

**UNIVERSIDAD TÉCNICA NACIONAL
VICERRECTORÍA DE DOCENCIA
PROGRAMA INSTITUCIONAL DE IDIOMAS PARA EL TRABAJO**

CURSO: INGLÉS III

CÓDIGO: IDIER03

NIVEL: III

NATURALEZA DEL CURSO: PRÁCTICO

HORAS CONTACTO POR SEMANA: 6 HORAS (4 PRESENCIALES Y 2 EN LINEA ASINCRÓNICAS)

MODALIDAD: CUATRIMESTRAL

REQUISITO: IDIER02 INGLÉS II

I. DESCRIPCIÓN DEL CURSO

Este curso tiene como propósito principal que la persona estudiante utilice expresiones básicas en la lengua inglesa en conversaciones y párrafos sencillos relacionados con temas de su entorno social y laboral, lo que le dará una ventaja competitiva en su vida laboral y personal.

El curso se diseñó de acuerdo con lo establecido en el nivel A2+ del Marco Común Europeo para las Lenguas Extranjeras. El mismo está diseñado específicamente para la carrera de Manejo de Recursos Energéticos con el fin de brindarle a la persona estudiante una experiencia de aprendizaje más afín con su especialidad.

Además, el curso contiene aspectos sociolingüísticos como por ejemplo distinguir el grado de formalidad, registro y diferencias culturales. Estos elementos son necesarios para desarrollar las competencias laborales que la persona requiere para su inmersión en el mundo del trabajo.

En la metodología empleada, la persona docente es facilitadora del proceso y la persona estudiante participa de forma activa y se responsabiliza de su aprendizaje, así desarrolla las habilidades lingüísticas de forma gradual participando activamente, descubriendo sus fortalezas y debilidades en contextos auténticos, lo cual le permite construir su propio aprendizaje. La metodología se centra en el aprendizaje por tareas (Task Based Learning), trabajo colaborativo, aprendizaje por proyectos, entre otros, con base en lo establecido en el Modelo Educativo de la UTN y el Modelo Pedagógico del PIT.

Durante el desarrollo del curso se fomenta la aplicación de tecnologías de la comunicación y la información que complementen la práctica docente y el proceso de aprendizaje; para tal efecto, el curso se imparte con apoyo de plataformas y herramientas digitales, como videos, chats, wikis, herramientas educativas en línea, entre otros, realizados en el campus virtual. La persona estudiante debe cumplir con un ingreso de, al menos, dos horas semanales. Asimismo, todo lo referente al uso del campus virtual se regirá por lo establecido en la normativa y lineamientos institucionales.

La evaluación se centra en el desempeño de la persona estudiante en las habilidades productivas (oral y escrita), sin dejar de lado las receptivas. No obstante, la comunicación oral prima como el sello particular de los cursos PIT. Por lo anterior se realizan entrevistas, actividades orales, escritas que fomenta uso auténtico del idioma inglés en los diferentes espacios de aprendizaje (presencial y campus virtual) y los portafolios de evidencias, entre otros. Adicionalmente, se promueve la autoevaluación y actividades que integran las cuatro habilidades

lingüísticas. La persona docente brindará un acompañamiento y realimentación constante a cada persona estudiante para contribuir con su desarrollo individual.

II. COMPETENCIA GENERAL

Competencia transdisciplinar General	Verbo de desempeño	Conocimientos (Aprender a conocer)	Habilidades (Aprender a hacer)	Actitudes (Aprender a ser y a convivir)
Comunica oralmente y por escrito ideas sobre situaciones relacionadas con el trabajo haciendo uso de vocabulario clave, expresiones básicas e idiomáticas.	Comunica	Reconoce grupos de palabras, conectores y diversas expresiones para describir acontecimientos laborales	Utiliza frases habituales en circunstancias particulares haciendo sustituciones léxicas sencillas.	Identifica el grado de formalidad e informalidad en contextos interculturales.
				Pregunta generadora: ¿Cómo identifico si las situaciones requieren un grado de formalidad mayor o menor, dependiendo de la diversidad cultural del entorno?
Experiencias de aprendizaje Actividades orales espontáneas, proyectos escritos, simulaciones de situaciones cotidianas y laborales (guiadas y no guiadas), ejercicios de escucha (multimedia) y juegos.		Evaluación para el aprendizaje Ejecutar actividades orales espontáneas, proyectos escritos, simulaciones de situaciones cotidianas y laborales (guiadas y no guiadas), ejercicios de escucha (multimedia), juegos y experiencias de vida, utilizando rúbricas que permitan la valoración del desempeño.		

III. COMPETENCIAS ESPECÍFICAS

Competencia transdisciplinar específica	Verbo de desempeño	Conocimientos (Aprender a conocer)	Habilidades (Aprender a hacer)	Actitudes (Aprender a ser y a convivir)
Interactúa en diferentes contextos relacionados con el trabajo como arrepentirse, quejarse, dar y justificar opiniones, negociar, identificar las partes de una presentación oral y brindarla, describir gráficos y comparar información sobre ellos.	Interactúa	Emplea frases y expresiones para responder ante situaciones diversas del entorno laboral.	Aplica frases y expresiones para describir situaciones del entorno laboral Desarrolla textos escritos cortos que le permitan describir situaciones del entorno laboral	Muestra disposición para escuchar las ideas de otros y buscar el beneficio mutuo.
				Pregunta generadora: ¿Por qué es importante escuchar y valorar las propuestas de otras personas?
Experiencias de Aprendizaje		Evaluación para el aprendizaje		
Actividades orales espontáneas, simulaciones de situaciones cotidianas y laborales (guiadas y no guiadas), ejercicios de escucha (multimedia), proyectos escritos, juegos y experiencias de vida.		Rúbrica de desempeño de la persona estudiante (autoevaluación, coevaluación y evaluación docente) en actividades que promuevan el desempeño en las cuatro habilidades de la lengua.		

Competencia transdisciplinar Específica	Verbo de desempeño	Conocimientos (Aprender a conocer)	Habilidades (Aprender a hacer)	Actitudes (Aprender a ser y a convivir)
Interactúa en diferentes contextos relacionados con el trabajo como identificar y reportar aspectos importantes de las reuniones, realizar una entrevista de trabajo de manera exitosa, escribir el currículum vitae completo y aplicar principios de marca personal.	Interactúa	Utiliza grupos de palabras que enlazan o conectan ideas para describir situaciones laborales.	Construye de manera oral y escrita descripciones cortas sobre situaciones laborales	<p>Respeto y aprende de las experiencias de sus pares.</p> <p>Pregunta generadora:</p> <p>¿Por qué es posible aprender de las experiencias de otras personas?</p>
<p>Experiencias de Aprendizaje</p> <p>Actividades orales espontáneas, escritas, simulaciones de situaciones cotidianas y laborales (guiadas y no guiadas), ejercicios de escucha (multimedia), juegos y experiencias de vida.</p>		<p>Evaluación para el aprendizaje</p> <p>Rúbrica de desempeño de la persona estudiante (autoevaluación, coevaluación y evaluación docente) en actividades que promuevan el desempeño en las cuatro habilidades de la lengua.</p>		

Durante este curso se abordarán de manera transversal las siguientes competencias:

- Identifica los aspectos fonológicos básicos (pronunciación, entonación y ritmo), según su nivel de dominio lingüístico.
- Identifica los aspectos gramaticales básicos relacionados con estructuras y tiempos verbales propias de su nivel de dominio del inglés.
- Distingue, en un entorno diverso, los elementos interculturales existentes mediante el contraste y la comparación de estos con su propia cultura.
- Aplica estrategias de compensación para solventar brechas del idioma tales como: repetición, clarificación, parafraseo.

IV. ESTRATEGIAS METODOLÓGICAS

Inglés III tiene una orientación socio-constructivista por lo que no se basa solamente en la parte cognitiva de la persona sino también involucra su dimensión social. El modelo pedagógico del PIT, se fundamenta también en los aspectos que Tébar (2017, pág. 88) enumera como esenciales; según este autor la mediación tiene que ser intencional, significativa y trascendental. Adicionalmente, se tiene que considerar la identidad en un contexto multicultural, a la vez que se caracteriza por ser flexible y cordial.

Finalmente, la creación de nuevas experiencias cognitivas que le permitirán enfrentarse a la realidad. Se consideran los ideales del humanismo, los cuales proponen al estudiante como el centro del proceso de aprendizaje, dado que se pretende potencializar sus fortalezas y competencias comunicativas.

Además, el curso contiene aspectos sociolingüísticos como por ejemplo distinguir el grado de formalidad y el registro apropiado según la situación. Estos y otros aspectos surgen de la reflexión de las diferencias culturales que coexisten en los diversos contextos humanos. Estos elementos son necesarios para desarrollar las competencias propias de las personas ciudadanas globales del siglo XXI, mismas que responden a múltiples exigencias de orden personal y profesional.

Otro aspecto relevante es el aprendizaje significativo a través de actividades que reflejen un contexto laboral auténtico y real para las personas estudiantes, así como el desarrollo de tareas que activen y fomenten el conocimiento. Se busca la motivación durante todo el proceso, de forma tal que el aprendizaje adquiera un significado real para cada uno de las personas participantes. Finalmente, se fomenta la aplicación de tecnologías de la comunicación y la información que complementen la práctica docente y el proceso de aprendizaje; para tal efecto, el curso se imparte con apoyo de plataformas y herramientas digitales. En esta misma línea, se enfatiza la interacción, el intercambio de ideas o experiencias por parte de las personas en el proceso de aprendizaje.

La persona docente tiene un rol de experto y acompañante mientras que la persona estudiante es un agente que descubre y construye de manera activa su propio conocimiento. Por lo mismo, la participación en clase no es sólo esperada, sino que requerida y evaluada. Se enfatizan habilidades como el trabajo en equipo y la comunicación asertiva por medio de proyectos, actividades grupales y orales que simulen situaciones propias del contexto laboral. Algunas de las actividades específicas realizadas en la clase son: actividades orales espontáneas, simulaciones de situaciones cotidianas y laborales (guiadas y no guiadas), ejercicios de escucha (multimedia), juegos, autoevaluación, entre otras.

V. ESTRATEGIAS DE EVALUACIÓN

La persona estudiante demuestra su habilidad comunicativa (tanto oral como escrita) a lo largo del curso por medio de las siguientes actividades evaluativas:

Actividad Evaluativa	Porcentajes
Entrevistas (2 de 20% cada una)	40%
Pruebas cortas escritas (2 mínimo, que incluyan gramática aplicada, comprensión auditiva y lectora)	30%
e-Evaluación (tareas, videos, chats, videoconferencias, actividades, foros, diarios de aprendizaje, trabajo colaborativo, entre otros, en el Campus Virtual)	8%
Webinar (asistencia a por lo menos 1)	2%
Presentaciones orales (2 mínimo)	10%
Actividades de escritura (4 entregas mínimo de 2.5% c/u)	10%
TOTAL	100%

a. Entrevistas

Estas son pruebas que se realizan a mediados y a finales del cuatrimestre con el fin de valorar el desempeño y el progreso de la persona aprendiente hacia el alcance de las competencias, así como identificar áreas de mejora en el proceso de aprendizaje.

Para la realización de esta actividad evaluativa se debe contar con al menos dos personas evaluadoras que colaboren como tribunal para llevar a cabo la evaluación. En estas pruebas la sección oral deberá ser grabada. En caso de no tener la posibilidad de contar con una persona co-evaluadora en el momento de la entrevista, se remitirá el audio correspondiente a una persona docente para que proceda con la evaluación del mismo y remita las calificaciones a la persona docente que ejecutó la prueba, para que se pueda hacer el cálculo de la nota final obtenida por la persona estudiante, todo lo anterior utilizando una rúbrica diseñada para esos efectos.

b. Pruebas cortas escritas

En el marco de la evaluación, se implementarán al menos dos pruebas cortas escritas que abarcarán varios aspectos fundamentales del aprendizaje del idioma. Estas pruebas evaluarán la comprensión gramatical y la capacidad para aplicar las reglas gramaticales en contextos prácticos. Además, se incluirán secciones de comprensión auditiva y lectora en estas pruebas, lo que permitirá evaluar la capacidad de la población estudiantil para entender y extraer información tanto de discursos orales, como de textos escritos. Estas pruebas cortas escritas se diseñarán para proporcionar una evaluación integral de las habilidades lingüísticas para aplicarlas en diferentes situaciones de comunicación. Cada prueba deberá tener un valor porcentual de 15% y un mínimo de 25 puntos.

c. e-Evaluación (Desempeño en campus virtual)

Rodríguez Gómez e Ibarra Sáiz (2011) definen la e-evaluación como un “proceso de aprendizaje, mediado por medios tecnológicos, a través del cual se promueve y potencia el desarrollo de competencias útiles y valiosas para el presente académico y el futuro laboral de las personas estudiantes como profesionales estratégicos “(p. 7). Cada estudiante asume la responsabilidad de ingresar al campus virtual oficial de la universidad, el cual se nutre semana a semana de acuerdo con lo que establece el cronograma. La persona docente brindará realimentación constante de los ejercicios como videos, chats, wikis, herramientas educativas en

línea, entre otros realizados en el campus virtual. La persona estudiante debe cumplir con un ingreso de, al menos, dos horas semanales. La persona docente guiará el proceso de interacción, corregirá las tareas asignadas y brindará seguimiento constante a cada estudiante. Todo lo referente al uso del campus virtual se regirá por lo establecido en la normativa y lineamientos institucionales.

d. Seminario en línea (Webinar)

Durante el curso, se publicará una serie de webinars asignados de acuerdo a los niveles de desempeño según el Marco Común Europeo de Referencia para las Lenguas. Estos webinars serán impartidos por las personas docentes del programa, de manera que toda la población estudiantil activa pueda al menos acceder a uno de ellos durante el cuatrimestre. El objetivo de esta actividad es brindar a los aprendientes espacios co-curriculares en el entorno virtual para mejorar sus competencias. Para cumplir con este rubro, la persona estudiante deberá asistir a al menos uno de los webinars impartidos.

e. Presentaciones orales

Para poder avanzar en el uso del idioma, se requiere práctica e interacción constante. Por lo tanto, se calificarán como mínimo dos desempeños orales espontáneos ya sean individuales o grupales, no memorísticos, durante el curso. Se trata de actividades realizadas en clase, que luego las personas estudiantes presentan para ser evaluadas. Por ejemplo: diálogos, entrevistas, dramatizaciones, descripciones de un dibujo, producciones de videos o programas de radio o televisión, transmisión de información, contar una historia, describir objetos o situaciones, improvisaciones, debates, reportes orales, entre otras. Se evaluarán utilizando una rúbrica.

f- Actividades de escritura

Este aspecto evaluativo representa una colección de trabajos y evidencias que reflejan el progreso y el desarrollo de las habilidades lingüísticas en el idioma en el área de la producción escrita. Se pueden incluir trabajos de escritura, como párrafos, composiciones, correos electrónicos o diarios personales escritos en inglés. La complejidad de lo requerido dependerá del nivel de inglés que la persona aprendiente esté cursando. Este proceso debe incorporar corrección gramatical y mejoramiento en el uso de vocabulario a través de la edición constante que se realizará con la guía de la persona docente hasta alcanzar los estándares apropiados para una escritura clara, concisa y pertinente. Estas actividades las deberá realizar la población estudiantil durante su clase. Se deben incluir, al menos, cuatro trabajos escritos.

VI. BIBLIOGRAFÍA:

Centro Virtual Cervantes. (2003). Diccionario de términos clave de Enseñanza de Lengua Extranjeras. Recuperado de http://ele.sgel.es/ficheros/productos/downloads/Diccionario_ELE_422.pdf

Consejo de Europa. (2002). Marco común europeo de referencia para las lenguas: aprendizaje, enseñanza, evaluación. Madrid: Instituto Cervantes-Ministerio de Educación Cultura y Deporte: Anaya. Cambridge. (2014). Cambridge University Press. Recuperado de <http://www.cambridgeenglish.org/learning-english/find-free-resources/>

Gooch, A. (1978). Cassell's Spanish-English, English-Spanish dictionary = Diccionario español-inglés, inglés-español. (Completely rev. and reset ed.). London: Cassell. Linguee | Diccionario español-inglés, entre otros idiomas. (n.d.). Recuperado en Junio 15, 2015, from <http://www.linguee.es/>

Randall's ESL Cyber Listening Lab - For English as a Second Language. (n.d.). Recuperado en Junio 15, 2015, from <http://www.esl-lab.com/>

Rodríguez Gómez, G., e Ibarra Sáiz, Ma. S. (Coord.) (2010). Caracterización de la e-Evaluación orientada al e-Aprendizaje, [documento no publicado]. Madrid: Programa de Formación y Asesoramiento.

VII. WEBGRAFÍA

Academic vocabulary: <https://www.nottingham.ac.uk/alzsh3/acvocab/index.htm>

BBC Learning English: <https://www.bbc.co.uk/learningenglish/>

British Council Learning English: <https://learnenglish.britishcouncil.org/>

Cambridge Dictionary: <https://dictionary.cambridge.org/>

CNN International Edition: <https://edition.cnn.com/>

VIII. CRONOGRAMA

Semana	Resultados de aprendizaje lingüísticos esperados
1	Aspectos académico-administrativos del PIT. Dar y buscar puntos de vista y opiniones personales mostrando una posición negociadora en una conversación cara a cara
2	Expresar arrepentimientos y quejas sobre tareas o temas relacionados con el trabajo en una conversación haciendo uso de un lenguaje sencillo
3	Describir información en un cuadro, gráfico o tabla
4	Hacer comparaciones simples y directas
5	Identificar las partes principales de una presentación oral y consejos de cómo llevarla a cabo con éxito
6	Realizar una presentación oral de manera efectiva
7	Actividad Evaluativa de medio periodo.
8	Identificar e informar oralmente o por escrito los aspectos principales de una charla breve sobre temas relacionados con el trabajo
9	Expresar opiniones y brindar razones sencillas para justificar un punto de vista sobre temas relacionados con el trabajo
10	Interactuar en una reunión al negociar sobre temas relacionados con el trabajo
11	Identificar consejos sobre lo que se debe y no se debe hacer en una entrevista de trabajo / Llevar a cabo una entrevista de trabajo con éxito
12	Escribir el currículo vitae completo
13	Aplicar principios de marca personal como profesional y emprendedor
14	Actividad Evaluativa Final

Course Syllabus
IDIER03 Inglés III

Campus:

Professor:

Course Schedule:

Student Attention Hour:

General competence:

- Communicate orally and in written form on work-related situations using key vocabulary, basic and idiomatic expressions.

Specific competences:

- Interact in different work-related contexts such as making regrets, complaining, giving and justifying opinions, negotiating, identifying the parts of an oral presentation and delivering it, describing charts and comparing information on them.
- Interact in different work-related contexts such as identifying and reporting important aspects from meetings, carrying out a successful job interview, writing a complete resume and applying principles or personal branding.

Transversal Competences:

Show awareness in regards to phonological control (pronunciation and intonation).
Show awareness of grammatical accuracy, in accordance to the level.
Reflect on cultural diversity and intercultural skills
Apply compensation strategies such as repetition and clarification.

Week	Learning Outcome	Content	Learning activities / situations	Can do list
Week 1	Give and seek personal views and opinions, and show a negotiating position, in a face-to-face conversation	<p>Target Vocabulary Giving my personal view or opinion: It seems that..., In my opinion..., As far as I understand..., From my point of view..., As far as I know..., From what I know..., Personally, I think/ believe/consider...</p> <p>Negotiation expressions: I propose/recommend that..., One of the key reasons for this is..., Absolutely, I agree with you because..., I am of the opinion that..., That's a very good point because..., I disagree with you because..., I have some reservations about it because..., Unfortunately, my position is different from yours because..., I'm afraid I can't agree with this because..., I am against...</p>	-Highlight differences between negotiating in Costa Rica and in other countries, by watching a video. They describe the importance of respecting those differences.	<p>Learners can:</p> <p>-express what they think about different situations in formal and informal contexts.</p> <p>-ask, answer questions when giving opinions</p>

		<p>Repetition expressions: (Compensation strategy) (Formal ways): Sorry, I didn't catch that, Would you mind saying that again?, Could you repeat that please? What was that again, please?, Can you say it in another way, please?, Sorry?, Excuse me?, Pardon?, I'm sorry to interrupt but would you mind repeating...? (Informal ways): Huh?, What did you say?, Come again?, What?, Eh?, I didn't get that.</p> <p>Clarification expressions: When you say..., do you mean...? (When you say living abroad, do you mean living in another country?), let me see if I understood correctly, you're saying that..., So, what you're saying is..., So, in other words...</p> <p>Idioms:</p> <ul style="list-style-type: none"> - You have hit the nail on the head (Agreeing) - See eye to eye (To agree with somebody) - Game plan (a strategy or plan for achieving success) - In a nutshell (using as few words as possible to give an opinion) <p>Language Structure Do you think it's? (impolite, rude, crucial, okay, polite)</p> <ul style="list-style-type: none"> - Do you think it's essential to be on time in meetings in Japan? - Do you consider it's okay to shake hands in Asian countries? <p>It's + adjective + infinitive</p> <ul style="list-style-type: none"> - I think it's essential to investigate the target culture. - From my point of view, it's necessary to negotiate with the investors. <p>Gerunds as subjects</p> <ul style="list-style-type: none"> - In Costa Rica, <u>shaking</u> hands is customary. - One of the key reasons for this is that <u>investigating</u> the target culture is essential to make successful businesses. <p>Responses with too and either</p>	<p>-Listen an audio with the expressions recorded.</p> <p>-Create a match classifying some of the expressions into categories.</p> <p>-Comment and give opinions in pairs or trios about work-related situations pasted on the walls.</p> <p>-create a conversation with some expressions provided with different scenarios based on the major.</p>	<p>-agree and disagree with others</p> <p>- show a negotiating position in a face-to-face conversations</p>
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		<div data-bbox="493 115 1339 297" data-label="Complex-Block"> <p>I'm against the motion. I am too.</p> <p>I think it's a good idea. I do too.</p> <p>I can support your ideas. I can too.</p> <p>I'm not in favor. I'm not either.</p> <p>I don't consider that an option. I don't either.</p> <p>I can't help you with the project. I can't either.</p> <p>People also respond with Me too and Me neither (or Me either).</p> </div> <p>Sample Language A: Excuse me Mr. Rodríguez, I have some ideas for the business we're having with the new investors from Solar Panel Inc. B: Hello Carlos, come on in! What are they about? A: Sorry to say this, but I think Karla's ideas are not appropriate. I don't see eye to eye with her. B: I don't either. You're right! Investigating how they make business is crucial to be successful with this new project... Do you think it's a good idea to discuss this situation with the board of directors? A: Absolutely! It's necessary to have a meeting with the board of directors and Karla before they arrive in Costa Rica on July 20th. B: Huh? July 20th? A: Correct! Unfortunately, we don't have enough time. B: Well, it's time to work on our game plan.</p> <p>Online Resources https://impactfulenglish.com/asking-and-giving-opinions/ https://www.englishclub.com/vocabulary/fl-giving-opinions.htm</p>		
Week 2	Express regrets and complaints in work related tasks or topics in a conversation using simple language	<p>Target Vocabulary Situations at work: Negative: be delayed, be late, be so busy, be overloaded at work, change supplier, argue with a co-worker, yell at my boss, quit my previous job, lose my job, be fired, damage the computer or printer, forget a meeting, make a mistake on an invoice, process an order wrongly, deposit wrongly, overcharge a client, be short-staffed at the moment, drive the company's car, live so far, lose a chance or opportunity, have a misunderstanding with someone Positive: be on time, have enough money, have more free time, get a promotion, have a better income, speak more languages, investigate cultures, have a chance or opportunity, be hired, avoid a misunderstanding</p>	<p>-Sociolinguistic appropriateness: Write an email complaining in formal and informal situations or contexts.</p> <p>- Compensation strategies (ask for repetition and clarification): Professor provides roles or cues. Students (in pairs),</p>	<p>Learners can:</p> <p>-express regrets and complaints in a work-related topic</p> <p>-answer to someone's regrets and complaints.</p>

Complaints Expressions: I'm afraid we have a problem..., I'm calling about a mistake..., I just want to complain about..., I have a complaint to make

Verbs in simple past

Simple form	Past
be	was / were
lose	lost
waste	wasted
have	had

Idioms:

- Keep one's eyes on the ball (to give something one's full attention and to not lose focus)
- A long shot (something that has a very low probability of happening)
- Not going to fly (something isn't expected to work out)

Language Structure

What do you regret about?

Making regrets: I regret + -ing

- I regret **yelling** at my boss / I regret **not being** careful before.
- I regret **not checking** it out.
- I regret **not exploring** alternative energy sources more thoroughly before making a major investment in a traditional energy project.
- I regret **not studying** more about sustainable energy sources when I was in school.

Using wish for present regrets: I wish I (past verb)

- I wish I **had** a new chance. I wish I **spoke** English well.
- I wish I **had** more influence to promote renewable energy solutions in my current role.
- I wish I **had** invested in more energy-efficient technologies when we built our facilities.
- I wish there were more funding opportunities available for sustainable energy.

Using wish for complaining: I wish you would _____ / I wish you wouldn't _____

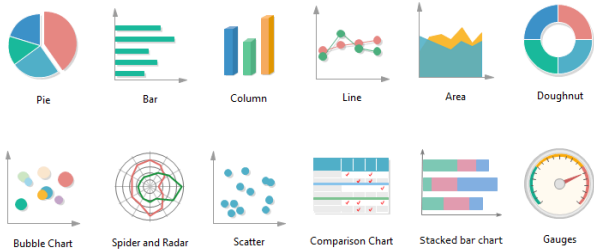
prepare a dialogue on the phone to complain about a given situation. They use compensation strategies in the conversation.

- Cultural awareness: Prepare a role play to demonstrate how to express regret and complain when working with foreigners. Ask students to acknowledge the importance of showing respect when dealing with people from different cultural backgrounds

-Identify if the speakers from an audio are regretting or complaining. Then they get the scripts of the short talks to underline the expressions used.

-(Moving concentric circles activity) Regret and complain orally, by asking to their partners what they regret and complain about. Each student gets

		<ul style="list-style-type: none"> - I wish you wouldn't do that. - I wish you would stop interrupting me. - I wish you would stop wasting energy by leaving the lights on in empty rooms. - I wish you wouldn't be so resistant to use more sustainable materials in our construction projects. - I wish you wouldn't be so focused on short-term profits and would instead prioritize investing in renewable energy solutions. <p>Sample Language A: Jonathan, guess what! Mr. Rodríguez asked me if I could go to the USA for two weeks. There's training for employees from different countries including Costa Rica. This is an opportunity I wouldn't like to lose, but I can't speak English at all. B: Pardon? Are you kidding me? A: Not really! I regret not speaking English well. I didn't take the classes offered last year. B: I'm so sorry to hear that! So, what are you going to do? A: No idea!... I wish I had more free time and enough money. B: Why do you say so? What would you do if you had more free time and some money? A: Well, I would look for a teacher and pay for extra classes. B: I'm sorry my friend, but studying English in a rush is not going to fly! It's late! Next time, you better keep your eyes on the ball! A: It's true. I'm afraid you are right.</p> <p>Sample Language: Employee: Hi, can I talk to you about something? Manager: Sure, what's up? Employee: I'm feeling a bit worried about the new building project we're working on. Manager: Why's that? Employee: Well, I wish we could use more materials that are good for the environment. Like, maybe we could use recycled steel or something? Manager: I see. That's a good idea, but unfortunately, it might be too expensive for us. Employee: Oh, I see. That's a shame. I also think we should try to save energy in the building as much as we can.</p>	a negative work-related situation.	
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		<p>Manager: I agree, that's important. But we also have to be careful not to go over budget.</p> <p>Employee: Yeah, I understand. It's just that I wish we could do more to help the environment. It feels like we're not doing enough sometimes.</p> <p>Manager: I know how you feel. But we'll try our best to balance everything, okay? Thanks for bringing this up.</p> <p>Online Resources Using 'wish' for regrets and other things too! Learn English (ecenglish.com) (Section: Using wish for present regrets and complaints) https://www.eurocentres.com/blog/how-to-express-wishes-and-regrets https://www.teachingenglish.org.uk/teaching-resources/teaching-adults/activities/intermediate-b1/regrets https://www.slideshare.net/teachermercedes/wishes-regrets-and-complaints</p>		
Week 3	Describe the information in a chart, graph or table	<p>Target Vocabulary Types of charts and graphs:</p>  <p>Expressions to describe charts: What is the (chart/graph) about? The pie chart is about..., the bar chart deals with..., the line graph shows..., the slices of the pie chart compare the..., the chart is divided into ____ parts, the graph/chart highlights / illustrates... I was really surprised/shocked by the ..., so we can say...</p> <p>Basic Statistics Vocabulary (See document in the Online Resources Section)</p> <p>Present and past verbs (depending on the information in the graph)</p>	<p>-Compensation strategy: make a conversation including description of data in charts/graphs or tables, and ask for repetition and clarification during the interaction.</p> <p>-Define with their own words what graphs are and mention how they are useful in their field of study.</p> <p>-Identify the different types of graphs, by matching names and illustrations.</p>	<p>Learners can:</p> <ul style="list-style-type: none"> - Describe in oral and written ways information in charts/graphs/tables -Identify the different types of graphs.

Going Up		No Change	
Present	Past	Present	Past
go up	went up	stay the same	stayed the same
rise	rose	remain	remained
increase	increased	constant	constant

Going Down		Up and Down	
Present	Past	Present	Past
decrease	decreased	fluctuate	fluctuated
fall	fell	flutter	fluttered

Time expressions: in 1990, in November, from 1995 to 2000, from April to September, for three months, since 2005

Idioms:

- Raise the bar (to set standards or expectations higher)

Language Structure

General and specific use of quantifiers

General	Specific	
All students study accounting.	All (of) the students in my class study HR.	All of us...
Most students need to know a language.	Most of the students in the chart know English.	Most of them...
Some students are good at numbers.	Some of the students in the pie chart aren't.	Some of them...
A few people like to study mandarin.	A few of my classmates prefer to study English.	A few of us / them...
No students study medicine.	None of the students in my class study medicine.	None of them...
But		
A lot of people studied in 2014.	A lot of the people at UTN studied and worked in 2014.	

Sample Language

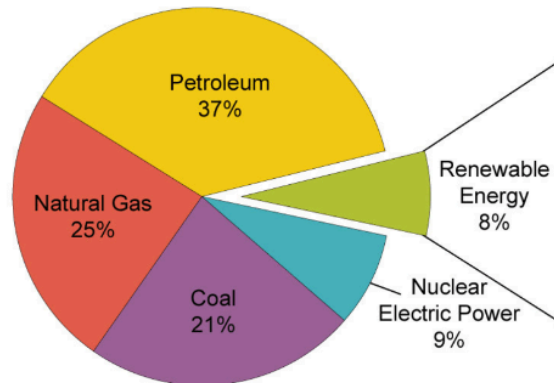
-Classify expressions in *going up, going down, no change* and *up and down* to describe trends in graphs.

-Describe in oral and written ways charts and graphs, using different expressions to introduce the topic, describe details and trends, and conclude the presentation. (Graphs are pasted on the walls for the oral part in order to walk around)

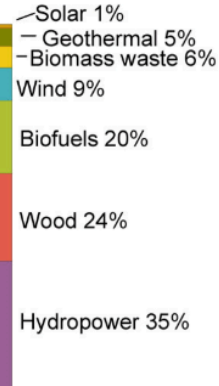
-Fill in the blanks with expressions and quantifiers to describe graphs and charts.

U.S. Energy Consumption by Energy Source, 2009

Total = 94.578 Quadrillion Btu



Total = 7.744 Quadrillion Btu



Note: Sum of components may not equal 100% due to independent rounding.

Source: U.S. Energy Information Administration, *Annual Energy Review 2009*, Table 1.3, Primary Energy Consumption by Energy Source, 1949-2009 (August 2010).

U.S. Energy Information Administration / Today

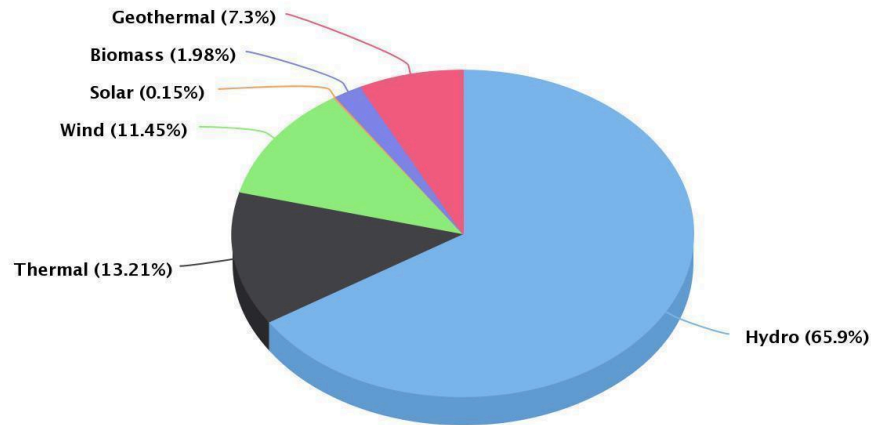
A: Excuse me! What is the pie chart about?

B: The pie chart illustrates the number of energy consumption wasted in the United States in 2009. As you can see the most popular was Petroleum. Natural gas accounted for about one-fourth our energy consumption, and coal was responsible for around one-fifth. In that time, renewable energy was mentioned but not very used.

A: Wow! Your presentation raised the bar. Thank you so much!

Installed capacity of electric generation by source in Costa Rica

June 2020 – 3,587.7 MW



BNamericas with data from Cence/ICE

A: Excuse me! What is the pie chart about?

B: The pie chart illustrates the number of installed capacity of electric generation by source in Costa Rica. This information was published in June 2020. The largest slice of the pie is colored blue and labeled hydro. It is the source most used with 65.9%. The next largest slice is colored black labeled thermal, it decreased to 13.21%. The third largest is colored green representing an 11.45% with the wind and finally the geothermal with a 7.3% in color red. According to this graph, the least sources to create electricity are biomass and solar sources.

A: Wow! Your presentation raised the bar. Thank you so much!

Online Resources

[Describing charts in English \(englisch-hilfen.de\)](https://www.english-hilfen.de/)

[How to describe charts, graphs, and diagrams in the presentation \(preply.com\)](https://preply.com/)

[Basic statistics vocabulary.pdf \(umt.edu\)](https://www.umt.edu/)

https://www.elanguages.ac.uk/los/eap/introduction_to_describing_graphs_and_tables.html

<https://www.bnamericas.com/en/news/costa-ricas-ice-cools-distributed-generation-push>

Week 4 Make simple and direct comparisons

Target Vocabulary

Short Adjectives: tall, short, cheap, nice, easy, big, hard, fast, old, new, hot, cold, busy, high, long, large, small, healthy, funny, safe

Long Adjectives: interesting, expensive, convenient, affordable, populated, important, significant, popular, crowded, pleasant, dangerous, visited

Language Structure

	Adjective	Comparative	Superlative
Short Adjectives	Old Tall Cheap	Older than... Taller than... Cheaper than...	The oldest... The tallest... The cheapest...
Short Adjectives with C+V+C <small>C: consonant V: vowel</small>	Big Hot Wet	Bigger than... Hotter than... Wetter than...	The biggest... The hottest... The wettest...
Adjectives ending in -y	Easy busy	Easier than... Busier than...	The easiest... The busiest...
Long Adjectives	Expensive Populated Dangerous	More expensive than... More populated than... More dangerous than...	The most expensive... The most populated... The most dangerous...
Irregular Adjectives	Good Bad Far	Better than... Worse than... Farther than...	The best... The worst... The farthest...

Comparative:

- Renewable energy sources **are more popular than** fossil fuels because they are sustainable.
- Fossil fuels **are still cheaper than** renewable energy sources.
- The cost of renewable energy technologies is **more competitive**.
- Solar and wind power **are more reliable** than they used to be.
- Solar and wind power **are more competitive** with traditional energy sources.

Superlative:

- Solar power is one of **the cleanest** and **the most sustainable** forms of energy.
- Geothermal energy is one of **the most reliable** renewable energy sources.

-Describe a set of images, by mentioning adjectives they already know.

-Compare cultural differences keeping in mind the importance of recognizing those differences.

-Choose True or False for the statements of a conversation. They justify the false answers.

-Identify comparing sentences in a conversation, highlighting comparative and superlative using different colors.

-Compare products orally.



-Write sentences comparing information in a table or graph.

Learners can:

-Make comparisons in an oral and written way

- Write sentences comparing information in a table or graph.

-Read and understand a text with comparisons

		<ul style="list-style-type: none"> - Batteries are one of the most popular and widely used energy storage solutions. - Hydroelectric power is one of the most established forms of renewable energy. - Nuclear power is one of the most controversial forms of energy. <p>Sample Language</p> <p>A: What is the most reliable source of energy for you? B: For me, solar and wind power are becoming more reliable than they used to be, making them more competitive with traditional energy sources. What do you think? A: Fossil fuels are still cheaper than renewable energy sources, the cost of renewable energy technologies is becoming increasingly competitive. B: I think Solar power is one of the cleanest and most sustainable forms of energy. We need to change our minds. A: You're right!</p> <p>Online Resources</p> <p> > Grammar: Comparatives and Superlatives - Inglés de Negocios  aulafacil.com https://www.albert.io/blog/comparatives-and-superlatives/ https://www.lingobest.com/free-online-english-course/superlative-adjectives-exercises-examples/ https://dictionary.cambridge.org/grammar/british-grammar/comparison-adjectives-bigger-biggest-more-interesting</p>	-Fill in the blanks properly with the missing information.	
Week 5	Identify the main parts of an oral presentation and tips on how to carry it out successfully	<p>Target Vocabulary</p> <p>Introducing the topic: The subject/topic of my talk is..., I'm going to talk about..., My topic today is about...</p> <p>Outline of presentation: I'm going to divide this talk into (<u>four</u>) parts. There are a number of points I'd like to mention, I'd like to begin/start by..., First of all, I'll..., Then I'll go on to..., Next..., Finally...</p> <p>Starting a new section: The next issue/topic I'd like to focus on..., Now we'll move on to..., I'd like now to discuss...</p>	<p>-Mention the main parts of an oral presentation (Introduction, body and conclusion)</p> <p>-Explain with their own words what each part of the presentation is about.</p>	<p>Learners can:</p> <p>-identify the main parts of an oral presentation</p> <p>-use appropriate expressions in each</p>

	<p>Giving examples: For example..., a good example of this is..., to illustrate this point..., to give you an example...</p> <p>Paraphrasing and clarifying: In other words..., So what I'm saying is..., To put it more simply... To put it another way...</p> <p>Summarizing and concluding: To sum up..., To summarize..., Let's summarize briefly what I said..., To conclude..., In conclusion...</p> <p>Invitation to discuss / ask questions: I'm happy to answer any question, Does anyone have any comments or questions? Please feel free to ask questions. Would you like to ask any questions? Any questions?</p> <p>Connectors: also – first – because – as a result – however – second – due to – besides</p> <p>Tips for improving your presentation skills: have a positive mindset, prepare, practice speaking in front of others, involve your audience, dress for the occasion, use less text and more visuals in your presentation, be passionate and engaging, keep eye contact with your audience, focus on confident body language, keep your presentation as short as possible, speak loudly, speak slowly and clear, keep a good voice projection, not to rush, keywords are important, use pauses, keep good time management</p> <p>Language Structure Giving tips/suggestions: I need to make a presentation, what should I do? You should... / You shouldn't... - You should use less text and more visuals / You shouldn't be in a rush. You could... - You could use a better tool to make your presentation. You need to... - You need to have a positive mindset. You'd better... / I'd better not... - I'd better not wear casual clothes. Right? Why don't you...? - Why don't you use Genially? I think it's better than Power Point Don't forget to ... - Don't forget to keep eye contact with your audience.</p> <p>Sample Language</p>	<p>-Ask for and make suggestions to carry out oral presentations successfully.</p> <p>-Classify expressions used to introduce a topic, outline a presentation, start a new section, give examples, etc.</p> <p>-Paraphrase and explain in trios short readings on how to make good oral presentations.</p>	<p>part of the presentation.</p> <p>-share tips on how to give a successful oral presentation</p>
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		<p>A: Karol, can you make oral presentations? I have to deliver one next week, but I don't know what to do. This is my first time.</p> <p>B: Yes, I can. I always make presentations for my classes. I can help you with some tips.</p> <p>A: Really? Thanks a lot for your help. Tell me, what should I do?</p> <p>B: Why don't you relax? You look anxious....</p> <p>First of all, I will send you by email some expressions you can take advantage of to divide and deliver your topic successfully. Besides, you will see what the parts of the presentation are and what you need to consider for each one. That article explains step by step what you need to do.</p> <p>A: I see! I will read it. What else should I do?</p> <p>B: Well, there are some essential aspects to keep in mind when presenting. You should have a positive mindset. Also, there are many technological tools you can use, I think you could use Genially. It's nice and easy to use. Besides, you'd better dress properly and don't forget to keep eye contact with your audience.</p> <p>A: I'll keep all this information in mind and put it into practice. Thank you so much Karol.</p> <p>B: Oh, I forgot to tell you, you should practice your presentation before the conference. Practicing it will make you feel better and relaxed.</p> <p>Online Resources</p> <p><u>9 Tips for Improving Your Presentation Skills For Your Next Meeting – Venngage</u></p> <p><u>(25) How to prepare your oral presentation – YouTube</u></p> <p><u>How to prepare an oral presentation – ppt download (slideplayer.com)</u></p> <p><u>https://www.slideshare.net/VikasJangir2/presentation-on-green-energy</u></p>		
Week 6	Deliver an oral presentation effectively	<p>Target Vocabulary Same as week 5</p> <p>Sample Language "Hello everyone, today I'm going to talk about the benefits of solar energy. Solar energy is a type of renewable energy that comes from the sun. It's</p>	<p>-Apply all the suggestions provided previously in a real delivery of an oral presentation.</p> <p>-Highlight good aspects from their peers'</p>	<p>Learners can:</p> <p>-Deliver a complete and clear oral presentation.</p>

		<p>becoming more and more popular around the world because it's clean, efficient, and cost-effective.</p> <p>One of the biggest benefits of solar energy is that it doesn't produce any greenhouse gas emissions. This means that it doesn't contribute to global warming and climate change like fossil fuels do. In addition, solar energy is abundant and widely available, so it can help reduce our dependence on non-renewable sources of energy.</p> <p>Another benefit of solar energy is that it can save you money on your energy bills. Once you install solar panels on your roof, you can generate your own electricity for free. And if you generate more electricity than you use, you can sell it back to the grid and earn money.</p> <p>Finally, solar energy is very reliable and low-maintenance. Once you install your solar panels, you don't have to worry about them breaking down or needing constant repairs. They can last for decades and provide you with clean, renewable energy for years to come.</p> <p>In conclusion, solar energy is a great source of renewable energy that has many benefits. It's clean, efficient, cost-effective, and reliable. If you're interested in reducing your carbon footprint and saving money on your energy bills, I encourage you to consider installing solar panels on your home or business. Thank you for listening."</p> <p>Would you like to ask any questions?</p> <p>Online Resources How to deliver an oral presentation - PMC (nih.gov)</p> <p>Oral presentation LearnEnglish Teens - British Council</p> <p>The 10 Golden Rules for Successful Business Presentations (proenglish.ch)</p> <p>https://journals.openedition.org/sapiens/823</p>	<p>presentation and make new suggestions on how to improve their presentations. (Peer evaluation)</p>	<p>-Understand clear, standard speech on familiar matters directed at them</p>
Week 7	Midterm evaluation activity			

20%										
Week 8	Identify and report orally or in a written form the main points of a short talk on work related topics	Target Vocabulary Same as previous weeks	<div>-Explain with their own words what reporting is.</div> <div>-Read a conversation and identify the expressions in which the speakers report.</div> <div>-Write sentences reporting what others said. (reading)</div> <div>-Identify the correct answers in a True / False activity, by listening to a conversation. They correct the false options.</div> <div>-(Moving concentric circles activity) ask for and report orally to their partners what others have said. Each student gets a situation to say.</div>	Learners can: <div>-Make themselves understood and communicate ideas and information on familiar topics.</div> <div>-Ask and answer simple questions about an event</div> <div>-Report the main points of a short talk</div> <div>-Write sentences reporting what others said</div> <div>-Understand what is said clearly and report it</div>						
		Idioms: <div><div>- By the book (to do things exactly according to the rules or the law)</div><div>- Get down to business (stop making small talk and start talking about serious business topics)</div></div> Language Structure What did <i>he/she</i> say? / What did <i>he/she</i> tell you? “know” + wh – clause <div><div>- Do you know what he/she said?</div><div>- Do you know what the boss asked in the meeting?</div></div> Reported Speech <table><tr><th>Direct Speech</th><th>Reported Speech</th></tr><tr><td>Simple Present <i>Luis: The presentation <u>is</u> about Teamwork.</i></td><td>Simple Past He said (that) the presentation <u>was</u> about Teamwork.</td></tr><tr><td><i>Lisa: I <u>wait</u> patiently for the invoices.</i></td><td>Lisa said (that) she <u>waited</u> patiently for the invoices.</td></tr><tr><td>Present Continuous <i>Boss: He <u>is making</u> a good report.</i></td><td>Past Continuous The boss told me (that) he <u>was making</u> a good report.</td></tr><tr><td><i>Pedro: She <u>is attending</u> a meeting.</i></td><td>Pedro said that she <u>was attending</u> a meeting.</td></tr></table> Sample Language <div><div>A: Carmen, did you go to the meeting this morning? I couldn't attend it because I was still on my way to the office. There was an accident.</div><div>B: Hi Laura! Sorry, could you repeat that again please?</div><div>A: I asked you if you attended the meeting this morning.</div><div>B: Yes, I did. It was a quick meeting.</div><div>A: What did Mr. Rodríguez say?</div><div>B: He asked what our tasks were. Three of us mentioned what we had to do this morning.</div><div>A: Do you know what Mario said about the reports?</div></div>			Direct Speech	Reported Speech	Simple Present <i>Luis: The presentation <u>is</u> about Teamwork.</i>	Simple Past He said (that) the presentation <u>was</u> about Teamwork.	<i>Lisa: I <u>wait</u> patiently for the invoices.</i>	Lisa said (that) she <u>waited</u> patiently for the invoices.
Direct Speech	Reported Speech									
Simple Present <i>Luis: The presentation <u>is</u> about Teamwork.</i>	Simple Past He said (that) the presentation <u>was</u> about Teamwork.									
<i>Lisa: I <u>wait</u> patiently for the invoices.</i>	Lisa said (that) she <u>waited</u> patiently for the invoices.									
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<i>Pedro: She <u>is attending</u> a meeting.</i>	Pedro said that she <u>was attending</u> a meeting.									

	<p>B: He said that he was making a report about the last visit to Solar Panel Inc.</p> <p>A: I see!... We are working together on that. I don't know why he didn't say that.</p> <p>B: Who knows!</p> <p>A: I will ask him about it... What about Lisa and you?</p> <p>B: Lisa told us that she had a presentation. She said that it was about the benefits of solar energy and I said that I had to prepare another about renewable energy sources. They were really interested in both topics.</p> <p>A: That sounds good! Well, I'll talk with Mr. Rodríguez to explain why I couldn't be on time. I know that he appreciates when we do everything by the book.</p> <p>B: Yeah, I know that.</p> <p>Sample language:</p> <ul style="list-style-type: none"> - John said that energy efficiency is an important topic in the field of energy resources management engineering. He explained that energy efficiency means using less energy to do the same amount of work, and that it's important because it can help reduce greenhouse gas emissions and save money on energy bills. - According to John, there are many ways to improve energy efficiency in buildings, such as using energy-efficient light bulbs, installing insulation, and upgrading heating and cooling systems. He also mentioned that energy-efficient appliances and equipment, like refrigerators and computers, can help reduce energy consumption in homes and offices. - John emphasized that energy efficiency is not only good for the environment, but also for the economy. He said that by reducing energy consumption, we can save money on energy bills and invest in other important areas, like education and healthcare. <p>Online Resources</p> <p><u>REPORTED SPEECH: Verb Tense Changes Direct and Indirect Speech in English – YouTube</u></p> <p><u>Reported speech: Qué es y cómo utilizarlo English Live Blog (ef.com)</u></p>		
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<div>Week 9</div>	<div>Express their opinions and give simple reasons to justify a viewpoint on work-related topics</div> <div>Interact in a meeting by negotiating on a work-related environment (Previous week 10)</div>	<div>Target Vocabulary</div> <div>Repetition and clarification expressions from week 1</div> <div>Giving my personal view or opinion: It seems that..., In my opinion..., As far as I understand..., From my point of view..., As far as I know..., From what I know..., Personally, I think/ believe/consider...</div> <div>Giving reasons expressions: Because/Because of, The reason (for this) is..., In order to, why..., as a result of, for, due to</div> <div>Adjectives ending -ed: confused, annoyed, bored, disappointed, excited, frightened, surprised, tired, shocked, interested, amused, challenged, embarrassed, relaxed, depressed, satisfied, worried, terrified, fascinated.</div> <div>Adjectives ending – ing: confusing, annoying, boring, disappointing, exciting, frightening, surprising, tiring, shocking, interesting, amusing, challenging, embarrassing, relaxing, depressing, satisfying, worrying, terrifying, fascinating.</div> <div>Idioms:</div> <div><div><div>- The elephant in the room (an obvious problem or controversial issue that no one wants to discuss)</div><div>- Think out of the box (to think of creative, unconventional solutions instead of common ones)</div><div>- Up in the air (something is undecided or uncertain)</div></div></div> <div>Language Structure</div> <div>Participles as Adjectives</div> <table><tr><th colspan="2">Participles as Adjectives</th></tr><tr><th>-ed</th><th>-ing</th></tr><tr><td>(It is used to describe how people feel about something or someone)</td><td>(It is used to describe something or someone)</td></tr><tr><td>He was <i>embarrassed</i> when he didn't make it to the meeting.</td><td>I don't like that online posting. It's <i>embarrassing</i>.</td></tr><tr><td>I feel <i>interested</i> in learning more about that project.</td><td>The manual is so <i>interesting</i>. That explains everything.</td></tr><tr><td>I am <i>excited</i> with the online posting.</td><td>I think that investigating is <i>exciting</i>. How about you?</td></tr><tr><td>The new promotion makes me feel <i>satisfied</i>.</td><td>Being on vacation is <i>satisfying</i>.</td></tr></table> <div>Adverbs before adjectives and adverbs</div>	Participles as Adjectives		-ed	-ing	(It is used to describe how people feel about something or someone)	(It is used to describe something or someone)	He was <i>embarrassed</i> when he didn't make it to the meeting.	I don't like that online posting. It's <i>embarrassing</i> .	I feel <i>interested</i> in learning more about that project.	The manual is so <i>interesting</i> . That explains everything.	I am <i>excited</i> with the online posting.	I think that investigating is <i>exciting</i> . How about you?	The new promotion makes me feel <i>satisfied</i> .	Being on vacation is <i>satisfying</i> .	<div>-Recognize the differences between giving opinions in Costa Rica and giving opinions abroad.</div> <div>-Debate using simple sentences about work-related topics.</div> <div>-Comment and justify briefly in pairs their points of view about different online postings pasted around the classroom.</div> <div>-Predict what people's opinions will be about different situations in an audio.</div> <div>-Read texts about people's opinions and carry out activities.</div> <div>-Express their opinions and give simple reasons in a wordwall game. (They get the link of the game and play in pairs)</div> <div>-Discuss about business etiquette when negotiating with Costa Rican people and foreigners.</div>	<div>Learners can:</div> <div>-Express and justify their opinion</div> <div>-Read and understand texts with opinions and react to them</div> <div>-React to a work-related issue in a written way</div> <div>-Interact in a meeting being able to negotiate</div> <div>-Be socially and culturally appropriate when negotiating in a meeting</div>
Participles as Adjectives																		
-ed	-ing																	
(It is used to describe how people feel about something or someone)	(It is used to describe something or someone)																	
He was <i>embarrassed</i> when he didn't make it to the meeting.	I don't like that online posting. It's <i>embarrassing</i> .																	
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I am <i>excited</i> with the online posting.	I think that investigating is <i>exciting</i> . How about you?																	
The new promotion makes me feel <i>satisfied</i> .	Being on vacation is <i>satisfying</i> .																	

Adverbs before adjectives and adverbs	
Use absolutely, incredibly, extremely, very, really, so, pretty, and fairly to make some adjectives and adverbs stronger.	<ul style="list-style-type: none"> - I'm surprised because the person who designed the posting is incredibly talented. - It seems that the invoices are really well. I feel satisfied because of your commitment.
The expression at all makes negatives stronger.	- That online posting makes feel disappointed. It's boring and unprofessional at all .
Completely and totally mean 100%.	- Her job is totally satisfying. I feel excited due to her effort.

Sample Language

A: Hey Mario! Look at this quote "It's important to invest in renewable energy sources like solar and wind power." What do you think?

B: For sure, renewable energy is clean and sustainable, and it can help reduce our dependence on fossil fuels, which are harmful to the environment. Now, what do you think about the quote "I believe that electric vehicles are the future of transportation."

A: Absolutely! Electric vehicles are clean and efficient, and they can help reduce air pollution and dependence on fossil fuels. As the technology improves and becomes more affordable, more people will switch to electric cars.

Tom: Hey John, what do you think about the use of natural gas as an energy source?

John: Well, I think natural gas can be a good transitional fuel as we move towards cleaner energy sources.

Tom: What do you mean by transitional fuel?

John: I mean that while we work on developing and implementing more sustainable energy sources like wind and solar power, natural gas can help bridge the gap and reduce our dependence on coal and oil.

Tom: But isn't natural gas still a fossil fuel? And doesn't it release greenhouse gasses when it's burned?

John: Yes, that's true. However, natural gas emits less carbon dioxide than coal and oil, so it's a relatively cleaner option. Plus, it can be used to generate electricity more efficiently than coal, which means less energy is wasted.

Tom: I see your point. But what about the environmental risks associated with natural gas extraction, like fracking?

-Extract from a meeting video the expressions used to negotiate and predict what the final decision will be.

-Identify in short talks if the parties negotiating agree or disagree.

-Read and unscramble a conversation in order to underline the expressions used.

	<p>John: That's definitely a concern, and we need to make sure that natural gas is extracted safely and responsibly. But if we can do that, I think natural gas can be a useful part of our energy mix as we work towards a more sustainable future.</p> <p>Tom: Totally!</p> <p>Online Resources <u>-ing or -ed? Participles as Adjectives Learn English (ecenglish.com)</u></p> <p><u>Ways of Giving Reasons in English - My Lingua Academy (myenglishteacher.co.uk)</u></p> <p>Target Vocabulary Repetition and clarification expressions from week 1 Negotiation expressions: I propose/recommend that..., One of the key reasons for this is..., Absolutely, I agree with you because..., I am of the opinion that..., That's a very good point because..., I disagree with you because..., I have some reservations about it because..., Unfortunately, my position is different from yours because..., I'm afraid I can't agree with this because..., I am against...</p> <p>Negotiation of price, dates and discounts expressions:</p> <ul style="list-style-type: none"> - How much is/are _____? It's /They're _____ - How much does it/do they cost? It costs/ They cost _____ - What's your best price? - How far can you come down in price? - How much will you reduce the price if I pay cash? - Is there any discount on this? - What's your final offer? - Let me run the numbers and get back to you - It's a deal <p>Time expressions: in <u>November</u>, from <u>April</u> to <u>September</u>, from <u>Tuesday</u> to <u>Friday</u>, for <u>two weeks</u>, on <u>Monday</u>, on <u>August 20th</u></p> <p>Useful words and phrases: fixed budget (a maximum amount you can afford to pay), to shop around (to look at many places), discount (reduced price), how much you are willing to go (how much more will you spend, how much more will you offer above the asking price), showroom (a place where goods are displayed)</p>	
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Idioms:

- Shoot something down (to reject something / e.g., an idea or a proposal)
- Stand one's ground (to not change one's opinion or position)
- Twist someone's arm (to convince someone to do something that he or she does not want to do)
- Be on the same page (to be in agreement about something)

Language Structure

Does too / doesn't either; so does / neither does

Tips on form and usage		
	Examples	Explanations
1.	- Both Mr. López and Luis agree with the project. <i>(Mr. López agrees with the project. Luis agrees with the project)</i>	You can combine two positive statements using both ... and ... to describe what two people have in common.
2.	- Neither Mr. López nor Luis agrees with her idea. <i>(Mr. López doesn't like her idea. Luis doesn't like her idea)</i>	You can combine two negative statements using neither ... nor ... to describe what two people have in common.
3.	-My boss likes to provide ideas and so do I. and I do too. -I like to provide ideas and so does my boss. and my boss does too. <i>(My boss likes to provide ideas. I like to provide ideas)</i>	You can combine two positive statements using so do / so does or do too / does too .
4.	-My co-worker doesn't have a computer and neither do I. and I don't either. -I don't have a computer and neither does my co-worker. and my co-worker doesn't either. <i>(My co-worker doesn't have a computer. I don't have a computer)</i>	You can combine two negative statements using neither do / neither does or don't either / doesn't either .
5.	-Karla is good at negotiating and so am I. -My boss was interested in the project and so was I. -Karla had a training about Marketing and so did I. -The board of directors didn't work on that and I didn't either.	The verb tenses in the two parts of the sentence should match.

Sample Language

A: Hello, it's nice to meet you in person so we can talk about your new project. Can you tell me a little more? What would you like to accomplish?

B: We'd like to offer training to all of our staff. Both the CEO and I want them to be great negotiators! That's why we're having this meeting.

A: That sounds like a wonderful idea. And how can we help you reach your goals?

B: We're interested in a full-time immersion for our entire team. We'd like to focus on just this skill for one week at least.

		<p>A: So, if I understand you correctly, you'd like your renewable energy engineers' team to focus only on this training, during all of their normal working hours. For a week or perhaps more. Is that right?</p> <p>B: Yes, but we can only do it during one of the weeks when their tasks are usually slow. But yes, that's the idea and, neither Saturdays nor Sundays are available for the training, so that would be from Monday to Friday.</p> <p>A: That's definitely something we can do. We can offer you a one-week training session with those conditions. We'll add a second trainer so that your team can work in small groups. What do you think?</p> <p>B: Great! But since we're a large team and we are planning our training well in advance, I was wondering if you could also provide us with an extra session on international renewable source trends. For the same price...</p> <p>A: I think I should talk with my boss about it.</p> <p>B: How much does it cost?</p> <p>A: Let me run the number with her and get back to you. I'll try to twist her arm.</p> <p>Online Resources How to negotiate price in English - Learn English with Harry 🗨️ (englishlessonviaskype.com) Business Negotiations in English + dialogue and 9 expressions (christinarebuffet.com) Jevremović: Negotiation models as tools for teaching business English Inter Alia, 2 (edus.si) So / Neither / Either / Too Expressions (grammarbank.com)</p>		
Week 10	<p>Identify tips on the do's and don'ts at a job interview. Carry out a job interview successfully</p>	<p>Target Vocabulary Tips for a job interview:</p> <ul style="list-style-type: none"> - Do's: keep a clear speaking voice that easily be understood, make a good first impression, listen and respond accordingly, sell your strengths and expertise, dress appropriately, arrive at least 10 minutes prior to the interview start time, maintain good eye contact and body language during the interview, ask for clarification if you don't understand a question, exhibit a positive attitude, research the company and position you're interested in. - Don'ts: don't make negative comments about previous employers, don't give the impressions you are only interested in salary, don't be 	<p>-Identify etiquette in job interviews with Costa Ricans and foreigners through a couple of conversations.</p> <p>-Extract from a conversation the tips provided for a job interview and provide more examples.</p>	<p>Learners can:</p> <p>-ask and answer simple questions in a job interview about what they do at work.</p> <p>-make themselves understood in an interview and</p>

		<p>unprepared for typical interview questions, don't exhibit frustrations or a negative attitude, don't chew gum or smell like smoke, don't allow your cellphone to sound during the interview.</p> <p>Topics for job interview:</p> <ul style="list-style-type: none"> - Professional goals / future plans: grow up personal and professionally, learn new skills, get training to sharpen my skills, improve my public speaking and presentations, get better at time management, find new challenges in my job position, experience career stability, get a promotion, be an intern with a large company to gain experience, start my own business, earn more degrees or certifications, become a qualified professional, become an expert in my field, reach a leadership position, win a prestigious award in the industry. <p>Possible Job Interview Expressions:</p> <ul style="list-style-type: none"> - Could you please introduce yourself? / Tell me about yourself - Could you tell me about your Educational Background? I have a degree in... / I majored in ... / I did a master's in ... / I studied for ... at ... - Why are you a good fit for this job? I am a good fit for this job because ... - What are you looking for in a new position? I see this job as an opportunity to... - How have your previous jobs prepared you for this one? I have ... years of experience in ... / I worked for ... and learned how to ... - Can you describe some of your soft skills? I think the most valuable skills I have are ... because ... - What are your future plans as a professional? I am going to ... - Do you have any questions about the company? <p>Idioms:</p> <ul style="list-style-type: none"> - Learn the ropes (learn the basics of something) - No-brainer (something that is really obvious or easy) - Rock the boat (to do or say something that will upset people or cause problems) <p>Language Structure Consider the structure to give tips/suggestions from week 5</p>	<p>-Give examples of possible job interview questions</p> <p>-Read and unscramble a job interview conversation</p> <p>-Carry out a job interview in a classroom job fair.</p>	<p>communicate ideas and information on familiar topics.</p>
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Present Perfect for Job Interviews

Simple form	Past participle
Work	Worked
Travel	Traveled
Study	Studied
Learn	Learned
Want	Wanted
See	Seen
Read	Read
Meet	Met
Have	Had
Teach	Taught

Present Perfect
Past experiences and achievements with no specific time mentioned
<i>Form: has/have + past participle</i>
<ul style="list-style-type: none">- I have read about this company.- I have had three job interviews before.

Sample Language

Interviewer: Thank you for coming in today. Can you tell us about your experience in energy resources management engineering?

Candidate: Yes, I have a bachelor's degree in energy engineering, and I have worked for two years as an energy analyst for a renewable energy company.

Interviewer: That's great. Can you give an example of a project you worked on that demonstrates your skills in this field?

Candidate: Sure. One project I worked on involved analyzing energy consumption patterns in a commercial building and developing a plan to improve energy efficiency. We were able to reduce energy consumption by 20% and save the company thousands of dollars on their energy bills.

Interviewer: Impressive. How do you stay up to date on new developments in the field of energy resources management engineering?

Candidate: I like to attend conferences and workshops, and I also keep up with industry publications and news. I believe it's important to stay informed and constantly learning in this field.

Interviewer: Excellent. Do you have any questions for us about the position?

Candidate: Yes, I was wondering what types of projects the company is currently working on in the area of energy resources management engineering.

Interviewer: We are currently focused on developing energy storage systems for renewable energy sources, and also working on implementing energy-efficient technologies in commercial and residential buildings.

Candidate: That sounds like an exciting and important work. I look forward to potentially being a part of it.

Interviewer: Can you describe some of your soft skills?

		<p>Candidate: I think the most valuable skill I have is leadership. Working with others has taught me how to respect differences among people and become a model to follow for them.</p> <p>Interviewer: That's a good point. Well Miss, thank you for attending your job interview.</p> <p>Online Resources English Grammar Present Perfect for Job Interview Success (allearsenglish.com)</p> <p>Advice From an Expert: TEFL Interview Questions & How to Answer Them – BridgeUniverse – TEFL Blog, News, Tips & Resources</p> <p>Interviewing Dos & Don'ts Career and Professional Development Virginia Tech (vt.edu)</p> <p>12 Powerful Words To Use in an Interview Indeed.com</p> <p>English vocabulary to describe educational background for job interviews exercise Blair English</p>		
Week 11	Write a complete resume or CV	<p>Target Vocabulary Differences between CV and resume in USA Curriculum Vitae (CV): It's supposed to go through your whole life, your whole work history, academic accomplishments, publications, etc. Most CVs tend to be 2-3 pages long, but it can even exceed the number of pages depending on how much experience you have. It's usually used for an academic or federal position. Resume: It's a summary of you as a professional, so it should be as short as possible. Resumes tend to be 1-2 pages in order to list relevant information. It is good to add a <i>cover letter</i> to your application that would complement all the skills that you have mentioned in your resume. It can be used for all jobs, except the academic or federal ones. *Almost everywhere around the world, CV and resume are used as synonyms. Your CV or resume should include: <ul style="list-style-type: none"> - Contact information (name, address, mobile number, email, nationality, date of birth) (A picture is not included) </p>	<p>Explain with their own words what a CV or resume is.</p> <p>-Predict the difference between CV and Resume in USA and Costa Rica.</p> <p>-Study the use of cover letter</p> <p>-Mention the aspects they consider necessary to include in a resume.</p>	<p>Learners can:</p> <p>-make a complete resume or CV</p>

	<ul style="list-style-type: none">- Objective- Educational Background (Associate's Degree, Bachelor's Degree, Master's Degree, Doctorate / PhD) <table><tr><td>Academic Accomplishments</td><td>Academic Awards</td></tr><tr><td>Academic Competitions</td><td>Academic Honors</td></tr><tr><td>Academic Majors / Minors</td><td>Certificates</td></tr><tr><td>Certifications</td><td>Class Rank</td></tr><tr><td>Degrees</td><td>Enrichment Activities</td></tr><tr><td>Grades / GPA</td><td>Major Projects</td></tr><tr><td>Non-academic Accomplishments (e.g. accomplishments in school sports)</td><td>Papers Published</td></tr><tr><td>Participation in School Life / Student Government</td><td>Professional Qualifications</td></tr><tr><td>Professional Training</td><td>Research Conducted</td></tr><tr><td>Schools Attended & Dates</td><td>Things You Learned / Studied</td></tr><tr><td>Training Programs</td><td>Workshops</td></tr></table> <ul style="list-style-type: none">- Work experience- References <p>Video Resume:</p>	Academic Accomplishments	Academic Awards	Academic Competitions	Academic Honors	Academic Majors / Minors	Certificates	Certifications	Class Rank	Degrees	Enrichment Activities	Grades / GPA	Major Projects	Non-academic Accomplishments (e.g. accomplishments in school sports)	Papers Published	Participation in School Life / Student Government	Professional Qualifications	Professional Training	Research Conducted	Schools Attended & Dates	Things You Learned / Studied	Training Programs	Workshops	<p>-Use an online template to practice how to make their CV or resume</p>	
Academic Accomplishments	Academic Awards																								
Academic Competitions	Academic Honors																								
Academic Majors / Minors	Certificates																								
Certifications	Class Rank																								
Degrees	Enrichment Activities																								
Grades / GPA	Major Projects																								
Non-academic Accomplishments (e.g. accomplishments in school sports)	Papers Published																								
Participation in School Life / Student Government	Professional Qualifications																								
Professional Training	Research Conducted																								
Schools Attended & Dates	Things You Learned / Studied																								
Training Programs	Workshops																								

7

TIPS FOR CREATING A 5-STAR VIDEO RESUME

Are you thinking about applying to your dream job? Have you been wondering: how do I make that perfect resume that will make me stand out from the rest of the crowd? You probably have heard that video resumes are trending right now but you don't know a thing about making one.

Video resumes are an optional task for job seekers. For some job seekers, especially if you're in the visual or creative industry, a video resume can highlight important skills. So, if you're struggling to make an application video, fear not! I'm going to help you make that 5-star video resume that will get you noticed and land the job of your dreams. And remember: the best part about video resumes is that you have complete control. If a take doesn't go well, you can erase it and try again.

With that said, here are seven tips to keep in mind while making your first video resume:

1

BE ENERGETIC AND ENTHUSIASTIC

DON'T MAKE IT TOO LONG

2

3

PREPARE A VIDEO SCRIPT

DON'T READ FROM THE SCRIPT

4

5

DRESS APPROPRIATELY

TALK SLOWLY AND CLEARLY

6

7

EDIT YOUR VIDEO RESUME

RecruitGyan

281-633-1730
neha.naik@recruitgyan.com

www.recruitgyan.com

		<p>Sample Language</p> <p>Full Name: John Doe Contact Information: Address: 123 Main Street, Anytown, USA 12345 Phone: (555) 555-1234 Email: john.doe@email.com Objective: To obtain a position as an energy resources management engineer where I can apply my skills and experience to develop sustainable and efficient energy solutions.</p> <p>Education:</p> <ul style="list-style-type: none"> • Bachelor of Science in Energy Engineering, XYZ University, Anytown, USA, May 20XX • Master of Science in Energy Resources Management, ABC University, Anytown, USA, May 20XX <p>Skills:</p> <ul style="list-style-type: none"> • Knowledge of energy efficiency standards and technologies • Experience with energy modeling and analysis software • Familiarity with renewable energy sources and systems • Project management and planning skills • Strong communication and teamwork abilities • Fluent in English and Spanish <p>Experience:</p> <ul style="list-style-type: none"> • Energy Analyst, DEF Renewable Energy Company, Anytown, USA, June 20XX - Present • Analyze energy consumption patterns in commercial buildings and develop plans to improve energy efficiency • Monitor and report on the performance of renewable energy systems • Conduct cost-benefit analysis of energy projects • Provide technical assistance to clients on energy management strategies 		
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- Energy Engineer Intern, GHI Consulting Firm, Anytown, USA, May 20XX - August 20XX
- Assisted senior engineers with energy audits and analysis
- Conducted research on energy efficiency technologies and best practices
- Developed proposals for energy projects
- Prepared reports and presentations for clients

Certifications:

- Certified Energy Manager (CEM), Association of Energy Engineers, Anytown, USA, 20XX

Professional Memberships:

- Association of Energy Engineers (AEE)
- American Society of Heating, Refrigerating and Air-Conditioning Engineers (ASHRAE)

References:

- Available upon request.

Online Material

(Video Resume)

[7 Tips for Creating a 5-Star Video Resume | by RecruitGyan Blog | Medium](#)

[How to Make a Video Resume or Video CV \(With Examples\) | Wyzowl](#)

[Example of 2-minute Video Resume of a Fresh Graduate - YouTube](#)

(Written Resume)

[English vocabulary to describe educational background for job interviews exercise | Blair English](#)

[Writing a good CV | LearnEnglish \(britishcouncil.org\)](#)

[A CV | LearnEnglish \(britishcouncil.org\)](#)

		<p>How to Write a CV: Make the Perfect Curriculum Vitae in 2022 (zety.com)</p> <p>How to Write a CV (Curriculum Vitae) in 2022 [31+ Examples] (novoresume.com)</p> <p>CV vs Resume: Differences, Similarities & Which One to Use (enhancv.com)</p> <p>22 examples of Educational Background - Simplicable</p> <p><u>Engineering CV: Examples & Personal Statement</u></p>		
Week 12	Apply principles of personal branding as a professional and entrepreneur	<p>Target Vocabulary Entrepreneur: A person who starts and manages a new business, taking on financial or personal risk in the process. Entrepreneurs can be small business owners, content creators, startup founders, or anyone who has the ambition to build a business and work for themselves.</p> <p>What is personal branding? Personal branding is the process of creating and promoting an image or identity of an individual in order to establish their reputation and influence in their field or industry. It involves self-reflection, marketing, and reputation management to create a unique personal brand that showcases skills, values, and personality to stand out in the market.</p> <p>Sample language for an energy resources company: At Solar & Sunny Company, we are committed to creating sustainable energy solutions that benefit our planet and our communities. Our team of experts brings together a diverse set of skills and experience to deliver innovative, reliable, and efficient energy systems for our clients. We believe that the future of energy lies in renewable sources and smart technology, and we are dedicated to making that vision a reality. With a focus on collaboration, creativity, and continuous improvement, we strive to be leaders in the energy industry and make a positive impact on the world. Join us in our mission to build a brighter, cleaner, and more sustainable future.</p> <p>10 Tips for starting your own business (Video – Online Material) 1. Do what you love</p>	<p>-Define personal branding and its importance</p> <p>-Brainstorm with classmates about business ideas in their field of study</p> <p>-Explain with their own words what an entrepreneur is.</p> <p>-Carry out a business plan: stand out characteristics of a small business idea you would like to develop</p>	<p>Learners can:</p> <p>-List ideas they can use to work on their personal branding</p> <p>-Talk about business ideas they may have as entrepreneurs</p>

		<ol style="list-style-type: none"> 2. Keep a source of cash 3. You need a team 4. Get some clients, make the contacts 5. Write it and plan it 6. Do the Research 7. Get professional help 8. Build your cash reserve 9. Right from the blow of the whistle, be professional 10. Solidify your legal framework <p>Writing a business plan (Video – Online Material)</p> <p>A business plan helps define goals and achieve them</p> <ol style="list-style-type: none"> 1. Define your vision 2. Set goals and objectives for the business 3. Define your unique selling proposition 4. Know your market 5. Know your customers 6. Research the demand for your business 7. Search your marketing goals 8. Define your marketing strategy 9. Take action <p>Language structure</p> <p>Questions and negative statements in present perfect tense</p>		
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Taken from: [Complete Step by Step Guide to Starting A Small Business \(appypie.com\)](https://www.appypie.com/complete-step-by-step-guide-to-starting-a-small-business/)

Sample Language

John: Hi Mary, have you heard about the new energy company that just opened up in town?

Mary: No, I haven't. What's it called?

John: It's called Bright Energy Solutions. They're all about sustainable energy and helping the environment.

Mary: That sounds interesting. What sets them apart from other energy companies?

John: They have a really strong personal branding statement. They're all about creating a brighter, cleaner, and more sustainable future, and they're committed to using renewable sources and smart technology to make that happen.

Mary: That's great to hear. I think people are really looking for companies that prioritize sustainability and making a positive impact.

John: Definitely. And they have a team of experts who are dedicated to delivering innovative, reliable, and efficient energy systems for their clients. They're all about collaboration, creativity, and continuous improvement.

Mary: That sounds like a company I'd want to work for. Do they have any job openings?

John: I'm not sure, but we can check their website. They might be looking for people with experience in energy engineering or project management.

Mary: That's a good idea. I'm definitely interested in working for a company that's making a difference in the world.

Online Resources

[Complete Step by Step Guide to Starting A Small Business \(appypie.com\)](https://www.appypie.com/complete-step-by-step-guide-to-starting-a-small-business/)

[How to Start a small business? - TechStory](https://www.techstory.com/how-to-start-a-small-business/)

[10 Tips for Starting your Own Business \[Must Watch \] - YouTube](https://www.youtube.com/watch?v=10TipsforStartingYourOwnBusiness)

[How To Write a Business Plan To Start Your Own Business - YouTube](https://www.youtube.com/watch?v=HowToWriteaBusinessPlanToStartYourOwnBusiness)

[What is an Entrepreneur: 7 Steps Take to Become One \(2022\) \(shopify.com\)](https://www.shopify.com/what-is-an-entrepreneur)

Week 13

Final evaluation activity

20%