1. Tecnólogo en Coordinación de Servicios Hoteleros – Guía Inglés

Competencia: *Interacción en Lengua Inglesa.*

Trimestre: 2

Resultado: *Intercambiar opiniones sobre situaciones cotidianas actuales, pasadas y futuras en contextos sociales y escritos (96 hrs.)*

1.1 First Activity: Describing scheduled activities in a hotel setting based on common services

1.1.1 Telling the time at the hotel

Watch the video "Telling the time in English" in the following link https://www.youtube.com/watch?v=fq2tRfHu5s8 and with the help of your teacher, study the different forms to tell the time in English.

Fill in the blanks with the corresponding time for each one of the clocks in the image below. Then, consider the use of both, formal and informal ways to tell the time and compare them.

Figura 1. Telling the time at the hotel

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

Look at some common questions and answers when working at a hotel, and fill in the blanks using one of the words in the box. Also match a question in the first column with the corresponding answer in the second one. Ask your teacher for the words you do not understand in case it is necessary.

Tabla 1. Hotel common questions and answers

available / service open / does / what is / is/ late / open	**Latest / 24 hour / fitness center / same-day / available / service / opens / close**
1. What time _____ the fitness center close?	A. Yes sir, room _____ is _____ until 10:30pm.
2. _____ the latest check-out time, please?	B. It _____ at 4pm every day.

3. Is the laundry _____ now? I need these clothes washed as soon as possible.	C. The _____ check-out is at 11:30am.
4. Is room service still _____? I know it's a bit _____.	D. Yes madam, but there is _____ valet parking service.
5. _____ the car park locked at night?	E. The _____ and sauna _____ by 10pm from Monday to Saturday and on Sunday at 8pm.
6. When does the bar _____?	F. Yes madam, there is a _____ laundry service.

Read the information below and identify the different services each one of the hotels offers. Use the questions from the previous table and answer them based on the services you found out on your search. Pay close attention to the opening and closing times. Then, work with a partner and look on the internet for three hotels in different cities around the world and find out the information related to the schedules they offer to the guests. Determine the corresponding times according to the local times of the cities you chose and determine if at the current time in your time zone the service is available or not.

Figura 2. Hotel schedule

Service	*Opening and closing times*
Fitness & sauna	Open in summer
Restaurant	Available until 10.30 pm
Room service	Open every day from 7 am to 10 pm
Swimming pool	Open every evening until 10 pm

Hotel Royal Savoy, Lausanne, Switzerland

The Hotel Como
Melbourne

Service	*Opening and closing times*
Bar	By 11 am
Laundry	24 hour valet service
Check-in	Opens at 4 pm
Check-out	Same day
Parking	From 2 pm

Hotel Como, Melbourne, Australia

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

In groups of three students, think about your ideal hotel and create the perfect day plan for a guest to relax in your hotel. Include a timetable with ten different services that you will offer your guests there. Then, socialize your perfect day plan in the class plenum through informative presentations. Give detailed information about facilities and services. Be ready to be asked questions by your partners.

Evidencia: Perfect day timetable at a hotel

Activity Estimated Time: 12 hours

1.2 Second Activity: Recognizing common jobs at the hotel and their responsibilities using the present continuous tense.

1.2.1 Present Continuous – affirmative

Match the vocabulary in the blue boxes below with the corresponding pictures. Then, choose an action from the green boxes below for each one of the pictures.

Figura 3. Hotel occupations

Bellboy	Cook	Waitress	Doorman/Porter	Hotel maid	Receptionist

Is carrying guests' baggage	Is making a room service	Is welcoming the guests
Is making the bed	Is registering new guests	Is cooking guests' lunch

Nota. Tomado de *Shutterstock free pictures bank.*

Now, following the model sentences above, consider three different jobs at the hotel and mention what they are probably doing right now at their workplace.

Watch the video *"Present Continuous – Affirmative form"* and identify the structure for the present continuous tense in English. Create a chart in which you will write affirmative statements

for each subject (I, you, she…) and write an example for each pronoun as well. Link: https://www.youtube.com/watch?v=JrjgFlwh-rY

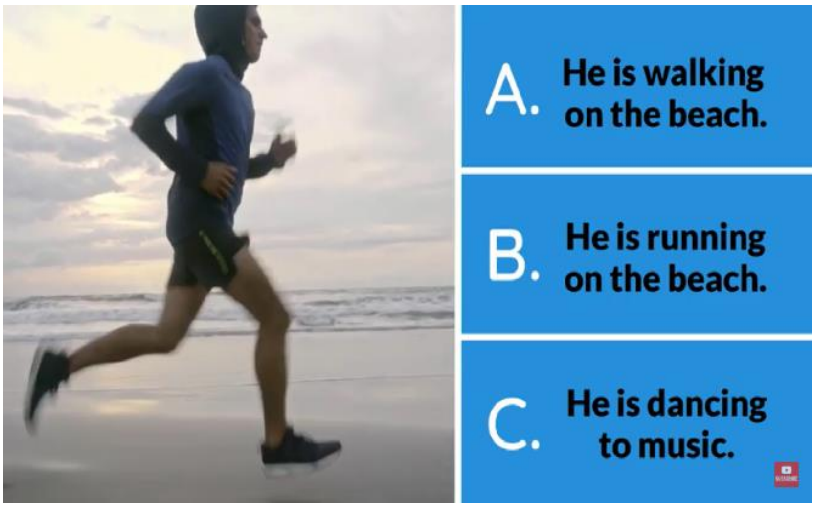
Listen to people talking about what they are doing on https://www.real-english.com/reo/37/37-1.htm and answer the following questions:

- What's the jogger doing?
- What's the shopkeeper doing?

Now, in couples, think about the most common actions a guest may do when staying at a hotel and create 5 flashcards which you will show to another couple, so they guess the actions guests are doing at the hotel. Notice that you do not have to write the action nor a sentence in the flashcards you create, you must only draw a picture representing the action.

Working in the same couples, participate as a team in a contest in which your teacher will show you a series of pictures as the one below and you will have three possible answers. The first couple to give the correct answer and to pronounce it properly will get a point.

Figura 4. Flashcard Example



Nota. Tomado de https://www.youtube.com/watch?v=k2rXa3GSp3E&t=50s

Based on the picture below, describe it by using the present continuous tense. Write at least 15 different sentences with the help of your partner and read them out loud according to your teacher's instructions.

Figura 5. Present Continuous Exercise

Nota. Tomado de *https://es.liveworksheets.com/vo2292581zh*

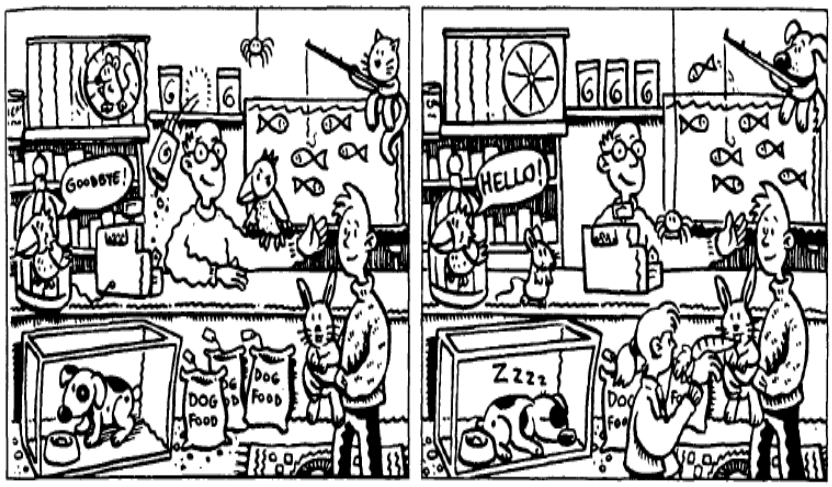
1.2.2 Present Continuous Negative and Interrogative Statements

Watch the video *"Learn the Present Continuous Tense in English"* in the following link to review the affirmative form of the present continuous and then learn about the negative and interrogative structure. Link: https://www.youtube.com/watch?v=z7xA8V5JtbQ

Choose 5 sentences from the ones you did in the previous segment of this guide and transform them into negative and interrogative statements.

Look at the pictures of the pet shop and write down 10 differences. Use affirmative and negative statements as in the example below:

Figura 6. 10 Differences Exercise



Nota. Tomado de https://www.pinterest.es/pin/481463016412271395/

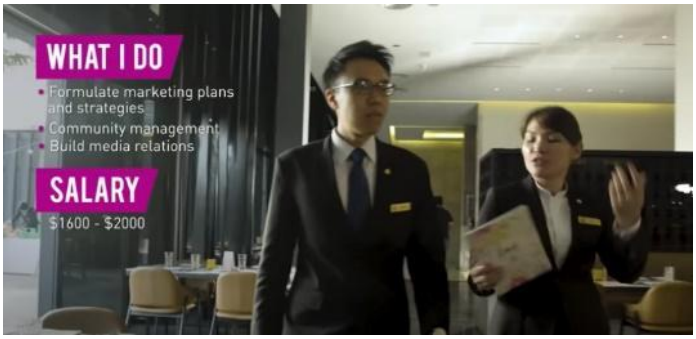
Here you have an example: *In the first picture the dog is eating its food and in the second picture the dog is not eating, it is sleeping*. Having as a reference the same picture, work with a partner and create questions as the following one: *Is the parrot saying "hello" in picture number 1? No, it isn't. It is saying "goodbye"*

Share your questions with another couple and ask your teacher to correct your pronunciation. Repeat the questions and answers once again with a different couple.

Watch the video *"A day in the hotel industry"* in the following link: *https://www.youtube.com/watch?v=r_VPsyxYz2k* and take notes of the responsibilities each one of the employees has at their workplace. Then, create some descriptive sentences using the present continuous. For example:

Alicia is organizing a party for the launch of the new area of the hotel.

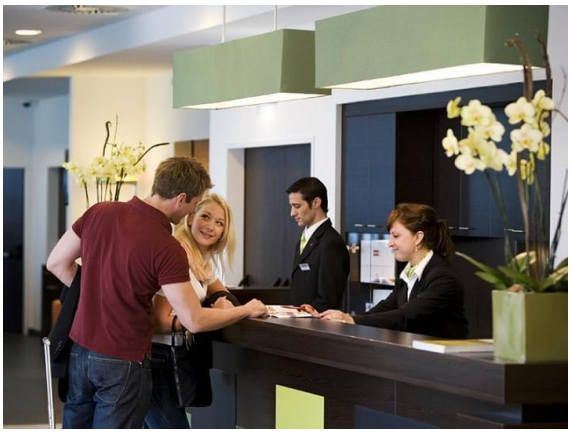
Figura 7. A Day at the Hotel.



Nota. Tomado de *https://www.youtube.com/watch?v=r_VPsyxYz2k*

Now, in groups of four students, create a presentation including 5 pictures of employees and guests at the hotel doing different actions and create a series of questions and answers using affirmative, negative and interrogative statements in the present continuous tense. Write 15 different sentences as the ones below. *Ex.: Is the receptionist answering the phone? No, she isn't. She is registering some guests*.

Figura 8. Slide Example



Nota. Tomado de *Shutterstock free pictures bank.*

Finally, socialize your team's presentation in the class plenum and pay attention to the feedback your teacher will provide.

Activity Estimated Time: 20 hours

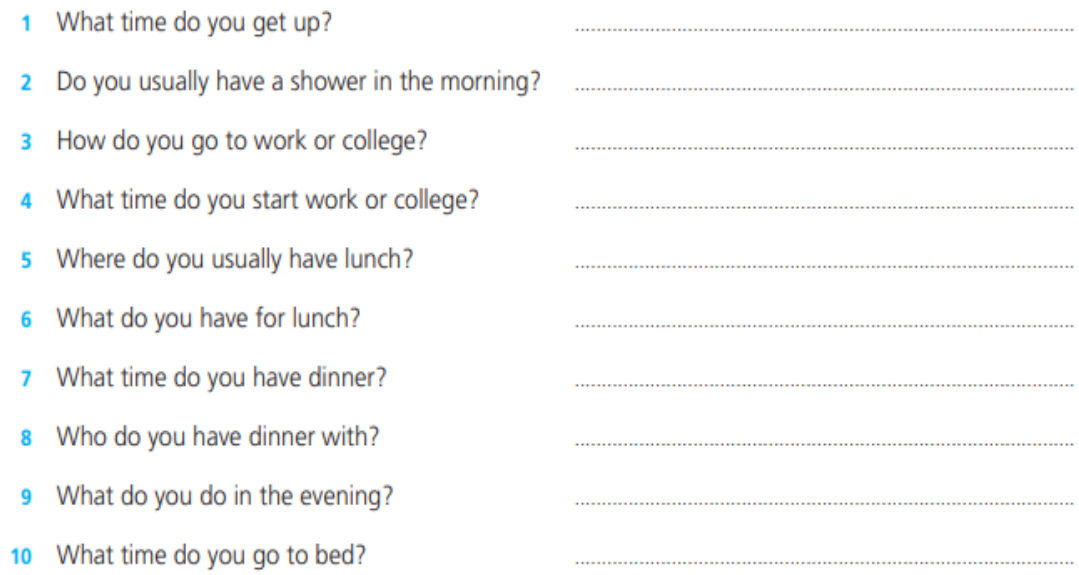
1.3. Third Activity: Establishing responsibilities at the hotel using the present simple tense.

1.3.1 Daily Routines

Watch the video "Mr. Bean's morning routines" in the following link: https://www.youtube.com/watch?v=1a7CzFpZtUo and identify the activities that you see. Take notes in your notebook.

Answer the following questions about your own daily routines:

Figura 9. Daily routine questions



Nota. Tomado de https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_%28ESL%29/Daily_routines/SSG_-3_Conver_10th_gq1913475pt

Share your answers with a partner and listen to their answers as well. Take notes about them and socialize them with another couple.

Read about Lesley's day and underline the verbs related to her daily routine. Analyze the form for each verb and look at the differences among them.

Figura 10. Lesley's day

Lesley's day

Read about Lesley.

Lesley is an ESOL teacher at Hackney College in London. On weekdays she always gets up at about 7 o'clock. She has a shower and then she has breakfast with her husband and daughter. After breakfast she brushes her teeth and gets dressed and then she takes her daughter to school. She goes to college by bicycle at 8.30 and she starts work at 9 o'clock.

At about 1.30 she usually has lunch. She has a sandwich and some fruit in her office. She finishes work at 5 o'clock and picks up her daughter from her after-school club. She usually has dinner at about 7 o'clock and then she has a cup of coffee. In the evening she watches television or sometimes she listens to the radio. She likes listening to music. She usually goes to bed at about 11.30. Then she reads her book for about half an hour. She goes to sleep at midnight.

Nota. Tomado de https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_%28ESL%29/Daily_routines/SSG_-3_Conver_10th_gq1913475pt

Finally, create a presentation about your daily routine using at least 10 different verbs. Then share your routine in front of the class and pay attention to your teacher's questions.

Evidencia: Crear una presentación sobre la rutina diaria del aprendiz

1.3.2 Present Simple Tense

Compare the two examples in the pictures below and mark the differences you notice in the verb conjugation. Make a hypothesis about the reason they have a different structure.

Figura 11**.** *Present Simple Explanation*

Nota. Tomado de *How and when to use the Present Simple Tense in English.* https://www.youtube.com/watch?v=dSBIqRYu0PY

Confirm the validity of your hypotheses in the class plenum and pay attention to your teacher's explanation who will clarify the structure of present simple tense. You can also watch the following video to complement your knowledge of the topic: https://www.youtube.com/watch?v=Gy1m8_CUzK0&t=12s

Solve with the help of a classmate, the exercises of the worksheet in the following link: https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Present_simple_affirmative/Present_simple_affirmative_mh64249ut

Along with the partner you worked with in the previous exercise, complete the chart with the corresponding sentences in affirmative, negative or interrogative cases. Then highlight the one that is true for the hotel staff (just affirmative or negative statements).

Tabla 2. *Affirmative, negative and interrogative sentences*

Affirmative	Negative	Interrogative
Hotel receptionists work in the front desk.		
	Bellboys do not operate elevators in luxury hotels.	
		Do waiters and waitresses serve food in the hotel rooms?
	The bartender does not wash the dishes.	
		Does a chambermaid tidy a hotel room up?

Compare your answers with another couple and then check them out again with the help of your teacher. Analyze the mistakes you may have had and create a couple of extra examples.

Create a dialogue with a situation at the hotel, using present simple statements according to the responsibilities established in the previous chart and present it to the class plenum.

1.3.3 Jobs and occupations vocabulary

Watch the video in the link below about jobs and occupations and identify the main responsibilities for each case. Link: https://www.youtube.com/watch?v=x8tF2aQoukY

Associate the words in the box with the pictures below and then write a possible activity for each one of them in their work routine. Compare your answers with the classmate next to you and pay attention to the feedback given by your teacher.

Figura 12. Occupations vocabulary

receptionist cleaner shop assistant nurse doctor engineer

office worker teacher hairdresser lawyer police officer

Nota. Tomado de https://es.liveworksheets.com/pj1101365cn

Now complete the sentences below with the name of a job. Consider the activities that are mentioned in each sentence to identify the correct job-related word.

Figura 13. Exercise about jobs

1. A _____ and a _____ work in a hospital or clinic and take care of you when you are ill.
2. An _____ designs and builds large buildings or bridges.
3. A _____ keeps an office, school or hotel clean and tidy.
4. Someone who works in a school classroom and helps students is called a _____.
5. A person who works in a court and can help people on trial is called a _____.
6. Someone who cuts and styles your hair to make it look good is called a _____.
7. Someone who helps you in a shop when you want to buy something is called a _____.
8. A person who works to stop crime is a _____.
9. A _____ works at the front desk of a building and welcomes visitors and answers the phone.
10. An _____ works for a company and usually uses a computer and phone.

Nota. Tomado de https://es.liveworksheets.com/pj1101365cn

Think about three jobs related to the hospitality or tourism industry and with the help of a partner, create a flashcard for each job or occupation including a picture to identify them and

four activities that each person in that work position would do. Then socialize your flashcards in front of your classmates.

1.3.4 The hotel staff and its internal organization

Look at the pictures below and make a couple of hypotheses about the job position at the hotel that each one of them may have. Compare your answers with the classmate next to you and then confirm the information you have with your teacher.

Figura 14. *The Hotel Staff*

Nota. Recuperado de *Be my guest*. *(p.8)* por O'Hara, F (2002). Cambridge University Press.

Watch the video *"A Day in the hotel industry"* in the following link https://www.youtube.com/watch?v=r_VPsyxYz2k , in which you will see some real hotel employees talking about their jobs and the activities they must do daily. Then analyze the functions each person has and create a comparative chart in which you present the most important responsibilities for each position according to the department they belong to.

Listen to your teacher reading a testimony about three hotel staff members and their responsibilities. Take notes on your notebook and classify those jobs into the possible departments they belong to. Then share your ideas in the class plenum and create a common profile on the board for each one of these employees.

Now, read the corresponding transcript and evaluate your comprehension. Write any new vocabulary down and confirm your ideas and notes with your teacher.

Figura 15. *Comprehension Exercise about Occupations at the Hotel*

1 Let me start by saying I'm the General Manager. That is to say, I have control over the whole of the operation. As the General Manager, I must make sure that all our hotels and business outlets are fulfilling the overall vision of the company as a whole, and making money, too. We mustn't forget that our aim is to make money.

The company structure works like this. The House Manager is directly answerable to me. He or she is responsible for all six in-house departments, and their job is to keep good information flows between the various departments. We cannot allow departments to be run in isolation of each other. They must also make sure that the hotel stays profitable. They have a great deal of freedom to make decisions and don't have to check with me about day-to-day issues, although we are in regular contact by fax. Of course, the House Manager should use his discretion about when to contact me.

In our organization, the Resident Manager has control over the customer-contact side of the business. It is the Resident Manager's job to ensure close, efficient liaison between the two sectors under his control, that is to say Front-of-House Operations and Housekeeping.

2 I'm the Front Office Manager. I report to the Resident Manager on a regular basis but I can make a lot of daily operational decisions myself. I like the responsibility the hotel allows me to have. I have to supervise Front-of-House Operations and to do that efficiently, I need to have the assistance of the Head Receptionist, who looks after the reception area in general and has a good deal of contact with both staff and guests. We're concerned with day-to-day issues such as guests' comfort and security, but we also get involved in training and staff development, so there's plenty to do on that side, too.

3 I'm hoping to become Head Housekeeper in the near future. I've been Housekeeper for the Executive suites for a year now and there's a good chance I'll take over when Mrs Jones leaves at the end of the year. At the moment, I give orders to the chambermaids and cleaners personally, but I'm looking forward to getting more involved in planning and training. I know I shouldn't say this, but I think I'll be pretty good at it.

taking place within the hotel. Internally, the Concierge Department is responsible for the safe delivery of mail and packages and they will maintain a supply of stamps for domestic and foreign postage. In some hotels, it is still a Concierge's duty to fulfil requests for secretarial work but here that comes under the remit of the business centre.

A log-book is kept in which all guests' queries and requests are recorded. This is another of a Concierge's many duties. A basic requirement that we have of our concierge staff is that they display a courteous and professional manner in all their dealings with guests and fellow employees. Above all, he or she must have a friendly personality. We lay particular emphasis on maximizing guest satisfaction. Therefore, a Concierge will endeavour to fulfil a guest's requests, if at all possible, and hopefully do it with a smile.

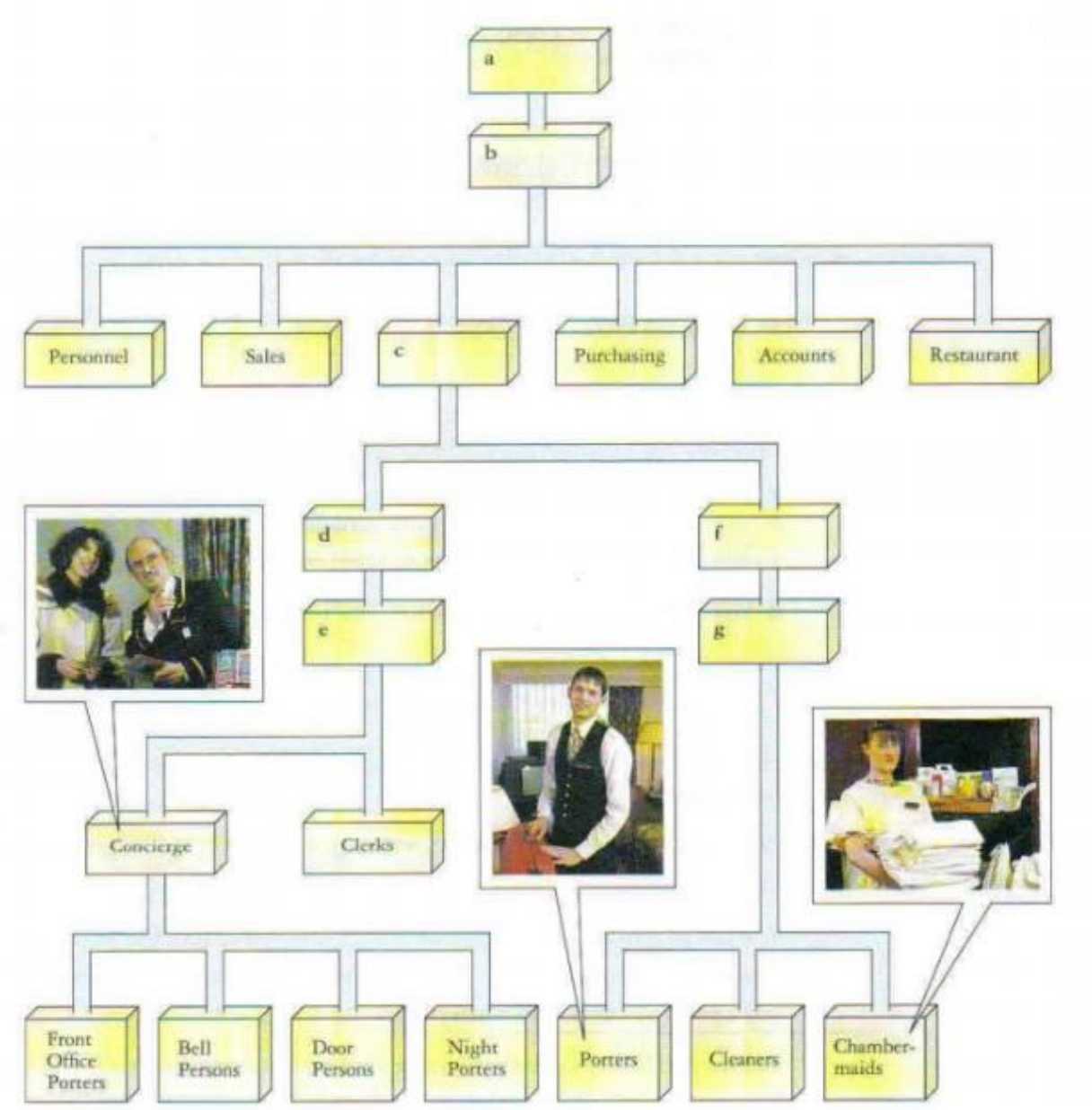
Nota. Tomado de *High Season: English for the Hotel and Tourist Industry (p.153)* por Harding, K. & Henderson P, Hotel services.

Write three affirmative, three negative and three interrogative sentences about the previous testimonies and together with another couple tell them one affirmative, one negative and one interrogative statement. Ask them to transform the sentences into the other two cases and you do the same with the sentences your partners dictate to you.

Prepare between 5 to 8 questions to ask about responsibilities for different positions in the hotel staff. Then, go around the room and ask your partners to guess their job.

Complete the staff tree picture below with the name for each staff position at the hotel based on the information you got in the transcripts. Compare your answers with another group and then listen to the correct answers in a socialization guided by your teacher.

Figura 16. *Staff Tree*



Nota. Tomado de *High Season: English for the Hotel and Tourist Industry* por Harding, K. & Henderson P, Hotel services. p31.

In your group of four students, prepare a presentation of one of the hotel departments that was not fully developed in the staff tree above. Make sure to include at least five different job positions and talk about their corresponding responsibilities.

Socialize your presentation with the class plenum and be ready to receive some questions and feedback from your classmates and your teacher.

Evidencia: Presentación sobre los departamentos del hotel en Inglés
Activity Estimated Time: 34 hours

1.4 Fourth Activity: Using comparative and superlative adjectives to present the hotel Portfolio and establishing a quality service.

1.4.1. Comparative adjectives and types of Accommodation

Watch the video *"How to compare things in English – Comparative Adjectives"* in the following link https://www.youtube.com/watch?v=vj3SbCwQd9I&t=188s in which you will find the general explanation for comparative adjectives as well as some interesting examples for each case.

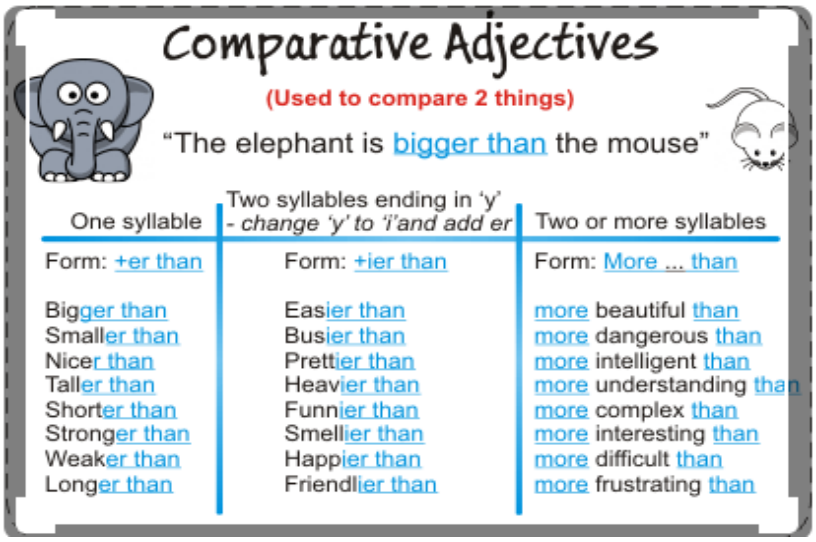
Based on the cases you learned there, complete the chart below with the corresponding comparative form for each one of the adjectives there and then think about the opposite comparative adjective and fill in with the corresponding information. Compare your chart with a couple of classmates and check your answers in the class plenum.

Tabla 3. *Comparative Adjectives Chart*

Adjective	Comparative form	Opposite
new	newer	older
fat		
warm		
sad		
lovely		
good		
big		
polite		
easy		
exciting		
bad		

Look at the following picture and analyze the rules corresponding to the comparative adjectives.

Figura 17. *Comparative Adjectives*

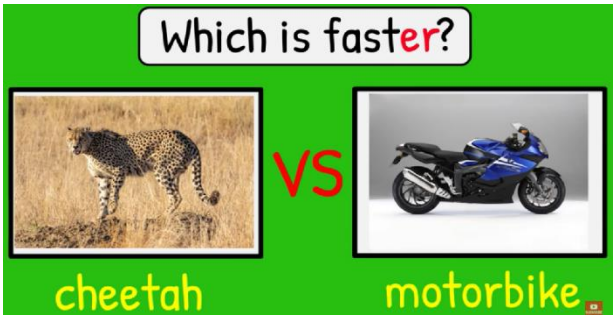


Nota. Original material https://ar.pinterest.com/pin/315040936425824406/ *: Free materials Creative Commons*

Play stop. Select 2 objects to compare. Use some of the comparatives above to describe them. Write as many comparative sentences as you can in two minutes. Hand your sentences to your teacher for corrections.

Participate (in groups of three) on a contest that your teacher will organize, in which you will see a couple of images like the ones below and you should determine the correct comparison, for example:

Figura 18. *Example – Which is Faster?*



Nota. Tomado de Comparatives Quiz | ESL Classroom Game | Easy English Quiz https://www.youtube.com/watch?v=E71eT-xDch8

Here you should say: *"A motorbike is faster than a cheetah"* or *"A cheetah is faster than some motorbikes"* which for this case will also be true. Write in a piece of paper the corresponding comparisons and then you will grade them with the help of your teacher to identify the winning team.

Read (in couples) about three possible accommodations you may have when staying at Yosemite National Park in California.

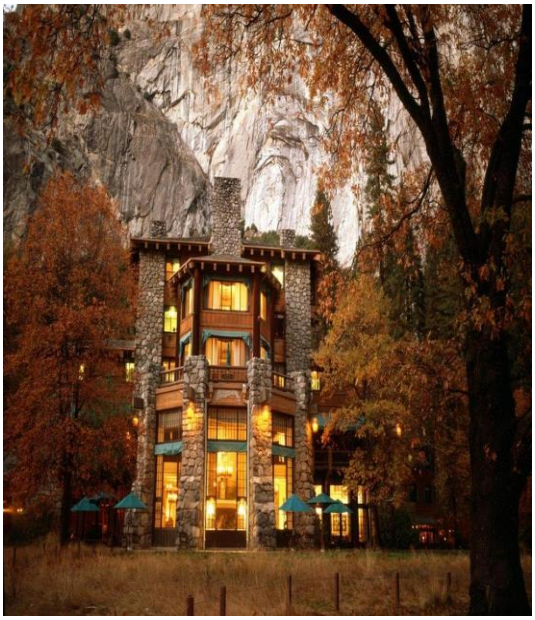
Figura 19. *The Ahwahnee Hotel*

The Ahwahnee Hotel

Yosemite Village. Tel 209/252-4848. 123 rms. 5 suites.

$ Rates: $196 single room or cottage. $202 double room or cottage. from $375 suite. Lower midweek winter rates are available.

Luxurious and very centrally located, the Ahwahnee is the park's premiere hostelry. A short, signposted walk from Yosemite Village, this lovely hotel was built in 1927 from local rock. Rooms are both comfortable and elegant, with full baths, and sturdy, rustic wooden furniture. Suites include an additional sitting-room. The hotel's celebrated dining and entertainment facilities include the Indian Bar Room for drinks and the splendid Dining Room, where dinner reservations are required year round.

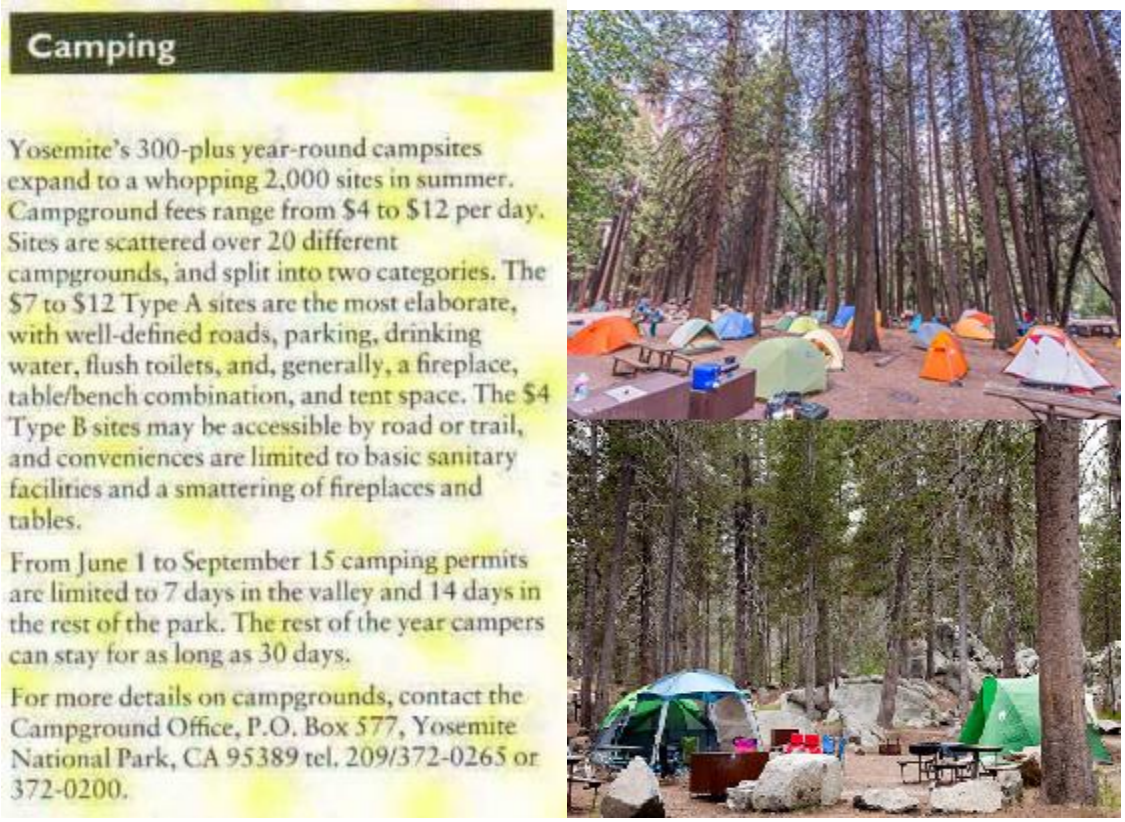


Wawona Hotel

4 miles inside the south gateway. Tel. 209/252-4848. 104 rms.

$ Rates: $55 single or double without bath, $74 single or double with bath.

You won't be roughing it at the Wawona, near the southern end of Yosemite. This is the oldest hotel in continuous service in the national park system, dating from 1879. The pretty wooden structures offer comfortable, if sparsely furnished, rooms; facilities include a swimming-pool, a tennis court, and a nine-hole golf-course, as well as nearby stables.



Camping

Yosemite's 300-plus year-round campsites expand to a whopping 2,000 sites in summer. Campground fees range from $4 to $12 per day. Sites are scattered over 20 different campgrounds, and split into two categories. The $7 to $12 Type A sites are the most elaborate, with well-defined roads, parking, drinking water, flush toilets, and, generally, a fireplace, table/bench combination, and tent space. The $4 Type B sites may be accessible by road or trail, and conveniences are limited to basic sanitary facilities and a smattering of fireplaces and tables.

From June 1 to September 15 camping permits are limited to 7 days in the valley and 14 days in the rest of the park. The rest of the year campers can stay for as long as 30 days.

For more details on campgrounds, contact the Campground Office, P.O. Box 577, Yosemite National Park, CA 95389 tel. 209/372-0265 or 372-0200.

Nota. Tomado de Harding, K. & Henderson P. High Season: English for the Hotel and Tourist Industry. Oxford University Press. 2000. p.13.

Create 10 comparisons among those places using the previous information. Socialize your comparisons with another couple and notice the similarities and differences among your comparative sentences.

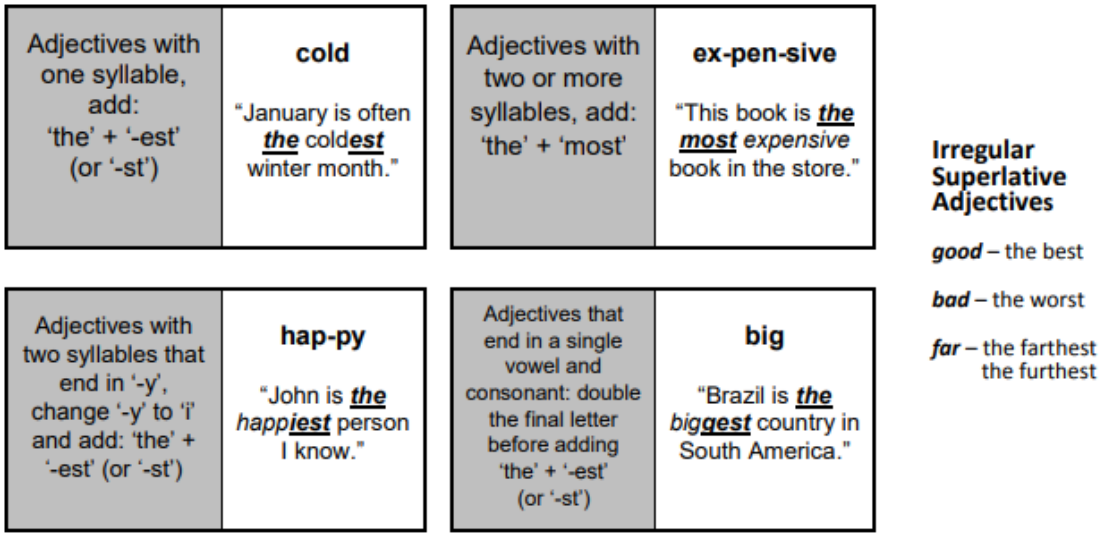
Choose a Colombian tourist attraction. Look for two possible accommodations near there and prepare a short presentation to socialize in front of the class plenum in which you will present at least 10 comparative sentences for the accommodations you chose.

1.4.2. Superlative Adjectives – The Best Experience

Watch the video *"How to compare things in English – Superlative Adjectives"* in the following link https://www.youtube.com/watch?v=rxEMZTu6JYM&t=227s in which you will find the general explanation on the superlative adjectives topic as well as some interesting examples for each case. Then, listen to your teacher who will expand the topic.

Look at the summary in the boxes below and then complete the sentences with the corresponding superlative adjective considering the rules.

Figura 20. *How to form Superlative Adjectives*



Fill in the blanks with the corresponding superlative form.

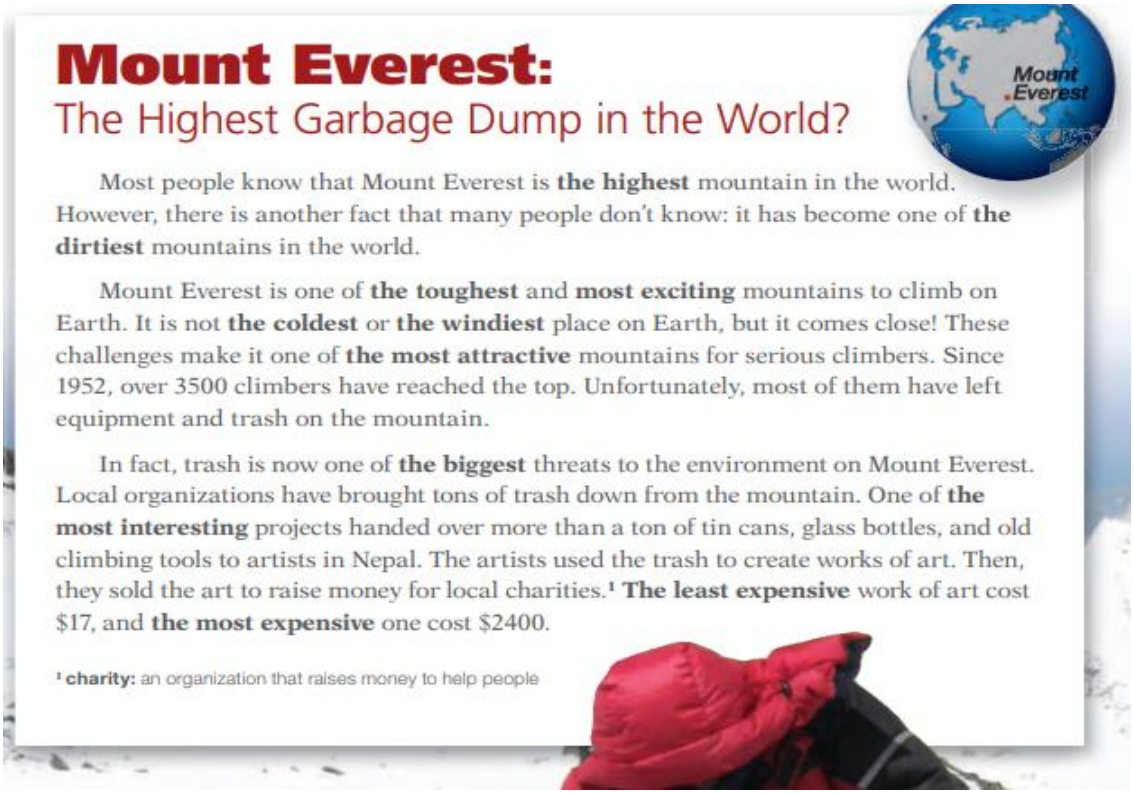
Figura 21. *Superlative Comparisons*

1. I (tall) ___am the tallest___ person in my family.
2. Jupiter (big) _____ planet in our solar system.
3. Elephants (large) _____ land animals on earth.
4. We bought (expensive) _____ TV in the store.
5. Which sports do you think (dangerous) _____?
6. My cat (lazy) _____ animal I know.
7. This restaurant serves (good) _____ food in town.
8. I think math (difficult) _____ subject.
9. What (long) _____ word in English that you know?
10. He (strange) _____ man in the story.
11. Last week, I had (bad) _____ time of my life!
12. Which place (hot) _____ place on earth?
13. I think it (funny) _____ show on television.
14. My friend (interesting) _____ person I know.
15. Who (famous) _____ person in your country?

Nota. Original material in https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_%28ESL%29/Superlatives/GEP3_10C*_Superlative_Adjective_en1922177ng *: Free materials Creative Commons*

Work with a partner. Read the following article about a problem on Mount Everest.

Figura 22. *Mount Everest*



Mount Everest:
The Highest Garbage Dump in the World?

Most people know that Mount Everest is **the highest** mountain in the world. However, there is another fact that many people don't know: it has become one of **the dirtiest** mountains in the world.

Mount Everest is one of **the toughest** and **most exciting** mountains to climb on Earth. It is not **the coldest** or **the windiest** place on Earth, but it comes close! These challenges make it one of **the most attractive** mountains for serious climbers. Since 1952, over 3500 climbers have reached the top. Unfortunately, most of them have left equipment and trash on the mountain.

In fact, trash is now one of **the biggest** threats to the environment on Mount Everest. Local organizations have brought tons of trash down from the mountain. One of **the most interesting** projects handed over more than a ton of tin cans, glass bottles, and old climbing tools to artists in Nepal. The artists used the trash to create works of art. Then, they sold the art to raise money for local charities.[1] **The least expensive** work of art cost $17, and **the most expensive** one cost $2400.

[1] **charity:** an organization that raises money to help people

Nota. Tomado de: https://eltngl.com/assets/downloads/grex_pro0000000538/grex2_su8.pdf

Choose the correct answer below and finally organize the superlative adjectives that are in bold, according to their type.

Figura 23. *Exercise about Mount Everest*

1. According to the reading, Mount Everest is very **clean** / **dirty**.
2. Climbing Mount Everest is very **difficult** / **easy**.
3. Mount Everest is **an unusual** / **a popular** mountain for serious climbers.
4. Climbers **rarely** / **often** leave trash on Mount Everest.
5. People create **art** / **charities** from the trash on Mount Everest.

Nota. Tomado de: https://eltngl.com/assets/downloads/grex_pro0000000538/grex2_su8.pdf

Tabla 4. ***Adjectives with –est and with most***

Adjectives with *-est*	Adjectives with *most*
tall	exciting

Nota. disponible en https://eltngl.com/assets/downloads/grex_pro0000000538/grex2_su8.pdf Free online resources in English for TEFL

In couples, draw 3 slides with 3 pictures each to create some superlative examples. Then show the pictures to the class plenum and ask them about the corresponding superlative sentence. Here you have a pair of examples taken from the video: *Comparative and Superlative Adjectives (ESL Game)* in the following link: https://www.youtube.com/watch?v=xoG8mbOsU98&t=252s

Figura 24. *Slide Examples*

Nota. Tomado de *Comparative and Superlative Adjectives (ESL Game)*

After watching the video, in groups of three students participate in a general knowledge contest that your teacher will lead. Solve the following chart as a preparation for it.

Figura 25. *General Knowledge Quiz*

General Knowledge Quiz

1. _____ is the highest mountain (high / mountain) on Earth.
   a. Mount Kilimanjaro b. Mount Everest c. K2
2. _____ is _____ (fast / animal) in the world.
   a. the camel b. the zebra c. the cheetah
3. _____ is _____ (long / river) in the world.
   a. The Nile River b. The Amazon River c. The Yangtze River
4. _____ is _____ (wide / ocean) on Earth.
   a. The Pacific Ocean b. The Atlantic Ocean c. The Indian Ocean
5. _____ is _____ (small / continent).
   a. Africa b. Antarctica c. Australia
6. _____ is _____ (large / animal) on Earth.
   a. the elephant b. the blue whale c. the giraffe
7. _____ is _____ (cold / place) on Earth.
   a. Antarctica b. Alaska c. Canada
8. _____ is _____ (close / planet) to the sun.
   a. Mars b. Venus c. Mercury

Nota. Tomado de https://eltngl.com/assets/downloads/grex_pro0000000538/grex2_su8.pdf

Watch the video "Types of Accommodation – Hospitality Industry" in the following link https://www.youtube.com/watch?v=8OSPLt4R0-k&t=279s and take notes about the characteristics of the most common accommodations nowadays. Ask your teacher about any words you may not understand.

In couples, work in the following speaking activity. One of the members of the group observes a picture related to types of accommodation and describes it to the second member. The second person is in charge of drawing the accommodation according to the information given. Swap roles and discover who is the person that makes better English descriptions. Use expressions such "there is", "there are", prepositions of place, comparative and superlative adjectives.

In groups of four, think about three accommodation types (choose two from the video and propose a new one) and create the description for each one of the places. Include as much information as you can about services offered, amenities and facilities of the place, types of rooms/accommodation, among others. Then create a presentation comparing the three establishments considering at least 5 different aspects. Include both, comparative and superlative sentences for each category you decide to incorporate. Here you have an example:

Figura 26. *Slide Examples*

Nota. Tomado de www.shutterstock.com Free pictures bank.

> *"The glamping is more luxurious than the B&B, but the resort is the most luxurious one. However, the B&B is the cheapest option, while the resort is more expensive than the glamping".*

Socialize your presentation in front of your classmates and be ready to receive feedback from your teacher.

Evidencia: Presentación tipos de alojamiento con comparativos y superlativos en Inglés
Activity Estimated Time: 30 hours

Evidencia	**Criterio de Evaluación**	**Técnicas e Instrumentos de Evaluación**
Evidencia de producto: *Perfect day timetable at a hotel*	Suministra información en inglés acerca de lugares de interés empleando estructuras gramaticales del idioma.	Mesa redonda - Debate / Lista de verificación
Evidencia de desempeño: *Crear una presentación sobre la rutina diaria del aprendiz*	Describe de manera sencilla y clara asuntos, acciones, experiencias, sentimientos, planes relacionados con temas de su interés y cotidianidad, siguiendo una secuencia lineal de elementos.	Presentación oral / Lista de verificación
Evidencia de conocimiento: *Presentación de los*	Relaciona en idioma inglés los cargos de acuerdo con funciones y responsabilidades del mismo.	Exposición – Mesa redonda / Lista de verificación

departamentos del hotel en Inglés	Describe en lengua inglesa perfiles de cargo según profesión y experiencia.	
Evidencia de conocimiento: *Presentación tipos de alojamiento usando comparativos y superlativos en inglés*	Describe en lengua inglesa los tipos de alojamiento y hospedaje conforme con sus características y ubicación geográfica del mismo. Presenta en idioma inglés los servicios del establecimiento de acuerdo con la necesidad del cliente. Ofrece en lengua inglesa los servicios con base en temporadas, características de estos y condiciones de reservación.	Exposición – Mesa redonda / Lista de verificación

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