

1. Tecnólogo en Coordinación de Servicios Hoteleros – Guía Inglés

Competencia: Supervisión de servicios de recepción hotelera

Trimestre: 3

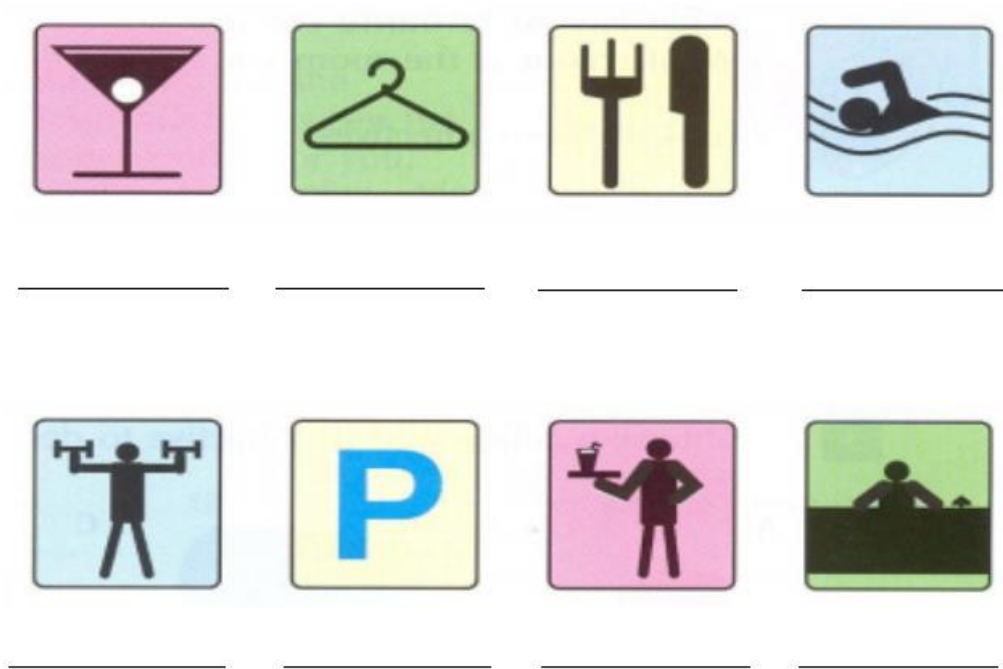
Resultado: Atender en lengua inglesa los servicios de recepción hotelera empleando estructuras gramaticales y lenguaje técnico propios de este idioma. (144 hrs.)

1.1 First Activity: Exploring the hotel areas according to service protocols for different hospitality providers.

1.1.1 Hotel Facilities & Complementary Services

Look at the following icons and label each one of them according to the service you think they may be representing in the hospitality sector.

Figura 1. Hotel facilities and services



Nota. Tomado de Be my guest. (p.25) por O'Hara, F (2002). Cambridge University Press.

Compare your answers with the classmate next to you and analyze the coincidences and differences you had.

Watch the icons in the pictures below and think about a possible service at the hotel that they may be representing. Then write the number of the hotel facilities and services listed below with the corresponding symbol in the boxes and check if your initial guesses were right.

Figura 2. *Key to Symbols*

Key to Symbols

1 	13  Radio in bedroom	25  Horse-riding
2  Banqueters	14 	26 
3 	15 	27 
4  Hotel in rural setting	16 	28  Advance booking recommended
5 	17  Sauna	29 
6  Lift	18 	30 
7 	19 	31 
8 	20 	32  Travel agent's commission
9  Family rooms	21 	33 
10 	22 	34 
11 	23 	
12 	24 	

- ☐ tennis
- ☐ telephone in bedrooms
- ☐ parking
- ☐ conferences
- ☐ central heating
- ☐ TV in bedrooms
- ☐ foreign language spoken
- ☐ facilities for disabled
- ☐ morning coffee/snacks
- ☐ bar
- ☐ mini-bar in bedrooms
- ☐ swimming-pool
- ☐ fishing

- ☐ special Christmas arrangements
- ☐ recreation/games room
- ☐ laundry/valet service
- ☐ four-poster bed
- ☐ building of historic interest
- ☐ children welcomed
- ☐ solarium
- ☐ night porter
- ☐ dogs allowed
- ☐ golf-course (9 holes)
- ☐ golf-course (18 holes)
- ☐ air-conditioning

Nota. Tomado de High Season: English for the Hotel and Tourist Industry Por Harding, K. & Henderson P, Hotel services. p21.

Think about five additional facilities or services that you may find at the hotel and design an icon to represent them. Be creative in your selection and try to include non-conventional services as well. Then, socialize your icon with the rest of your classmates, convincing the whole group this is the most original idea. Your teacher will award the best explained and most creative one.

Go on a recognition tour around SENA hotel facilities and with the help of two classmates, identify the different places that are open to the guests and determine which services are offered there. Then, draw an informative plan for future guests in which they can easily find facilities and services at SENA hotel. Complement the plan with some sentences indicating the main features and their location (e.g., the gym is outside the main building, close to the chapel and next to the cafeteria). Check the following link <https://www.thespirehotel.com/floorplan/> with informative plan examples to guide yourself. Or check the PDF version on https://drive.google.com/file/d/1kkceVYOLGqJ-zYRPiWBcstWw_4_Tn2NO/view?usp=sharing

Socialize your plan in the class plenum and pay attention to the feedback given by your teacher. Also, listen to your partners' presentations and complement your vocabulary with the new words that may appear there.

Read the hotel portfolios for two hotels in Edinburgh, UK and identify the most important facilities and services they offer. Then based on these samples, create a hotel portfolio including at least 10 conventional services and 10 that come from your own creativity. Remember to use an icon for each one of them.

Figura 3. *Edinburgh Lothian Johnstounburn House Hotel and Edinburgh Lothian King James Thistle Hotel*

1

**Edinburgh Lothian
Johnstounburn House Hotel**

Humble EH36 5PL
Tel: Humble (0875) 833696 Fax: (0875) 833626
Manager: Ken Chernoff
Mount Charlotte Thistle Hotels

17th century country house hotel set in acres of lawns, gardens, and farm land, at the foot of the beautiful Lammermuir Hills, fifteen miles from Edinburgh. 20 bedrooms of distinction with private bathrooms. Scottish Tourist Board Commended.



Map Ref: 32C3
STB 4 Crown Commended, AA ***, RAC ***
FULLY LICENSED
Open all the year
Single bedroom fr £90.00 per day
Double bedroom fr £125.00 per day
Full breakfast included
Full breakfast £7.50
Lunch fr £12.00/alc Dinner fr £26.00/alc
Restaurant: Contemporary Scottish
Open: Lunch, 12-2pm Dinner 7-9pm
Seats: 40



2

**Edinburgh Lothian
King James Thistle Hotel**

St James Centre, EH1 3SW
Tel: Edinburgh (031) 556 0111 Telex: 727200
Mount Charlotte Thistle Hotels

Just off world-famous Princes Street, the hotel is a great place to return to after a day spent exploring the Castle, the Royal Mile, and the city's celebrated galleries and gardens or after a tiring day's business. 147 rooms, all with bathroom. French Brasserie and American themed bar.



Map ref: 32B3
THISTLE ****
FULLY LICENSED
Open all the year
Single bedroom with bath fr £72.00 per day
Double bedroom with bath fr £90.00 per day
Full Breakfast £8.25 Continental £6.25
Lunch fr £7.50/alc Dinner fr £11.50/alc
Restaurant: French cuisine
Open: Lunch 12.30-2pm Dinner 6.30-10pm
Weekend rates available



Nota. Tomado de High Season: English for the Hotel and Tourist Industry Por Harding, K. & Henderson P, Hotel services. p28.

Socialize your hotel portfolio with the rest of the class and pay attention to the feedback given by your teacher regarding your assignment. Take notes about the services the other groups propose.

Evidencia: Portafolio de servicios del hotel.

Activity Estimated Time: 24 hours

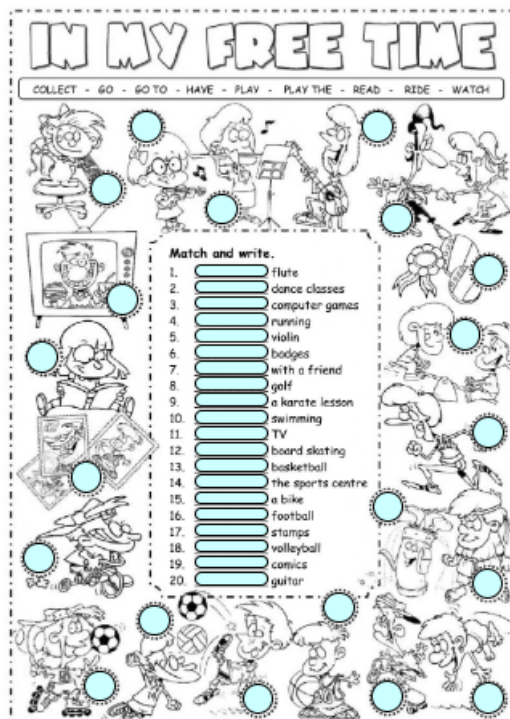
1.2 Second Activity: Talking about preferences and establishing plans for customers at the hotel according to their requests.

1.2.1 Hobbies vocabulary & Affection verbs

Watch the video "Hobbies and Interests" in the link below and identify the words you know about hobbies. Then, for the ones you do not know, make a list and try to relate the image in the video with the corresponding activity. Confirm this information with the help of your teacher. Link: <https://www.youtube.com/watch?v=1FLRGat2Z6I>

Look at the pictures below and choose the ones you like (or would like to try in case you have never done that) and the ones you dislike (or you would never do). Do the exercise at [https://es.liveworksheets.com/worksheets/en/English as a Second Language \(ESL\)/Free Time activities/Free time activities ph7024pc](https://es.liveworksheets.com/worksheets/en/English as a Second Language (ESL)/Free Time activities/Free time activities ph7024pc). Then, get together with a classmate and try to guess the ones they like and dislike.

Figura 17. *Pictures about Hobbies*



Nota. Original material in

[https://es.liveworksheets.com/worksheets/en/English as a Second Language \(ESL\)/Free Time activities/Free time activities ph7024pc](https://es.liveworksheets.com/worksheets/en/English as a Second Language (ESL)/Free Time activities/Free time activities ph7024pc)

Pay attention to a formal explanation your teacher will conduct about different expressions known as “Affection verbs” which you can use for expressing and talking about your preferences.

Based on the explanation and the vocabulary you learned about hobbies, think about two activities you love, two that you enjoy, two that you like, two that you dislike, two that you can't stand and two that you hate. With those twelve actions prepare a presentation in which you include photos of yourself doing the actions you mentioned before.

Socialize your presentations in the class plenum and participate in a questions & answers activity about the topic.

1.2.2. Future form: “Going to” for talking about plans.

Read the following text. Then re-read it and write down the things Hannah likes and the plans she has for her trip to Peru.

Figura 18. Reading Activity: Hannah Montana

Hannah Montana is a famous actress. She is from United States of America and she loves traveling. Hannah is planning to travel to Cuzco in Peru, she's going to travel next Friday and she's going to stay in Peru for three weeks. She's going to visit Sacsayhuaman and then Machu Picchu. She likes Peruvian culture, and she's going to eat a delicious Cuzco traditional food. Hannah has friends in Lima; so after Cuzco, she's going to go there and she is going to visit her friends, too. They live in San Luis and they are going to prepare a big welcome party for Hannah, they love her a lot and they are going to buy a lot of presents for her. After one week, she's going to travel to Arequipa, she is going to take a lot of pictures and she's going to buy some souvenirs and take them back to United States.



Nota. Tomado de

<https://es.liveworksheets.com/c?a=s&g=6%C2%BA&s=ingl%C3%A9s&t=syuy922v7b&l=rv&i=cct uof&r=pe>

Based on the information you got from the text answer the questions below:

- Where is Hannah going to travel?
- What is Hannah going to do in Lima?
- Where is she going to eat?
- Why is she going to Arequipa?
- Imagine you are Hannah, what other activities would you include in that trip?

Look at the following chart containing the structure of the “going to” phrase that is used to talk about plans in the future. Notice the small differences among affirmative, negative and interrogative statements. You may ask your teacher for clarifications in case it is necessary.

Figura 19. Be going to - Structure



going to: future (affirmative & negative)			
I	'm / 'm not	going to	go surfing.
He / She	's / isn't		swim in the sea.
You / We / They	're / aren't		play football.

going to: future (questions)			
Am	I	going to	be rich?
Is	he / she		play tennis?
Are	you / we / they		

going to: future (short answers)	
Yes, I am.	No, I'm not.
Yes, he / she is.	No, he / she isn't.
Yes, you / we / they are.	No, you / we / they aren't.

Nota. Original material in

[https://es.liveworksheets.com/worksheets/en/English as a Second Language \(ESL\)/To be going to/Grammar. Going to kp602608kg](https://es.liveworksheets.com/worksheets/en/English+as+a+Second+Language+(ESL)/To+be+going+to/Grammar.+Going+to+kp602608kg)

Think about next weekend and mention to a classmate three things you are going to do and two more you are not going to do. Then ask them a couple of questions about their weekend using two different activities you think they may be doing on weekend and answer your classmate's questions as well.

1.2.3. Offering tours and complementary plans

Watch the video "12 things to do in New York the first time you visit" in the following link and take notes. Link: <https://www.youtube.com/watch?v=1JJfWnAryrM>

Imagine you are visiting New York next vacation. What are your plans? Are you going to do all the things recommended in the video? Are there some of these activities you prefer not doing? Would you include any other plans?

Look for some additional information in the following websites:

<https://www.nycgo.com/>

[https://www.tripadvisor.com/Attractions-g60763-Activities-New York City New York.html](https://www.tripadvisor.com/Attractions-g60763-Activities-New+York+City+New+York.html)

<https://www.introducingnewyork.com/>

Create your plans for your visit to New York City based on the video and your exploration of the websites. Include at least seven different activities you want to try there, and three things that are not appealing enough for you. Remember to use "going to" when creating your examples.

Find three or four classmates and socialize your plans.

Choose a destination in Colombia and look for a hotel there. Then, imagine you are working for that hotel as receptionists, and you must suggest and offer your guests tours and plans to do in that destination or its surrounding areas. Make a list of the possible places to visit and the activities to do in each one of the chosen touristic sites. Using the "going to" structure, present

to your tourists (the class plenum) the plans they are going to do next weekend in the chosen destination. Include at least 5 different locations and three activities for each place. Also include some examples of things tourists are not going to do on your plan.

Evidencia: Simulación, venta de planes turísticos.

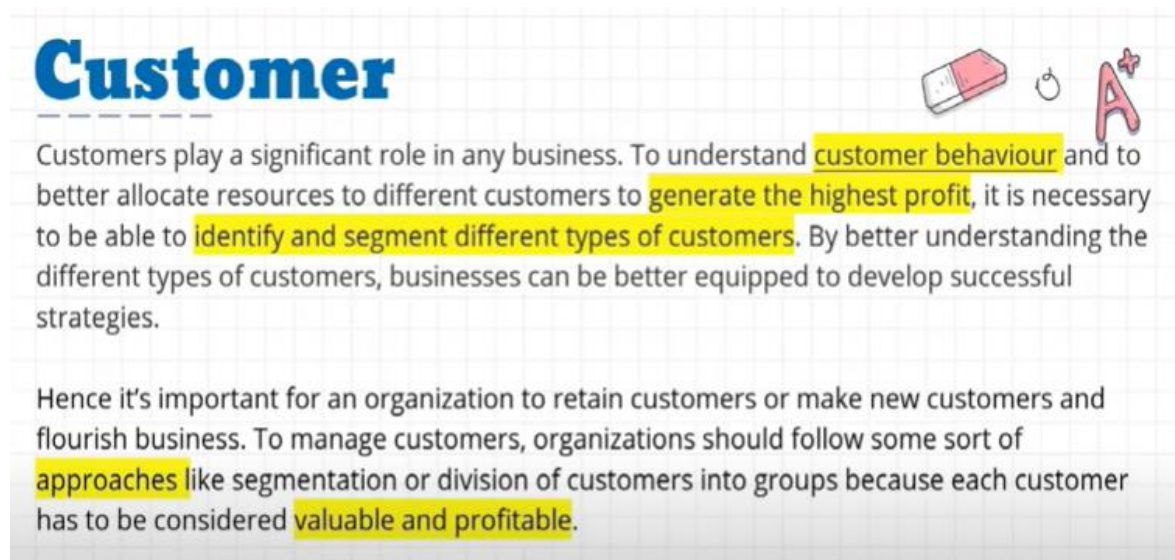
Activity Estimated Time: 40 hours

1.3. Third Activity: Preparing a reservation at the hotel according to the types of customers

1.3.1. Types of customers

Read the following information about customers and think about the importance of understanding their behavior when offering them a product or service.

Figura 20. Reading Activity - Customer



Customer

Customers play a significant role in any business. To understand **customer behaviour** and to better allocate resources to different customers to **generate the highest profit**, it is necessary to be able to **identify and segment different types of customers**. By better understanding the different types of customers, businesses can be better equipped to develop successful strategies.

Hence it's important for an organization to retain customers or make new customers and flourish business. To manage customers, organizations should follow some sort of **approaches** like segmentation or division of customers into groups because each customer has to be considered **valuable and profitable**.

Nota. Tomado de Types of Customers | Loyal Customers | Discount Customers | Need-Based Customers & More.. Explained! <https://www.youtube.com/watch?v=8feQb6bUbW0>

Read with a partner the following article that presents the 16 most common types of customers you may find and how to address them, considering that it is fundamental to characterize your future customers in the tourism and hospitality industry.

Link: <https://www.revechat.com/blog/types-of-customers/> " 16 Different Types of Customers and How to Approach Them"

After reading the document, you and your partner will be assigned with a specific type of customer. Look on the internet for additional information about this type of customer and prepare a mind map describing it, pointing out how this type of customer may be represented in

the hospitality sector and mentioning the strategies you will use to make them feel welcomed and provide them with a quality service.

Socialize your mindmap in the class plenum and pay attention to the feedback given by your teacher. While each couple presents, take notes and think about possible additional strategies you may use in case you face that type of customer at your future workplace.

1.3.2. Forms and procedures to document reservations.

Hotels use a wide variety of documents to deal with guests. Computerized and manual systems often have the same function, although they may have different names. Match the documents listed here with the definitions below:

- Hotel Register
 - Reservation Form or Card
 - Reservation Diary or Daily Arrival List
 - Reservation Chart
 - Room Status Board
 - Guest Index
 - Guest History
-
- a) Provides a visual record of all reservations for a period and shows at a glance, rooms reserved and chosen remaining to be sold.
 - b) Lists all current guests in alphabetical order with their room numbers and provides an additional quick point of reference in larger hotels.
 - c) Standardizes the details of each booking, forms the top sheet of any documents relating to it, and enables a speedy reference to any individual case.
 - d) Records all previous visits to the hotel for any individual and contains important statistical reservation and revenue data.
 - e) Shows all rooms by room number and floor and gives the current and projected status of all rooms on a particular day, with details of occupation.
 - f) Records all bookings by date of arrival and shows all arrivals for a particular day at a glance.
 - g) Records all arrivals as they occur and gives details of all current and past guests.

In partners, choose the two you consider as the most important ones to have at the front office department and write them down on a separate piece of paper. Share your answers with other two couples mentioning the reasons why you chose those ones above the others.

Look at the reservation form sample below. Would you include any additional information?

Figura 21. *Hotels – Resorts - Suites*



Reservation Form

Name(s) _____ Arrival Date _____ Time _____

Company _____ Departure Date _____ Time _____

Street Address _____

Please circle room request:

City _____ State _____

Double Standard-\$60 Double Business-\$80

Phone Number _____

Twin Standard-\$65 Twin Business-\$90

Check in time is 4:00pm

Accommodations prior to this time cannot be assured

Quad Standard-\$75 Quad Business-\$100

Luxury Suite- \$200

Check out time is 11:30am

A \$20 deposit is required at check in to facilitate the check out time. \$5 will be deducted from the deposit for late check outs up to thirty minutes. The full amount will be deducted for any time past this thirty minute time period.

Special Preferences: _____

(All rates are subject to tax)

Payment Type:

Cash _____ Credit _____

Card Type:

Visa _____ MasterCard _____

Visa Marriot Rewards _____

MasterCard Business _____

American Express _____

I understand that I am liable for one night's room and tax which will be deducted from my deposit or billed to my credit card in the event that I do not arrive or cancel 36 hours prior to arrival.

Card Number _____

Expiration Date _____

Signature: _____

Nota. Tomado de:

https://www.eslprintables.com/vocabulary_worksheets/travelling/hotel_reservation/Hotel_Reservation_Form_514382/ : Creative Commons, licensed content

Fill in the required information and think about the questions you may ask your guest to complete each one of the blanks. Socialize your questions in the class plenum.

1.3.3. Making a phone reservation at a hotel

Look at the following comic strip representing a phone reservation at a hotel. Take notes about the step-by-step followed by the receptionist.

Figura 22. A Phone Reservation

Pine Ridge Hotel.

Hi, I'd like to get a room for next month, please.

And when will you be arriving?

M	T	W	T	F	S	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Maryn Karini called the Pine Ridge Hotel to make a reservation.

Pat asked for the dates of her stay.

Let me check for you.

mon	tue	wed	thu	fr	sa	su
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

How many people?

Could we please have a room with two queen beds?

She pulled up the hotel's reservations calendar on her computer terminal.

Pat asked how many people would be in Maryn's party.

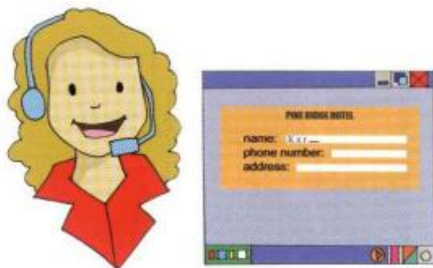
Maryn asked for a double-queen room.



Pat searched the reservation system for availability.



She quoted Maryn the room rate and Maryn wrote it down.



Pat asked her to spell her last name and entered her details in the guest database.



Maryn gave her credit card number to hold the reservation.



Pat asked for the card's expiration date.



Pat repeated the details of the booking...



...and read Maryn a confirmation number to write down.



Pat checked that the guest was satisfied with the reservation...



...and said goodbye.

Nota. Tomado de Zwier, L. J., & Caplan, N. (2007). Everyday English for hospitality professionals. Compass. Unit 1.

Watch the following videos and compare the phone reservations with the one in the comic strip. What differences and similarities do you see? Create a parallel chart and share your findings in the class plenum.

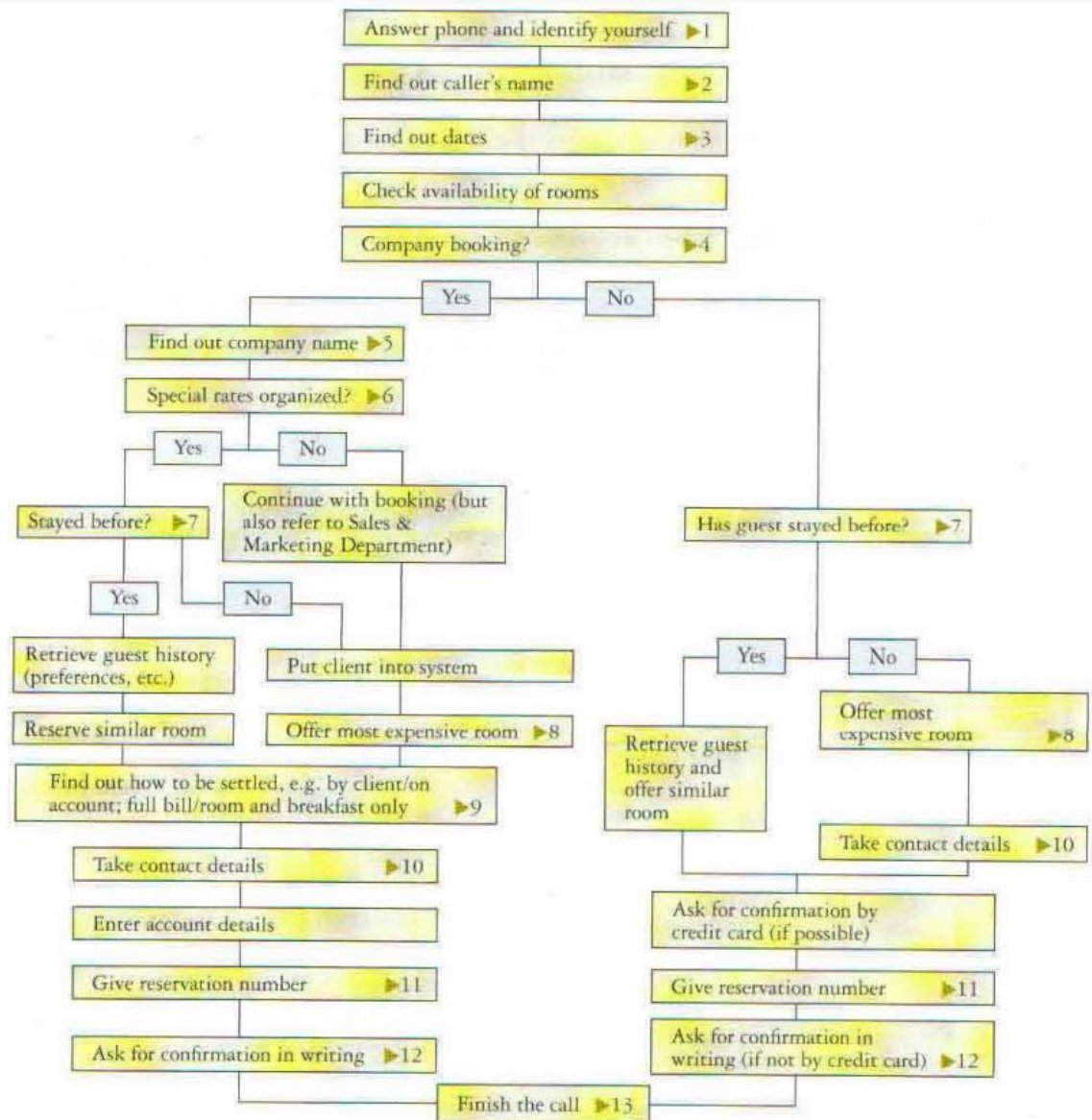
Video 1: <https://www.youtube.com/watch?v=aJ5wvl7RrQk&t=164s> “ English conversation: Booking a hotel room”.

Video 2: <https://www.youtube.com/watch?v=UXJ3DGxyKLk> “Booking a Room in a Hotel English Speaking Conversation”

Video 3: <https://www.youtube.com/watch?v=oUv2BcxAvjQ&t=46s> “Making a hotel reservation in English”

Look at the flow-chart below showing the procedure that hotel staff should follow when dealing with a reservation. Write down on a separate sheet of paper what the hotel employee says at each of the numbered places.

Figura 23. *Reservation Flow chart*



Nota. Tomado de Harding, K. & Henderson P. High Season: English for the Hotel and Tourist Industry. Oxford University Press. 2000. p.48.

Role-play, with a partner, a phone reservation situation at SENA hotel based on the previous conversations. Then present your conversation in front of your classmates and pay close attention to your teacher's feedback.

Evidencia: Juego de roles, reserva telefónica en el hotel.

Activity Estimated Time: 40 hours

1.4. Fourth Activity: Narrating past events using the past simple tense

1.4.1 Past tense forms with verb be

Look at the following pictures and pay close attention to the forms the verb “Be” takes in the past tense. Based on that information, make some hypotheses about how to use this verb in the past.

Figura 4. Verb be in Past

NOW <i>Today</i>	John is 70 years old. He is old.	
PAST <i>60 years ago</i>	John was 10 years old. He was young.	
NOW <i>Today</i>	They are old.	
PAST <i>60 years ago</i>	They were young.	

Nota. Tomado de <https://www.youtube.com/watch?v=yhq1wuu7NFk>

Discuss your ideas with your teacher who will clarify the rules for using the verb “Be” in the past simple tense. Use the following video “to be: past and present tense. Affirmative sentences” to check your understanding and to practice the topic. Link: <https://www.youtube.com/watch?v=yhq1wuu7NFk> “To Be - Past and Present Tense”

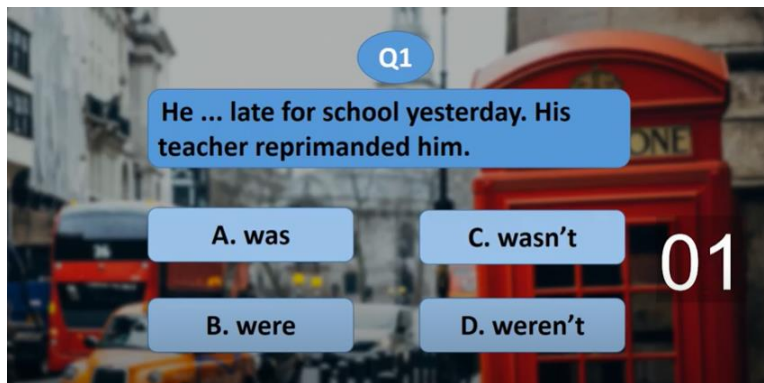
Fill in the blanks of the questions below using for each case *was* or *were* and answer the questions with the corresponding information about yourself. Once you finish it, share your answers with a classmate.

- Where _____ your mother born?
- How old _____ your parents when you _____ born?

- When _____ your father born?
- What _____ your favorite food when you _____ a child?
- _____ you scared of anything at your childhood?
- Who _____ your best friend when you _____ at school?
- What day of the week _____ you born? What time _____ it?

In groups of four, participate in a contest in which your teacher will show you some questions as the one that follows, and you will give the correct answer.

Figura 5. Contest example



Nota. Tomado de <https://www.youtube.com/watch?v=sKCi8MPX3EY&t=50s> “Basic English Grammar Quiz: was, were, wasn’t, weren’t”

Read the following short text and answer the true/false questions below:

Figura 6. Short Text



Reading

Yesterday

Yesterday was a nice day. I was on small trip with my family.
 We were at the park for one hour.
 My mother was surprised because finally we were not at home.
 My father was a little worried because of the virus.
 My sister was happy and in love with the sun.
 My grandpa was bored because he stayed at home.
 The weather was great, it was hot and sunny.
 The park was green and clean, it was beautiful.
 It was one of the best days of my life.



True or false

- ☐ They were at the beach yesterday.
- ☐ His mother was surprised.
- ☐ His father was a little worried because of the virus.
- ☐ His grandpa was bored at the park.
- ☐ The weather was cold and cloudy.
- ☐ The park was green and clean.

☐ TRUE	☐ FALSE
☐ TRUE	☐ FALSE
☐ TRUE	☐ FALSE
☐ TRUE	☐ FALSE
☐ TRUE	☐ FALSE
☐ TRUE	☐ FALSE

Nota. Tomado de <https://es.liveworksheets.com/jn305071qx>

Write a short paragraph about your previous days. Notice that you must use the verb “Be” in your narration and no other verbs, so think carefully about the information you want to include. Then, read out loud your paragraph and pay attention to everyone else’s reading.

1.4.2 Past Simple: Regular Verbs

Watch the video: “past simple form- regular verbs- english language” in the following link until minute 4:40 and carefully follow your teacher’s explanation about the structure and use of affirmative statements with regular verbs in the past simple tense. Link:

<https://www.youtube.com/watch?v=ZWZ6cNq6bEY>

Figura 14. –ed final spelling

Base form: Add +ed

listen	listened
cook	
look	
call	
walk	
play	
help	
open	
watch	
paint	
jump	
play	
brush	
follow	

Verbs that end in -e Add +d

close	closed
like	
live	
share	
use	
save	
love	
move	

Verbs that end with vowel & consonant Double the consonant(2x) Add +ed

skip	skipped
stop	
pin	
clap	
hop	
zip	

Verbs that end in -y Remove -y Add +ied

cry	cried
fry	
try	
dry	
study	
carry	
marry	
copy	

Nota. Tomado de <https://es.liveworksheets.com/fv1415177et>

Complete the chart above having in mind the rules you learned. Once you finish, look for the meaning of the verbs in the list you do not know and create a couple of examples for each category, which will make a total of eight sentences.

In teams of four, look for at least 10 different regular verbs and create a flashcard in which you include a picture and the base and past form of each one of the chosen verbs (e.g., walk – walked). Then socialize your flashcards in the class plenum.

In the same teams, participate in a charades game in which your teacher will show you a regular verb and you will have to act (without speaking) a situation for your colleagues to guess the verb. You will only have 20 seconds per round to make it.

Watch the rest of the video “past simple form- regular verbs- english language” in the following link (after minute 4:40) and pay attention to the structure of negative and interrogative statements with regular verbs in the past simple tense. Take notes about the rules and ask your teacher in case you have any doubts after watching it. Link: <https://www.youtube.com/watch?v=ZWZ6cNq6bEY>

Work with a partner. Read together the text below and answer the questions according to the directions given for each case.

Figura 14. Regular Verbs Reading

Read the following text:

Last summer, Joel and Sara travelled to England for two weeks. They travelled in August and stayed in a college with other students in Brighton, the South of England. It was really fantastic because they talked to a lot of students of different nationalities and learned a lot about other cultures and customs. Of course, they learned a lot of English too because they practiced it every day. In the morning they studied a little, they asked the teacher to speak slowly when necessary and answered her questions. In the afternoon they visited different places or played different sports at the college. It was so much fun. They often walked down to the beach with their new friends and played or chatted. In the evening they were tired so they sometimes watched videos or played board games.

The best days were Saturday and Sunday because they travelled to London. The city is very big and they visited all the monuments like Big Ben, The London Eye and Buckingham Palace. They wanted to see the Queen but they didn't see her, only her guards!

They liked everything in the city but their favourite thing was the museums, especially Madam Tussards. There were lots of realistic figures of famous people there.

At the end of the two weeks, they were sad to return home. The holidays were fun and different from usual. They cried a little when they waved goodbye to their new friends and promised to write or send emails when they arrived home.

Regular Verbs Reading



Write the past simple of these verbs. Pay attention to the spelling rules:

Travel - _____

Copy- _____

Count- _____

Play- _____

Close- _____

Open- _____

Dance- _____

Drop- _____

Cook- _____

Live- _____

Look- _____

True or false? Correct the false ones.

Joel and Sara travelled to England for three weeks.

They stayed in a college.

Brighton is in the North of England.

They asked the teacher to speak fast.

They sometimes walked to the beach.

Answer the following questions.

What did Joel and Sara do in the afternoon?

Did they learn a lot of new things?

What did they like the best?

What did they visit in the capital?

Did they like the museums?

What museum did they like the best?

Did they see the Queen?

Were they happy at the end of the holidays? Explain.

What did they promise to do when they arrived home?

Write the following in the negative and Interrogative.

There were many people on the beach.
 Neg: _____
 Int: _____

He enjoyed the trip.
 Neg: _____
 Int: _____

She was in London.
 Neg: _____
 Int: _____

They stayed in a college.
 Neg: _____

Nota. Tomado de

[https://es.liveworksheets.com/worksheets/en/English as a Second Language \(ESL\)/Past simple/Visiting England Reading zq1260982jq](https://es.liveworksheets.com/worksheets/en/English+as+a+Second+Language+(ESL)/Past+simple/Visiting+England+Reading+zq1260982jq)

Watch the video “The Story of Alice & Josh: A cute, but unfortunately love story” in the link below and take notes of what happens there. Then write the story with a friend and show it to your teacher, who will determine which couple was the most accurate one. Link: <https://www.youtube.com/watch?v=5xzjFaHcoxk&t=61s>

Then, in the same couples, write a creative short story using regular verbs in the past simple tense. Use at least fifteen different verbs and try to include affirmative, negative and interrogative statements in your story. Once you finish it, share it with the rest of the classmates by reading it out loud.

1.4.3 Past Simple: Irregular verbs

Explore the following video: “50 common irregular verbs with examples” in English. Look at the form each one of them adopts in the past simple tense and read the corresponding example for each case. Link: <https://www.youtube.com/watch?v=KVdVgHZJmZ4&t=81s>

Look for an irregular verbs list on the internet and choose three verbs that did not appear on the video. Then, create a flashcard with an example and a picture representing the verb. Once you finish, socialize the flashcards in front of your classmates.

Participate in a couple of games and compete against your classmates to practice the most common irregular forms of verbs in English.

- Game 1: <https://quizlet.com/119537613/irregular-verbs-past-flash-cards/>
- Game 2: <https://play.kahoot.it/v2/?quizId=6717c6bd-e372-4607-91e2-5653b9899ef6>

Read the following text and classify the verbs in the past tense you see into regular or irregular. Then answer the questions below according to the information in the text.

Figura 14. Reading with Regular and Irregular Verbs

Last Summer Holiday



Last Summer I went to Nice. It's a great place to have a holiday. People are very friendly and hospitable. Especially, the port of Nice is a fantastic place to visit.



On the first day, we went to a restaurant with a terrace. It had a wonderful view of the sea. Also the dishes were absolutely delicious. On the second day, we went to two museums. First we went to an art museum. There weren't many pictures, but there were many contemporary art productions. I didn't like them a lot. Second we went to a very unusual museum of bric-à-brac. There was a lot of old bric-à-brac from different places of the World. It was really interesting to see. After visiting the museums, we returned to our hotel room as we were really tired.

At last, we spent a whole day at the great beaches of Nice. We swam, sunbathed and had great time on the beach of Nice.

It was a short but very entertaining and relaxing holiday. I definitely want to go to Nice again.



Are they true or false according to the text?

1. The author liked the food in the restaurant.
2. He went to an art museum after the bric-à-brac's museum.
3. He had a long holiday there.
4. He spent the last day at the beach.
5. He only went to two museums on the second day.....

Nota. Tomado de <https://anadoluhazirlik.files.wordpress.com/2017/10/week-5-d-reading.pdf>

Now think about the last time you traveled and create a short text narrating the experience. If you have some photos, share them with your friends to illustrate your narration, otherwise, look

for some pictures on the internet or draw something to provide some visual aids. Be ready to answer your classmates' questions.

Watch the video "past simple irregular verbs" in the following link and review the structure for negative and interrogative statements with irregular verbs in the past simple. Notice that for these two cases, the rules coincide with the ones you previously learned for the regular verbs. Link: https://www.youtube.com/watch?v=Xs9_64pxlSc

Read the following biographies and fill in the blanks with the corresponding past tense form for each case:

Figura 15. Biographies



Library of Congress

Ada Lovelace

Ada Byron _____ (be born) in London on 10 December, 1815. She _____ (be) the daughter of the famous British poet, Lord Byron and his wife, Annabella. Five weeks later, her parents _____ (separate). Her mother _____ (not want) Ada to be a poet like her father, so she _____ (teach) her Maths and Science. Ada was a Maths genius but she also had her father's imagination.

In 1828, when she was only thirteen, Ada _____ (design) a flying machine. Then, when she was eighteen, Ada _____ (meet) the inventor, Charles Babbage. She _____ (help) him with his work and he had a big influence on her life.

Ada _____ (marry) Lord Lovelace in 1835 and they _____ (have) three children. After that, she _____ (work) with Babbage on his new calculating machine. In 1843, she _____ (write) an article about it with a plan for calculating numbers. This plan was the first computer program.

Ada _____ (have) an important influence on computer history because she _____ (predict) the modern computer. In 1980, when American scientists _____ (invent) a new computer language, they called it ADA. Ada _____ (die) on 27 November, 1852, at the age of 36.



Elvis Presley

Elvis Presley _____ (be) one of the most popular singers of his time. He was called 'The King of Rock 'n' Roll' and almost thirty years after his death, people still listen to his music.

Elvis Aaron Presley _____ (be born) on 8th January, 1935, in Mississippi, USA. He _____ (win) a singing contest at the age of six and played his first guitar at the age of eleven. As a young man, Elvis _____ (work) as a lorry driver before he became a singer.

He _____ (have) his first hit, 'Heartbreak Hotel', in 1956. In the same year, he _____ (make) his first film, 'Love me Tender'. In 1958, Elvis _____ (join) the army and went to Germany. There he _____ (meet) Priscilla Beaulieu. They _____ (marry) in 1967. Elvis _____ (become) one of the richest singers in history. During his lifetime he _____ (record) a large number of songs and many of them were big hits. He _____ (perform) his last concert on 26th June, 1977.

Sadly, Elvis _____ (die) a few months later on 16th August. He was only 42 years old. 'The King' is dead, but his legend lives on!

Nota. Tomado de <https://es.liveworksheets.com/ft197710kz>

Complete the following template with information about yourself. To solve your doubts, consult with your teacher or check the following links <https://www.familyhistoryproducts.com/sample-autobiography.html> and <https://www.mathsisfun.com/games/dayofweek.html>.

Figura 16. The life story of

The Life Story of...



Today's Date _____

First Name _____

Middle Name _____

Last Name _____

Maiden Name (if applicable) _____

I was born on _____ (date) in the town/city of

_____ (location including hospital if known)

I was born at _____ am/pm on a _____ (day of week) [LINK](#)

My Birth Weight: _____ My Birth Length: _____

My Current address: _____

My Father Is: _____

My Mother Is: _____

Complications at Birth?: _____

Had I been born the opposite sex, my parents were going to name me _____

My nationality is _____ and my ethnic background is _____

I was born number _____ of _____ children

I have _____ brother(s) & _____ sister(s) _____ step-brothers _____ step-sisters

My natural hair color is _____ My eyes are _____ in color

My adult height is _____ and my weight has ranged between _____ and _____

I wear glasses for **READING EVERYDAY I'VE NEVER WORN GLASSES**

Copyright FamilyHistoryProducts.com Learn more about full 264 page [autobiography template here!](#)

Nota. Tomado de <https://www.familyhistoryproducts.com/sample-autobiography.html>

Create your own autobiography based on the previous template. For doing so, include the most important events in your life and use 10 different verbs to narrate them. Then, think about 5

things you didn't do so you can also include negative statements. Create the corresponding text and put it into a presentation with some photos to illustrate the events you are narrating. Socialize your presentation in the class plenum and then ask your classmates a few comprehension questions so you can practice as well interrogative statements.

Evidencia: Autobiography

Activity Estimated Time: 40 hours

Evidencia	Criterio de Evaluación	Técnicas e Instrumentos de Evaluación
Evidencia de producto: <i>Portafolio de servicios del hotel.</i>	Propone en idioma inglés alternativas de servicios de acuerdo con temporadas y tarifas.	Lista de verificación
Evidencia de desempeño: <i>Simulación, venta de planes turísticos</i>	<p>Nombra en el idioma inglés valores de acuerdo con las reglas de construcción de los mismos.</p> <p>Ofrece en lengua inglesa servicios y tarifas de acuerdo con las variables de cada oferta.</p> <p>Presenta en lengua inglesa cuadro informativo de horarios y actividades disponibles en la oferta del establecimiento hotelero.</p>	Simulación / Lista de verificación

Evidencia de desempeño: <i>Juego de roles, reserva telefónica en el hotel</i>	<p>Toma en inglés reservaciones utilizando el lenguaje técnico, las estructuras de la gramática y la fonética del idioma.</p> <p>Atiende los requerimientos especiales del cliente según la disponibilidad del establecimiento.</p> <p>Explica las rutinas del servicio en lengua inglesa según el tiempo gramatical específico.</p>	Simulación / Lista de verificación
Evidencia de conocimiento: Autobiografía	Se comunica de manera eficaz en torno a temáticas cotidianas y laborales sencillas haciendo uso de una adecuada pronunciación, fluidez, rango de vocabulario y estructura gramatical para el nivel pre intermedio.	Presentación oral / Lista de verificación

Referencias

1. Chris D' L. (2019, mayo 9). *Type of Accommodation [Hospitality Industry]*.
<https://www.youtube.com/watch?v=8OSPLt4R0-k&t=279s>
2. Easy English. (2018, octubre 2). *Hobbies and Interests*. [video]. YouTube.
<https://www.youtube.com/watch?v=1FLRGat2Z6I>
3. Easy English. (2019, abril 16). *Talking about Hobbies and Free Time Activities*. [video]. YouTube.
https://www.youtube.com/watch?v=z595z_DmpmQ
4. Funcardenglish. (2017, mayo 11). *Comparative and Superlative Adjectives (ESL Game)*. [video]. YouTube. <https://www.youtube.com/watch?v=xoG8mbOsU98&t=252s>
5. GoEnglish. (2014, noviembre 7). *Forming the Present Simple tense in English*. [video]. YouTube.
<https://www.youtube.com/watch?v=L9AWrJnhsRI>
6. GoEnglish. (2015, noviembre 24). *How and when to use the Present Simple Tense in English*. [video]. YouTube. <https://www.youtube.com/watch?v=dSBlqRYuOPY>
7. Harding, K., & Henderson, P. (2000). *High Season: English for the Hotel and Tourist Industry (Student's Book)*. Oxford University Press.

8. Here Be Barr. (2019, Agosto 16). *¡12 Cosas que Todo Primerizo DEBE HACER Cuando Visite Nueva York!* [video]. YouTube. <https://www.youtube.com/watch?v=1JjfWnAryrM>
9. Let's Learn English. (2020, Julio 3). *English conversation: Booking a hotel room.* [video]. YouTube. <https://www.youtube.com/watch?v=aJ5wvl7RrQk&t=164s>
10. Management Adda. (2021, Julio 17) *Types of Customers. Loyal Customers. Discount Customers. Need-Based Customers & More. Explained!* [video]. YouTube. <https://www.youtube.com/watch?v=8feQb6bUbW0>
11. New Model for Learning English. (2017, mayo 13). *How to Compare Things in English. Comparative Adjectives.* [video]. YouTube. <https://www.youtube.com/watch?v=vj3SbCwQd9I&t=188s>
12. New Model for Learning English. (2017, mayo 16). *How to Compare Things in English. Superlative Adjectives.* [video]. YouTube. <https://www.youtube.com/watch?v=rxEMZTu6JYM&t=227s>
13. O'Hara, F. (2002). *Be my guest.* Cambridge University Press
14. Teacher Nadya. (2019, julio 5). *Simple Present and Third person rules.* [video]. YouTube. https://www.youtube.com/watch?v=Gy1m8_CUzK0&t=12s
15. Ts. (2021, Agosto 24). *Booking a Room in a Hotel English Speaking Conversation. English Subtitles.* [video]. YouTube. <https://www.youtube.com/watch?v=UXJ3DGxyKLk>
16. Sohie Genauer. (2014, Mayo 4). *Making a hotel reservation in English.* [video]. YouTube. <https://www.youtube.com/watch?v=oUv2BcxAvjQ&t=46s>
17. Workforce Singapur. (2017, julio 18). *A Day in the Hotel Industry.* [video]. YouTube. https://www.youtube.com/watch?v=r_VPsyYz2k
18. Zwier, L. J., & Caplan, N. (2007). *Everyday English for Hospitality Professionals.* Compass.
19. worksheets, L. (s.f.). *Present simple affirmative. Practice present simple affirmative.* [https://es.liveworksheets.com/worksheets/en/English as a Second Language \(ESL\)/Present simple affirmative/Present simple affirmative mh64249ut](https://es.liveworksheets.com/worksheets/en/English%20as%20a%20Second%20Language%20(ESL)/Present%20simple%20affirmative/Present%20simple%20affirmative%20mh64249ut)