doing c. does d. is doing</p> 	<p>9. I...my homework at the moment.</p> <p>a. am doing b. do c. am do d. is doing</p> 	<p>10. They...fun.</p> <p>a. have b. are have c. is having d. </p>

2. Fill in the blanks using the verb in simple present or present continuous



This is Mrs White. She (be) a primary school teacher.

<p>21. Betty...her bike today.</p> <p>a. riding b. are riding c. is ride</p>	<p>22. The sun...now.</p> <p>a. is shining b. am shining c. shine d. chining</p>	<p>23. He...golf today.</p> <p>a. playing b. are playing c. is play d. is playing</p>	<p>24. They...now.</p> <p>a. am swimming b. are swim c. are swimming d. swims</p>	<p>25. Kate...to music at the moment.</p> <p>a. is listening b. are listening c. listening</p>
--	--	---	---	--



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

She (teach) English, Maths and
Geography.

At the moment, she (teach) Maths.

She (live) in London and
..... (be)

married to Georges, who is French. They (have) three children.
They all (love) animals, but they (not
have) any pets because they (live) in an apartment. Mrs White
..... (speak) French as well as English, but she
..... (not teach) it.

4.

I **usually** go to the cinema.

They are **sometimes** late .

She doesn't **usually** eat
vegetables.

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HOW OFTEN
DO YOU GO
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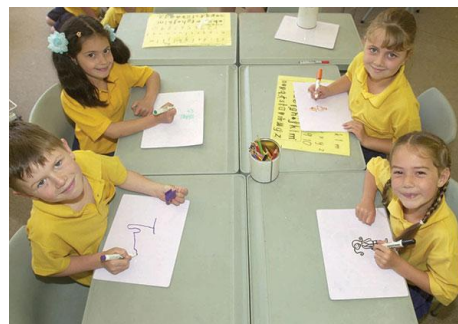


GESTIÓN DE FORMACIÓN PROFESIONAL INTEGRAL
PROCEDIMIENTO DESARROLLO CURRICULAR
GUÍA DE APRENDIZAJE – INGLES (TRANSVERSAL)

2 John is _____ a old than b the oldest his brother. c older than	5 The boys' marks were _____ a the worst b worse than c worst
3 David is _____ a biggest b the bigger boy in the school. c the biggest	6 Tim's marks were _____ a good b better in the class c the best

2 Look at this school report:

Subject	ANN	JOE	MARY	SUE
English	A	C	B	D
Maths	B	A	D	C
History	B	D	A	B
Geography	C	B	D	A
Science	C	A	C	D
Music	D	C	B	A



In English Ann was the best and Sue was the worst.
 In Maths Joe was the best and Mary was the worst.
 Now talk about the other subjects.

3 Complete the sentences. Use the comparative or the superlative form of the adjectives.

1	A horse can run <u>faster than</u> a cow, but a cheetah is <u>the fastest</u> land animal.	fast
2	Gorillas are _____ cats, but giraffes are _____ animals in the world.	tall
3	Tigers are _____ wolves, but elephants are _____ animals in the world.	heavy
4	Science is _____ History, but Maths is _____ school subject.	difficult
5	Peter is _____ Tom at tennis, but Sam is _____ tennis player in our class.	good
6	A tiger is _____ a snow leopard, but a lion is _____ of big cats.	loud
7	Ann is _____ Kate, but Mary is _____ girl in the class.	beautiful



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

8 Nick is _____ Jim at rugby, but Simon is _____ rugby player of all. bad

Taken from: https://en.islcollective.com/resources/printables/worksheets_doc_docx/adjectives_comparatives_and_superlatives/adjectives-beginner-prea1/67507

5. READING



São Paulo is the largest city in South America and the third most populous of the world, with more than 10 million inhabitants. It is the economical capital of Brazil and a very busy place. It is also the richest in culture, parks and museums.

São Paulo is centered around the *Praça da Sé*, where there is a stone mark symbolizing the “point zero” of the city. The subway system is cheap and efficient but it covers only a few areas of the city, although extensions are being made. The most interesting neighborhoods and places to visit include *Jardins*, *Itaim* and The *Ibirapuera* Park.

The main tourist attractions in the city include the different neighborhoods with their special Italian, Japanese or Arabic influence. They have their own characteristic atmosphere and it is a lot of fun to walk around, go to one of the many small restaurants or

have a drink somewhere.

Brazilians say that *Paulistanos* (*São Paulo* locals) live to work and to eat which is certainly true. Food in *São Paulo* is the best in the country. You can find it from a variety of restaurants from the simplest delivery place to the fine expensive ones.

São Paulo is also very much a party town. You can get stuck in the traffic in the middle of the night when party animals return from their hunt.

Automotive traffic in *São Paulo* is complicated, especially in main routes all along the weekdays and gets worse at rush hours (from 8 a.m. to 10 a.m. and from 6 p.m. to 8 p.m.). On the weekend traffic is good with some impediments in places where there are bars, shopping centers or other public attractions.

São Paulo has the largest underground transportation system in Brazil the “Metro”. However, it is not as comprehensive as the trains in Europe or North America but it covers the most important areas.

A) After you have read the previous text, read the next questions and choose the most accurate one.



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

1. What time does the traffic get worse in *São Paulo* ?
 - a) It gets worse during rush hours.
 - b) From 8 to 10 a.m. only.
 - c) In the mornings, from 8 to 10 a.m. and in the evenings from 6 to 8. p.m.
2. Where is *São Paulo* located?
 - a) *São Paulo* is between *Itaim* and *Ibirapuera* park.
 - b) It is centered where there is a Stone Mark .
 - c) It is near a beach.
- 3) Why is *São Paulo* the largest city in South America?
 - a) Because of the amount of inhabitants, it has more than 10 million people.
 - b) Because it has a variety in museums and parks which attracts many tourists.
 - c) Because of its growing economics and rich culture.
- 4) Who are the *Paulistanos* ?
 - a) People who work in popular restaurants around *São Paulo*.
 - b) The local people from the largest city of South America.
 - c) It is not mentioned in the text.
- 5) What are the most interesting neighborhoods in the city?
 - a) *Jardins* and *Itaim* are included as the most fascinating ones.
 - b) There is only one which is *Praça da Sé*.
 - c) The most interesting ones are those who have foreign influences.



5.1 Compare the city or place where you live with *sao paulo* using comparatives adjectives.

6. past simple of verb to be complete with the correct affirmative form of the verb to be in past simple.

AFFIRMATIVE FORM	NEGATIVE FORM	CONTRACTED
I was	I was not	I wasn't
You were	You were not	You weren't
He was	He was not	He wasn't
She was	She was not	She wasn't
It was	It was not	It wasn't
We were	We were not	We weren't
You were	You were not	You weren't
They were	They were not	They weren't



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

INTERROGATIVE FORM	
Was I	last weekend?
Were you	
Was he	
Was she	
Was it	
Were we	
Were you	
Were they	

1. You _____ in Colombia a week ago.
2. She _____ 22 last year.
3. We _____ in Ecuador with Steven.
4. Chaplin _____ a famous movie star.
5. The weather _____ nice yesterday.
6. The banks _____ opened yesterday.

6.1 MAKE THE SAME SENTENCES NEGATIVE AND INTERROGATIVE

**6.2 READ THE ANSWERS AND WRITE THE WH- QUESTION FOR EACH ONE.
PAY ATTENTION TO BOLD PHRASES.**

- a) _____?
Cornelio was born **in Mexico City**.
- b) _____? Analia and Andrea
grew up **in Buenos Aires**.
- c) _____? My best friend in
high school was **Jorge Essen**.
- d) _____? His favorite course in high
school was **geography**.
- e) _____? He was **eighteen years
old** when he entered college.

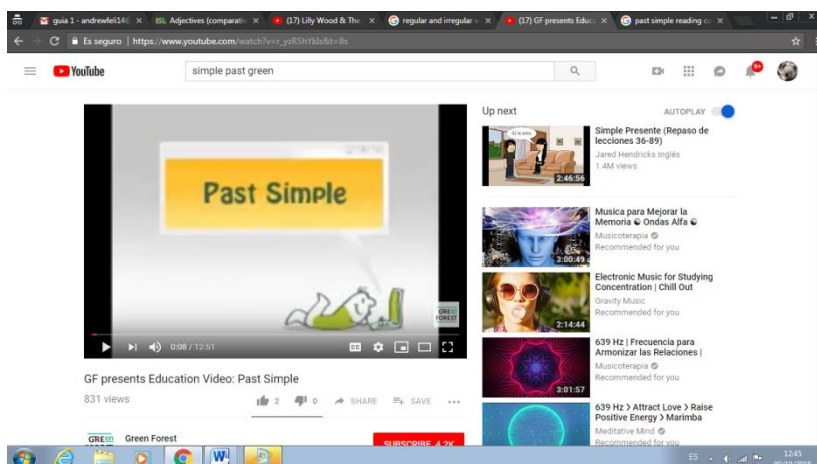


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PROCEDIMIENTO DESARROLLO CURRICULAR

GUÍA DE APRENDIZAJE – INGLES (TRANSVERSAL)

7. SIMPLE PAST



https://www.youtube.com/watch?v=r_yzR5hYkIs

watch the video and practice with the exercises you find in it. Take some screenshots

7.1 Story Time

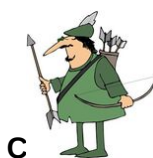
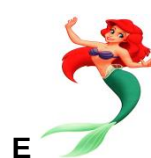
Do you know these popular stories?

1)Hansel and Gretel
and the Beast

2)Little Red Riding Hood
5)Robin Hood

3)Sherlock Holmes
6)The Little Mermaid

4) Beauty



Did you read stories when you were young? Which one was your favourite?

Complete the stories with the words in the box:

Sleeping Beauty



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

lived	lived	woke	slept	took	was	cast	grew
		came	married	cut	saw		

A long time ago there _____ a beautiful princess . She _____ in a very high tower. A wicked fairy _____ a spell and the princess _____ for a hundred years. A big forest _____ around the tower. One day a handsome prince _____ to the tower. He _____ his sword and _____ the trees. He _____ the princess and _____ her with a kiss. The prince _____ the princess and they _____ happily ever after.

The Three Little Pigs

made	tried	ate	built	were	lived	fell	blew	was	used	came
------	-------	-----	-------	------	-------	------	------	-----	------	------

Once upon a time there _____ three little pigs. One _____ a house with straw, one _____ a house with wood and the other _____ bricks. One day a big bad wolf _____ and _____ to destroy the houses. He _____ on each house. The houses of straw and wood _____ down and he _____ the pigs. The house of bricks _____ very strong so the final pig _____ a long and happy life.

Now complete the tables with the past simple verbs from the stories:

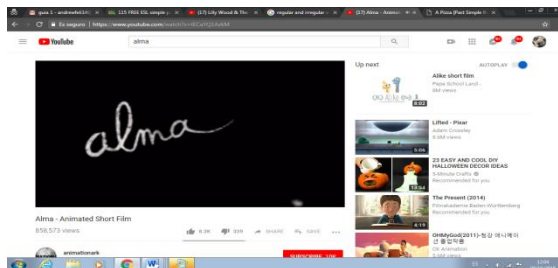
Present simple	Past simple
live	
sleep	
grow	
cut	
cast	
marry	
be	
take	

Present simple	Past simple
be	
eat	
make	
build	



use	
blow	
try	
fall	

7.2 Watch the following video <https://www.youtube.com/watch?v=tECaYQ1AzkM> and make a list of ten verbs in past.

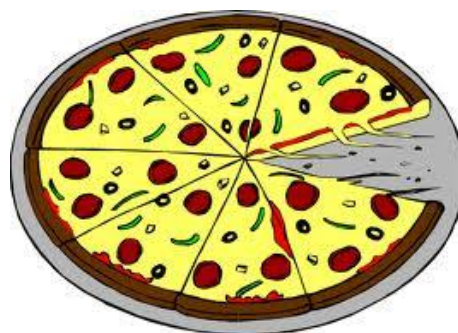
[illegible]



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

7.3 Read the text and make the exercises bellow.

A PIZZA



"Daddy, let's order a pizza," Billy said. "That sounds like a good idea," said his dad.

They looked at a menu they had at home. "What kind do you want?" his dad asked. Billy wanted a large pizza. He wanted a pizza with four toppings. He wanted cheese, pepperoni, ham, and pineapple. His dad said that sounded good.

He called the pizza place. "They don't have any pineapple," dad told Billy. "What do you want instead?" Billy wanted sausage instead. His dad ordered sausage instead of pineapple. About 30 minutes later, there was a knock on the door. It was the pizza man. "Here's your pizza," he told Billy's dad. "That'll be \$16." Dad paid the pizza man. He also gave him a tip. Dad took the pizza to the living room.

A baseball game was on TV. Billy and his dad started to eat the pizza in the living room. "I hope the Yankees lose," Billy told his dad. "I hope the Yankees lose, too," his dad said.

I) True or False?

- ☐ 1. Billy wanted to order a pizza.
- ☐ 2. His Dad didn't want to eat pizza.
- ☐ 3. Billy wanted a large pizza with three toppings.
- ☐ 4. They didn't have any pepperoni at the pizza place.
- ☐ 5. The pizza man arrived 30 minutes later.
- ☐ 6. Dad gave the man \$16 and a tip.
- ☐ 7. Billy and his dad ate the pizza in the kitchen.
- ☐ 8. They watched a baseball game while they were eating the pizza.

II) Questions.

- 1. Was Billy hungry?
- 2. What did he want to eat?
- 3. What kind of toppings did he want?





- III) Find verbs in the past simple and underline them. Are they regular or irregular?

1. Billy was hungry and ...	___ a. \$16 and dad also gave the man a tip.
2. His Dad ordered	___ b. wanted to eat pizza.
3. The pizza cost	___ c. to lose the game.
4. They took the pizza ...	___ d. pizza with four toppings.
5. They watched	___ e. to the living room.
6. They wanted the Yankees	___ f. a baseball game on TV.

III Apropiación del Conocimiento

- [illegible]



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PROCEDIMIENTO DESARROLLO CURRICULAR
GUÍA DE APRENDIZAJE – INGLES (TRANSVERSAL)

2. Collect the information on the chart for you and a classmate. Then write a paragraph comparing yourself and your partner using the information gathered

Topics	You	Partner
Height		
Place of living		
Age		
Good at maths		
Family size		

Eg. I live farther than my partner...

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PROCEDIMIENTO DESARROLLO CURRICULAR
GUÍA DE APRENDIZAJE – INGLES (TRANSVERSAL)

https://en.islcollective.com/download/printables/worksheets_doc_docx/past_simple_of_verb_to_be/elementary-a1-grammar/70717

https://en.islcollective.com/download/printables/worksheets_doc_docx/story_time/past-simple-/7584

https://www.youtube.com/watch?v=r_yzR5hYkIs&t=8s

<https://www.youtube.com/watch?v=tECaYQ1AzkM>

ACTIVIDADES DE EVALUACIÓN

Evidencias de aprendizaje	Criterios de Evaluación	Técnicas e instrumentos de evaluación
DE CONOCIMIENTO: Taller comprensión de lectura acerca de temas cotidianos y rutinas diarias (Verbos en presente simple, vocabulario relacionado, expresiones de tiempo y lugar, adverbios de frecuencia, Preguntas WH) DE DESEMPEÑO Y PRODUCTO: Video de 1 minuto describiendo su rutina diaria, familia o lugar de trabajo/estudio (Presente simple, expresiones de tiempo y lugar, there is- there are, miembros de la familia, descripciones físicas y adjetivos de personalidad) DE PRODUCTO: Desarrollo de actividades en páginas web educativas durante el nivel. DE DESEMPEÑO/PRODUCTO: Diseña un folleto acerca de herramientas de fabricación ajustada (Lean Manufacturing tools)	Escribe o presenta descripciones de si mismo, profesión y su entorno Plantea y responde preguntas sobre si mismo Estructura adecuadamente una opinión sobre un tema conocido de su especialidad.	Talleres Video Actividades páginas WEB Folleto



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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				



**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



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

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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PROCEDIMIENTO DESARROLLO CURRICULAR
GUÍA DE APRENDIZAJE – INGLES (TRANSVERSAL)

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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PROCEDIMIENTO DESARROLLO CURRICULAR
GUÍA DE APRENDIZAJE – INGLES (TRANSVERSAL)

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>



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

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.





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

☺ 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





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

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. _____



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

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. Apropiación 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.

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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				



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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. _____



GESTIÓN DE FORMACIÓN PROFESIONAL INTEGRAL

PROCEDIMIENTO DESARROLLO CURRICULAR

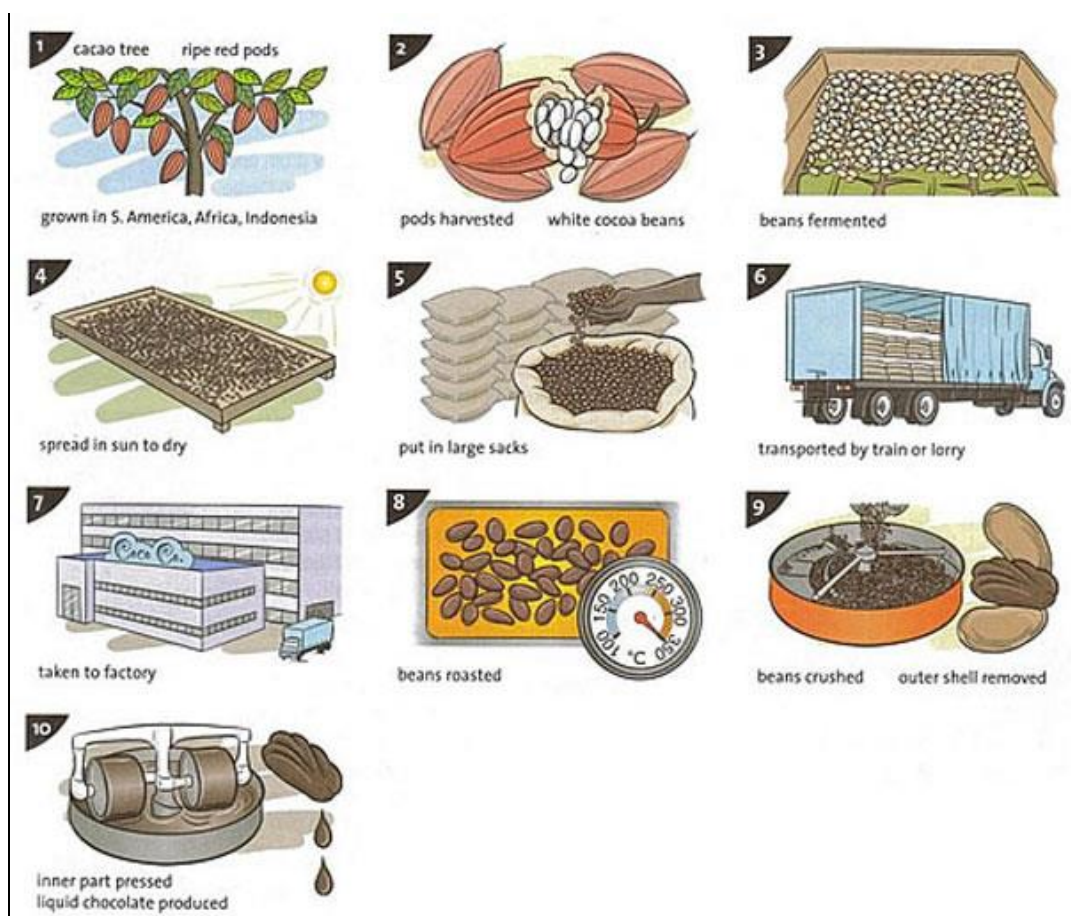
GUÍA DE APRENDIZAJE – INGLES (TRANSVERSAL)

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 | ☐ |

UNIT 3 Inventory management and procurement | 21

- 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.



GESTIÓN DE FORMACIÓN PROFESIONAL INTEGRAL

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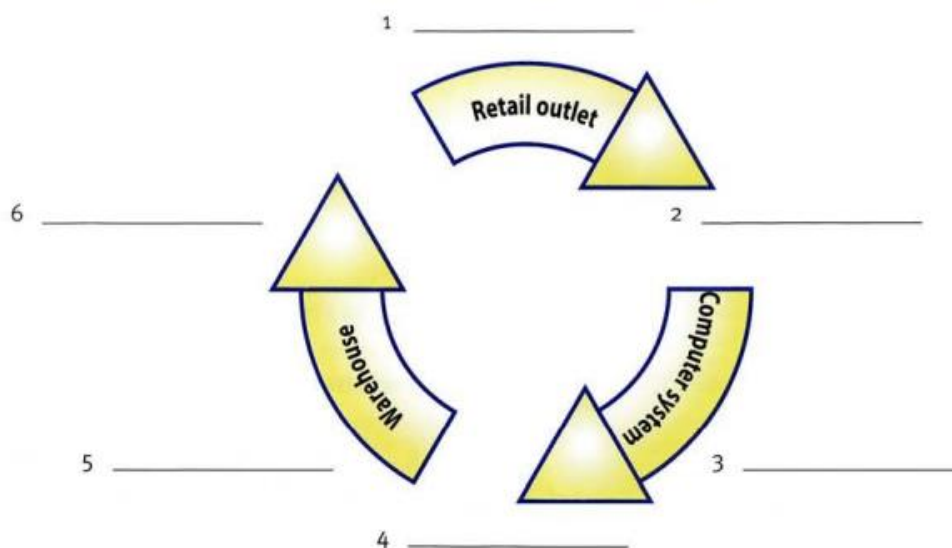
THE PASSIVE

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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GUÍA DE APRENDIZAJE – INGLES (TRANSVERSAL)

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				