

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

**CURSO: INGLÉS V**

**CÓDIGO: IDIER05**

**NIVEL: V**

**NATURALEZA DEL CURSO: PRÁCTICO**

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

**MODALIDAD: CUATRIMESTRAL**

**REQUISITOS: IDIER04 INGLÉS IV**

## **I. DESCRIPCIÓN DE CURSO**

Este curso tiene como propósito principal que la persona estudiante utilice expresiones de la lengua inglesa en conversaciones y textos 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 B1.1 del Marco Común Europeo de Referencia para las Lenguas Extranjeras. Está diseñado específicamente para la carrera de Manejo de Recursos Energéticos y su meta es brindarle a la persona estudiante una experiencia de aprendizaje más afín a su especialidad.

Además, el curso contiene aspectos sociolingüísticos como por ejemplo distinguir el grado de formalidad, registro y las diferencias culturales. Estos elementos son necesarios para desarrollar las competencias laborales que la persona requiere para su inmersión en el ámbito laboral en contextos globales e interculturales.

En la metodología empleada, la persona docente es facilitadora del proceso de aprendizaje y la persona estudiante participa de forma activa y se responsabiliza de su aprendizaje, pues estos desarrollan las habilidades lingüísticas e interculturales de forma gradual participando activamente, descubriendo sus fortalezas y debilidades en contextos auténticos, lo cual les 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 los principios establecidos en el Modelo Educativo de la UTN y en 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 registrará 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 fomentan el 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)
Utiliza una amplia gama de lenguaje técnico para hacer frente a la mayoría de las situaciones cotidianas que puedan surgir en su entorno laboral, expresar opiniones y justificarlas, intercambiar datos relacionados con el trabajo, tomar notas, escribir cartas y correos de temas laborales, así como describir sus metas profesionales, entre otros.	Utiliza	Reconoce grupos de palabras conectores y diversas expresiones para dar opiniones, intercambiar información y describir acontecimientos.	Utiliza frases habituales en circunstancias particulares haciendo sustituciones léxicas sencillas.	<p>Muestra respeto ante la diversidad de opiniones y puntos de vista de la otredad.</p> <p><b>Pregunta generadora:</b> ¿Cómo demuestro respeto y tolerancia ante otras personas con puntos de vista divergentes?</p>
<b>Experiencias de Aprendizaje</b>		<b>Evaluación para el aprendizaje</b>		
Actividades orales espontáneas, escritas, simulaciones de situaciones cotidianas y laborales (guiadas y no guiadas), ejercicios de escucha (multimedia), y juegos.		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)
Describe por escrito y oralmente (con razonable fluidez) una amplia variedad de temas dentro de su campo laboral, presentándose como una secuencia lineal de puntos que incluyen diversos tiempos verbales y asuntos relacionados con el trabajo.	Describe	Comprende frases y expresiones para describir eventos, lugares, tareas, opiniones, así como aquellas que le permiten llegar a acuerdos.	Emplea frases y expresiones para describir datos, metas profesionales, eventos, tareas, opiniones, así como acuerdos y desacuerdos.  Desarrolla textos escritos que le permitan describir datos, metas profesionales, eventos, tareas, opiniones, así como acuerdos y desacuerdos.	Muestra disposición para escuchar las ideas de otros y buscar el beneficio mutuo.
				<b>Pregunta generadora:</b>  ¿Por qué es importante escuchar y valorar las propuestas de otras personas?
<b>Experiencias de Aprendizaje</b>		<b>Evaluación para el aprendizaje</b>		
Actividades orales espontáneas, escritas, simulaciones de situaciones cotidianas y laborales (guiadas y no guiadas), ejercicios de escucha (multimedia), y juegos.		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)
Ejecuta una amplia gama de funciones del lenguaje (transmitir información, datos, expresar metas, opiniones, desacuerdos, persuadir al receptor, crear documentos escritos, mantener una conversación, leer y comprender) utilizando sus destrezas, en un registro neutro.	Ejecuta	Comprende grupos de palabras que enlazan o conectan ideas para comunicarse o crear escritos cortos tales como cartas.  Identifica el lenguaje para expresar actividades en diversos tiempos verbales.	Utiliza la lengua inglesa de manera apropiada para su nivel, en forma oral y escrita.	Se comunica de manera eficaz y asertiva.
				<b>Pregunta generadora:</b>  ¿Qué estrategias son útiles para comunicarse de manera eficaz y asertiva con otras personas?
<b>Experiencias de Aprendizaje</b>		<b>Evaluación para el aprendizaje</b>		
Actividades orales espontáneas, escritas, simulaciones de situaciones cotidianas y laborales (guiadas y no guiadas), ejercicios de escucha (multimedia), juegos		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.		

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 V 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 a la persona 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 una 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 solo 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 a lo largo del curso, por medio de la realización de las siguientes actividades evaluativas:

<b>Actividad Evaluativa</b>	<b>Porcentajes</b>
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%
<b>TOTAL</b>	<b>100%</b>

#### **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**

Consejo de Europa. (2021). Marco Común Europeo de Referencia para las Lenguas: aprendizaje, enseñanza, evaluación. Madrid: Instituto Cervantes-Ministerio de Educación Cultura y Deporte: Anaya. Cambridge. (2021). Cambridge University Press.

Consejo de Europa (2020), Marco Común Europeo de Referencia para las Lenguas: aprendizaje, enseñanza, evaluación. Volumen complementario. Servicio de publicaciones del Consejo de Europa: Estrasburgo. [www.coe.int/lang-cefr](http://www.coe.int/lang-cefr)

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.

Tébar, L. (2017). La función mediadora de la Educación. Foro Educativo No. 28, 2017. ISSN 0718-0772.

## **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/>

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

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



## VIII. CRONOGRAMA

Semana	Resultados de aprendizaje lingüísticos esperados
1	Expresar creencias, opiniones, acuerdo y desacuerdo de manera educada, incluyendo aspectos relacionados con su campo profesional.
2	Descubrir y transmitir información factual sencilla y ofrecer consejos sobre asuntos en su campo de trabajo, incluyendo entornos pluriculturales.
3	Tomar notas con información simple pero relevante en su vida cotidiana en el trabajo con instrucciones de rutina en una reunión.
4	Realizar publicaciones en línea sobre experiencias personales y profesionales en el trabajo, sentimientos y eventos, y responder de manera individual a los comentarios de otros.
5	Presentar una queja, incluyendo la devolución de una compra insatisfactoria en el trabajo y solicitar la diferencia entre productos, incluyendo encuentros interculturales.
6	Comprender en una lectura los puntos principales expuestos en un lenguaje claro y estándar o en una variedad familiar, sobre asuntos comúnmente encontrados en el trabajo, la escuela, el tiempo libre, etc., incluyendo narrativas cortas.
7	Actividad Evaluativa de medio periodo.
8	Describir sus sueños, esperanzas y ambiciones profesionales, incluyendo un póster con fotografías y breves bloques de texto.
9	Comprender correspondencia personal y profesional, como cartas personales, publicaciones y documentos oficiales en su campo de estudio, etc.
10	Expresar opiniones sobre temas relacionados con su vida profesional cotidiana, justificando su perspectiva.
11	Comprender charlas breves sobre temas familiares relacionados con su área de trabajo, como presentaciones en conferencias con elementos visuales, anuncios y noticias.
12	Preguntar a los compañeros de trabajo cómo creen que funcionaría algo y cuál es el razonamiento detrás de sus ideas, fomentando la participación de otros miembros del personal en la discusión.
13	Redactar correos electrónicos o cartas básicas en el trabajo, de naturaleza factual (por ejemplo, para solicitar información o para pedir y dar confirmación), enlazando oraciones más largas.
14	Actividad Evaluativa Final

**Course Syllabus**  
**IDIER05 Inglés V**

**Campus:**

**Professor:**

**Course Schedule:**

**Student Attention Hour:**

**General competence:**

Use a wide range of technical language to address most of the everyday situations that may arise in the work environment, express opinions and justify them, exchange work-related data, take notes, write letters and emails about work-related topics, as well as describe professional goals, among other tasks.

**Specific competences:**


Describe in writing and orally (with reasonable fluency) a wide range of topics within the field of work, presenting them as a linear sequence of points that include various verb tenses and work-related matters.

Performs a wide range of language functions (conveying information, data, expressing goals, opinions, disagreements, persuading the recipient, creating written documents, engaging in conversation, reading and understanding) using their skills, in a neutral register.

**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
<b>Week 1</b>	Express beliefs, opinions and agreement and disagreement politely, including aspects of work related to their professional field.	<b>Target Vocabulary</b> <b>Expressions to give opinions:</b> I feel that... I guess/imagine... I have no doubt that... / I'm certain that... I strongly believe that... I've never really thought about this before, but... My personal opinion is that... / Personally, my opinion is that ... To be honest... / In my honest opinion, ...	Classify expressions based on their functions  Listen to a conversation and highlight the expressions used to give opinions	Learners can: -express beliefs, opinions and agreement and disagreement politely. -give or seek personal views and opinions in

	<p><b>Expressing belief:</b> I see. I understand. I understand your point/view. I support your view. I agree with you. I disagree with you, I believe.</p> <p><b>Agreeing strongly:</b> Absolutely. I think that's a fantastic idea. I agree completely. Yes, that's definitely true.</p> <p><b>Agreeing tentatively:</b> I think what you're saying is true up to a point. I suppose that might be true. I guess I see what you mean.</p> <p><b>Disagreement Expressions:</b> No, I think you're wrong there. I'm afraid I can't agree with you there. I don't think that's true. Yes, but... I completely disagree.</p> <div> <div> <ul style="list-style-type: none"> <li>• <b>In my opinion</b> all companies are very ethical <b>because</b> there are laws.</li> <li>• <b>The way I see it</b> the new client is very demanded, we have to do a good work.</li> <li>• <b>I honestly feel</b> every employee <b>should</b> give his best <b>because</b> he needs to help the company to improve.</li> <li>• <b>I personally think</b> that employees <b>should</b> receive more money for extra hours <b>because...</b></li> <li>• <b>I consider that</b> the meeting was boring, I was falling asleep.</li> </ul> </div> <div> <ul style="list-style-type: none"> <li>• <b>I totally disagree that</b> all employees are lazy <b>because..</b></li> <li>• <b>I agree</b> in developing the application</li> </ul> </div> </div> 	<p>Unscramble a conversation and extract language structures used to give opinions</p> <p>Walk in pairs around the classroom to read, interact, and give opinions about the situations provided</p> <p>Have a debate to share opinions and agreement or disagreement on a professional field related topic they read about.</p> <p>Watching a video on a professional field related topic and have a discussion expressing opinions about it, justifying their viewpoint.</p> <p>Learners choose two of the situations provided and write their opinions about them, justifying their view points.</p>	<p>discussing topics of interest, and justify their viewpoints.</p>
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#### DISAGREEMENT AND CRITICISM

When expressing disagreement or criticism in English it's normally best to use polite and diplomatic language. This is especially important when talking to native British English speakers, who – instead of saying *I disagree!* – will often use (and expect to hear) phrases such as:

*I'm afraid I can't agree.*

Generally, you can expect business contacts from the US to be more direct in their use of language than their British counterparts. Some British people can be a little sensitive about both offering and accepting criticism. This is probably why one of the most frequently used phrases for disagreeing in British English is:

*Yes, but ...* . This really means something like: '(I'm saying) Yes (because I don't want to be impolite) but ... (I don't really agree with you at all).'

### Language Structure

#### TALKING ABOUT POSSIBILITIES

We often show that we are talking about possibilities in a negotiation by using conditional forms.

**Conditional 1** (to show that something is likely to happen)

*If the price **is** right, we'll **be able to buy** more.*

*If you **prepare** some different options for me, I'll **compare** the prices and specifications, then make a choice.*

**Conditional 2** (to talk about things that are not certain)

***Could** you **deliver** the system quickly **if we gave** you the order?*

*We **would be prepared to pay** more **if we received** a good level of service back-up.*

Note that in conditional 2, the past simple form of the verb is used in the *if* part of the sentence.

*If you **prepared** some different options for me, I **could** compare the prices and specifications, then make a choice.* NOT: ~~If you would prepare ...~~

#### To agree with a positive statement:

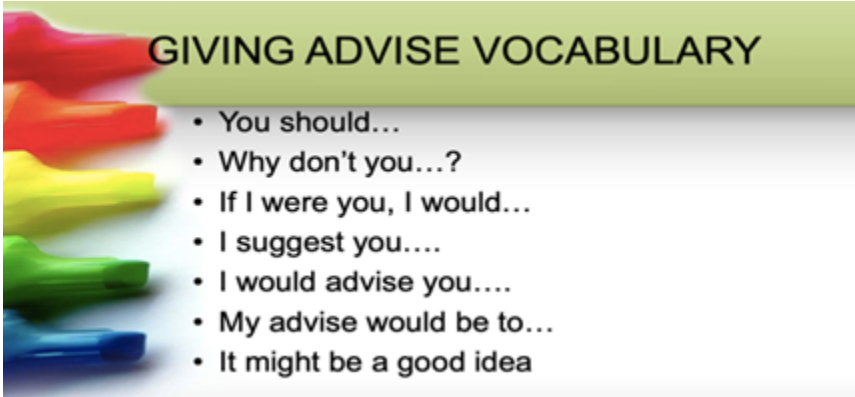
We use *so* + *auxiliary/modal verb* + *pronoun*:

I like tea without sugar.

So do I.

#### To agree with a negative statement:

	<p>We use <i>nor/neither</i> + <i>auxiliary/modal verb</i> + <i>pronoun</i>:</p> <p>I don't like tea with sugar.</p> <p>Neither do I.</p> <p><b>To disagree with a positive statement</b></p> <p>We use <i>pronoun</i> + <i>auxiliary/modal verb</i> + <i>not</i> (-n't):</p> <p>I like tea without sugar.</p> <p>I don't.</p> <p><b>To disagree with a negative statement:</b></p> <p>I don't like tea with sugar.</p> <p>I do.</p> <p><b>Expressing beliefs:</b></p> <p>I firmly believe that investing in renewable energy, such as solar and wind power, is the key to transitioning to a sustainable and low-carbon future.</p> <p><b>Expressing opinions:</b></p> <p>In my opinion, nuclear energy can play a crucial role in meeting our energy demands while reducing greenhouse gas emissions.</p> <p><b>Expressing disagreement:</b></p> <p>Person A: I strongly believe that investing in large-scale hydropower projects is the most efficient way to meet our energy demands while minimizing our carbon footprint.</p> <p>Person B: I respectfully disagree. While hydropower does offer significant energy generation potential, the construction of large dams and reservoirs can have detrimental environmental and social impacts. I believe that a diversified energy mix, incorporating various renewable sources like solar, wind, and geothermal, would be a more sustainable approach.</p> <p><b>Sample Language</b></p>		
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		<p><b>A:</b> I believe that implementing a more flexible work schedule in our energy resources engineering team would be beneficial.</p> <p><b>B:</b> Really? I'm not convinced if that would be a good idea for our productivity.</p> <p><b>A:</b> Well, if we can effectively balance our work and personal lives, it could improve our overall well-being and enhance productivity in the long run.</p> <p><b>B:</b> I see your point. If it helps us achieve a healthier work-life balance, then I agree that it could be a positive change.</p> <p><b>A:</b> Moreover, if we can still meet our project deadlines and targets, adopting a flexible work schedule would be a win-win situation.</p> <p><b>B:</b> I understand your perspective. If it doesn't have a negative impact on our performance, then it's worth considering.</p> <p><b>A:</b> That's a fair assessment. If we trial the flexible work schedule for a few months and evaluate the results, we can make an informed decision.</p> <p><b>B:</b> I agree. If we carefully monitor the outcomes and gather data, we can determine whether it's the right choice for our team.</p> <p><b>Online Resources</b></p> <p><a href="https://www.teach-this.com/functional-activities-worksheets/giving-opinions">https://www.teach-this.com/functional-activities-worksheets/giving-opinions</a></p> <p><a href="#">Giving Opinions   Vocabulary   EnglishClub</a></p> <p><a href="#">Why and How To Use Conditionals   California English Language School for International Students (englishcollege.com)</a></p>		
<b>Week 2</b>	Find out and pass on straightforward factual information and offer advice on matters in their field of work, including pluricultural environments	<p><b>Target Vocabulary Vocabulary:</b></p>  <p><b>Technical terms:</b> process, method, technique, equipment, product</p>	<p>In a roundtable, carry out a class discussion about the importance of receiving advice in a constructive way to grow up professionally and not perceive it in a threatening way</p> <p>Carry out a class discussion about the role of offering advice</p>	<p>Learners can:</p> <ul style="list-style-type: none"> <li>-find out and pass on straightforward factual information.</li> <li>Ask and answer questions in a conversation using factual information from different sources related to a topic</li> </ul>

	<ul style="list-style-type: none"> <li>- <b>Concrete nouns:</b> company, meeting, project, team, deadline</li> <li>- <b>Action verbs:</b> manage, implement, communicate, analyze, coordinate</li> <li>- <b>Adjectives and adverbs:</b> effective, efficient, organized, accurate, flexible</li> <li>- <b>Phrases and expressions:</b> keep in mind, take into account, consider, be aware of, be mindful of</li> <li>- <b>Linking words:</b> however, therefore, as a result, in addition, furthermore</li> <li>- <b>Neutral words:</b> approach, strategy, solution, challenge, opportunity</li> </ul> <p><b>When offering straightforward factual information and advice in a pluricultural environment, it's important to consider the following:</b></p> <ul style="list-style-type: none"> <li>- <b>Cultural sensitivity:</b> Be aware of cultural differences and be respectful of other cultures. It's important to avoid making assumptions based on your own cultural background.</li> <li>- <b>Language:</b> Make sure you are using language that is clear and easily understood by your audience. Avoid using idioms, jargon, or complex language that may not be familiar to everyone.</li> <li>- <b>Context:</b> Consider the context in which the information is being shared. What are the expectations of the audience and what is the purpose of the information being shared?</li> <li>- <b>Objectivity:</b> Provide factual information without personal biases or opinions. It's important to be objective and provide accurate information based on research and expert knowledge in the field.</li> <li>- <b>Relevance:</b> Make sure the information being shared is relevant to the needs of the audience. Offer practical advice and solutions that are relevant to the specific situation or problem.</li> <li>- <b>Pluricultural awareness:</b> Be aware of the diverse backgrounds and perspectives of the people in the audience. Offer information and advice that takes into account different cultures, beliefs, and values.</li> <li>- <b>Active listening:</b> Listen carefully to the questions and concerns of the audience. This will help you tailor your advice and information to meet their specific needs and ensure that your message is understood.</li> </ul> <p><b>Language Structure</b></p>	<p>and what needs to be considered in pluricultural and work environments</p> <p>Read an article on a work-related topic and identify factual information and offer advice about it.</p> <p>Watch a video on a work-related topic and identify factual information and offer advice about it.</p> <p>Listen to an audio on a work-related topic and identify factual information and offer advice about it.</p> <p>Offer advice on work situations related to the professional field.</p>	<p>of the professional field</p> <p>-offer advice on simple matters within their field of experience.</p> <p>Provide pieces of advice in a written way.</p> <p>Have a conversation including pluricultural environments.</p>
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	subject	auxiliary <i>should</i>	<i>not</i>	main verb <i>base</i>
+	He	should		work.
-	You	should	not	go.
?	Should	we		help?

Consider the language structure from the current and previous PIT courses\*

### Sample Language

**A:** Good morning, I have a question about our energy resources project. Can I have a moment of your time?

**B:** Of course, what would you like to know?

**A:** I'm struggling with understanding how to approach the research aspect of our project. Can you offer some guidance or advice?

**B:** Absolutely, let's sit down and discuss it. Could you provide more details on the specific challenges you're facing?

**A:** Well, I'm uncertain about the most effective methods for data gathering and analysis.

**B:** Alright, let's start with data gathering. It's crucial to ensure the reliability and relevance of your sources. Consider utilizing online databases, conducting surveys, and conducting interviews to gather data.

**A:** That's helpful, thank you. And what about data analysis?

**B:** For analysis, it's important to employ statistical methods to identify patterns and trends within the data. Additionally, in a multicultural environment, it's crucial to be aware of cultural biases that may influence data interpretation. An unbiased and neutral approach is recommended.

**A:** I understand. This information is incredibly valuable. Thank you.

**B:** You're welcome. If you have any further questions, feel free to ask. I'm here to assist you.



		<p><b>Online Resources</b></p> <p><a href="#">How To Give Good Advice at Work in 6 Steps (With Tips)   Indeed.com</a></p> <p><a href="#">The Art of Giving and Receiving Advice (hbr.org)</a></p> <p><a href="#">offering advice on matters at work - Búsqueda de Google</a></p> <p><a href="#">"How to Give" Advice In English   LanGeek</a></p> <p><a href="https://www.teach-this.com/functional-activities-worksheets/giving-advice">https://www.teach-this.com/functional-activities-worksheets/giving-advice</a></p>		
<b>Week 3</b>	Make notes with simple but relevant information in their everyday life at work, and with routine instructions in a meeting	<p><b>Target Vocabulary</b></p> <p><b>Difference between “making notes” and “taking notes”</b></p> <p><b>Making notes</b> is usually used for talking about when we write information in a short form to organize our thoughts about reference material or something we are preparing. For example: <i>I made notes about the information in my course book, so I could write an essay.</i></p> <p><b>Taking notes</b> is usually used for talking about when we write at the time something is happening, such as a lecture or an event. So, we could say: <i>I took notes while he was speaking, so I could look at them later.</i></p> <p>Retrieved from <a href="#">How to take notes in English (ef.com)</a></p> <p><b>Useful tips to make notes:</b> Date your notes and make the main topic visible, don't write everything down, make short notes, use color, use illustrations and drawing, keep your sentences short, use headings and sub-headings, keep your notes organize.</p> <p><b>Taking and leaving phone messages:</b> Can I take a message? Would you like to leave a message? Can I give him/her a message? I'll tell Mr. Jones that you called. I'll make sure Mr. Jones rings you as soon as possible. At what number can you be reached? Could (Can, May) I take a message? Could (Can, May) I tell him who is calling?</p> <p><b>Vocabulary:</b></p> <p>- <b>Everyday life:</b> daily, schedule, appointment, deadline</p>	<p>Write a message from a phone call containing several points.</p> <p>Take notes during a lecture/presentation with a list of key points.</p> <p>Make notes at a meeting containing routine instructions.</p>	<p>Learners can:</p> <p>Make notes from an oral or written source including relevant information on a work-related topic.</p> <p>Have a conversation mentioning the notes taken from an oral or written source including relevant information on a work-related topic.</p> <p>Ask and answer questions mentioning the</p>

	<ul style="list-style-type: none"> <li>- <b>Phone call:</b> message, caller, phone number, voicemail, missed call, return call</li> <li>- <b>Key points during a lecture:</b> main idea, detail, fact, key point, summarize, outline</li> <li>- <b>Routine instructions in a meeting:</b> task, responsibility, action item, deadline, update, review</li> </ul> <p><b>When making notes, it's necessary to consider:</b></p> <ul style="list-style-type: none"> <li>- <b>Relevance:</b> Only include information that is important and relevant to your needs.</li> <li>- <b>Clarity:</b> Use clear and concise language to ensure that your notes are easy to understand and follow.</li> <li>- <b>Abbreviations and symbols:</b> Use abbreviations and symbols to save time and make your notes easier to read. However, make sure they are understandable and that you can interpret them later.</li> <li>- <b>Headings and bullet points:</b> Use headings and bullet points to organize your notes and make them easier to read and follow.</li> <li>- <b>Time and date:</b> Include the time and date of the phone call, meeting, or lecture to help you keep track of the information.</li> <li>- <b>Context:</b> Consider the context of the phone call, meeting, or lecture when making your notes. For example, if you are in a lecture, focus on the main points and arguments presented by the speaker.</li> <li>- <b>Personalization:</b> Adapt your notes to your personal style and preferences. For example, some people prefer to use different colors or symbols to categorize information.</li> <li>- <b>Review and update:</b> Regularly review and update your notes to keep them current and accurate.</li> </ul> <p><b>Language Structure</b>  Simple present tense  Consider the language structure from the current and previous PIT courses*</p>		notes taken from an oral or written source including relevant information on a work-related topic.
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Meeting Title	
TIME	LOCATION
Key Points	Notes
• Before Meeting	capture notes here during the meeting
• ~~~~~	
• ~~~~~	
• During Meeting	
• ~~~~~	
• ~~~~~	
<input type="checkbox"/> Action 1	
<input type="checkbox"/> Action 2	
<input type="checkbox"/> JB Action	
<input type="checkbox"/> AN Action	
Summary	
key points from meeting	
things to do better next time	

### Sample Language

#### Key points during a lecture

**A:** Hi, I just attended a lecture and I need to take some notes. Can you assist me?

**B:** Of course! What specific information do you want to capture?

**A:** I want to jot down the main idea of the lecture and the key points discussed.

**B:** Alright, let's begin with the main idea. What was the central focus of the lecture?

**A:** The main idea revolved around emphasizing the significance of collaboration and teamwork in the energy resources engineering field.

**B:** Excellent. Now, what were the key points highlighted during the lecture?

		<p><b>A:</b> The key points encompassed the advantages of teamwork, the crucial role of effective communication, and the importance of each team member's contribution.</p> <p><b>B:</b> Got it. So, your notes for the lecture would look something like this: "Main idea: Emphasizing the significance of collaboration and teamwork in energy resources engineering. Key points: Advantages of teamwork, role of effective communication, importance of each team member's contribution."</p> <p><b>Online Resources</b></p> <p><a href="https://www.youtube.com/watch?v=0UypBxc8818">https://www.youtube.com/watch?v=0UypBxc8818</a></p> <p><a href="https://www.teach-this.com/images/resources/would-you-like-to-leave-a-message.pdf">https://www.teach-this.com/images/resources/would-you-like-to-leave-a-message.pdf</a></p> <p><a href="#">Note Making   Class 8 English Grammar   iKen - YouTube</a></p> <p><a href="#">How to take notes in English (ef.com)</a></p> <p><a href="#">How to take and organize notes for work</a></p>		
<b>Week 4</b>	<p>Make online postings about personal and professional experiences at work, feelings and events and respond individually to the comments of others.</p> <p>Understand in a reading the main points made in clear standard language on a familiar variety on familiar matters regularly encountered at work, school, leisure, etc., including short narratives. (previous week 6)</p>	<p><b>Target Vocabulary</b></p> <p><b>Feelings:</b> amazed, upset, mad, disappointed, discouraged, interested, skeptical, doubtful, joyous, excited, energetic, thrilled, blessed, annoyed, encouraged, irritated, inspired, powerless, enthusiastic, uncertain, heartbroken, grateful, etc.</p> <p><b>Social media vocabulary:</b> backup, browsing, content, crashing, database, feed, filtering, follower, GIF, hacking, inbox, likes, memes, post, podcasting, reposting, reviews, trending.</p> <p>Citroën mentions that</p> <p><b>Social media</b> is a form of electronic communication "through which users create online communities to share information, ideas, personal messages and other content [as videos]." Today, much of our social, personal, academic and professional lives are tied to online platforms where we interact with others who share similar views, goals and outlooks. (par. 3)</p> <p><b>Vocabulary:</b></p>	<p>Students comment in pairs what, in their opinion, social media is and how they take advantage of it. Then, they share their thoughts</p> <p>Carry out a class discussion about the necessary aspects to consider when posting online. Then, ask them to match the key elements from the Target Vocabulary section with their explanations</p>	<p>Learners can:</p> <p>Write online postings about possible events at work, in your professional area.</p> <p>Reply to online postings about possible events at work, in your professional area.</p> <p>Ask and answer questions about online postings about possible</p>

	<ul style="list-style-type: none"> <li>- <b>Experiences:</b> adventure, journey, seminar, business trip, outing, meeting, conference, training session, being promoted, accident at work.</li> <li>- <b>Feelings:</b> productive, energized, motivated, challenged, stressed</li> <li>- <b>Events:</b> presentation, report, deadline, collaboration, team building activity</li> </ul> <p><b>Tips to make personal online postings</b></p> <ul style="list-style-type: none"> <li>- <b>Be authentic:</b> Post content that truly reflects who you are and what you care about.</li> <li>- <b>Consider privacy:</b> Think about who will see your posts and whether you're comfortable with that level of visibility.</li> <li>- <b>Be mindful of tone:</b> Online writing can often be misinterpreted, so it's important to be mindful of the tone you're conveying.</li> <li>- <b>Avoid over-sharing:</b> Be careful not to share sensitive or personal information that could be used against you.</li> <li>- <b>Engage with others:</b> Respond to comments and interact with your followers to build a community and create a positive online experience.</li> <li>- <b>Be respectful:</b> Treat others online as you would like to be treated and avoid posting anything hurtful or offensive.</li> <li>- <b>Use visuals:</b> Visual content, such as photos and videos, can help make your posts more engaging and memorable.</li> <li>- <b>Edit and revise:</b> Before you hit "post", take a moment to proofread your content and make any necessary revisions.</li> </ul> <p><b>Making personal online postings expressions:</b></p> <ul style="list-style-type: none"> <li>- "I had a great time at the office yesterday."</li> <li>- "I'm feeling really happy today."</li> <li>- "I'm feeling a little overwhelmed with work lately."</li> <li>- "I had a really good time at the office, but Mary got sick."</li> </ul> <p><b>Responding to comments:</b></p> <ul style="list-style-type: none"> <li>- Thank you for your kind words.</li> <li>- I completely agree with you.</li> <li>- I'm glad you enjoyed my post.</li> <li>- I appreciate your feedback. I'll definitely keep it in mind.</li> </ul>	<p>Ask learners to investigate and explore different sites to post. Then, they should share their findings and mention what websites, in their opinion, are better to post and why</p> <p>A specific website is selected and everybody should post on it and comment others' posts to give feedback</p> <p>Make online postings about possible events at work, in your professional area.</p> <p>Answer individually to comments others make to your postings.</p> <p>Learners get different reading passages to extract the main ideas. Then, they</p>	<p>events at work, in your professional area.</p> <p>Learners can:</p> <ul style="list-style-type: none"> <li>- understand in a reading the main points made in clear standard language</li> </ul>
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- That's an interesting perspective. Can you tell me more?

### Language Structure

- **Simple sentences:** Use simple sentences to clearly express your experiences, feelings, and events.
- **Active voice:** Use it to express your experiences and feelings in a clear and direct manner. For example: "I felt happy when I saw my colleague."
- **Vocabulary related to emotions:** Use it to clearly express your feelings. For example: "I felt overwhelmed when we couldn't agree."
- **Past tense:** Use it to describe past events, experiences, and feelings. For example: "I had a training about Leadership yesterday."
- **Personal Pronouns:** Use personal pronouns (such as I, you, we) to make your posts more personal and engaging.
- **Questions words:** Use questions words (such as what, where, when, how, why) to ask questions and respond to comments. For example: "What did you think of the meeting?"
- **Linking words:** Use linking words such as and, but, because, so) to connect ideas and express relationships between them. For example: "

explain with their own words what they got.

Read and show understanding of documents related to your work, such as manuals, memorandums, guidelines, protocols, policies, etc.

### Sample Language



	<p>A: Hello, Mike! I was checking Instagram and I just saw the photos you posted about the trip to Ireland. They look pretty cool.</p> <p>B: Hi, Brandon. I came back yesterday; it was an extraordinary trip. Even though it was for work I had the chance to visit many places.</p> <p>A: What about the food?</p> <p>B: The food was delightful; nevertheless, it is quite expensive.</p> <p>A: I've heard that Ireland is a little bit expensive.</p> <p>B: Did you see the video I posted about the Ferrary I drove.</p> <p>A: Really! You're kidding me, right?</p> <p>B: Not, I rented it, here, take a look.</p> <p>A: Waaa! You are lucky, I've always wanted to drive a car like that.</p> <p>B: I feel like a rockstar driving it.</p> <p>A: Your video has already 1000 likes.</p> <p>B: Well, that is something I did not expect.</p> <p><b>Online Resources</b>  <a href="#">9 Reasons to Be Careful About What You Post Online   Military.com</a>  <a href="#">Do's and Dont's when posting on the web</a>  <a href="https://www.youtube.com/watch?v=GPChtLsh73k&amp;t=3s">https://www.youtube.com/watch?v=GPChtLsh73k&amp;t=3s</a>  <a href="#">Tips-for-staying-professional-online/</a></p> <p><b>Target Vocabulary</b>  <b>Vocabulary:</b></p>		
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	<p>Policy, telecommuting, work-life balance, optional, memo, employee, employer, company, benefit, flexibility, productivity, remote work, schedule, task, assignment, colleague, meeting, deadline, performance, objectives.</p> <p><b>Main idea:</b> The main idea tells what the text is about. It the most important part in of a story or paragraph.</p> <p><b>Supporting details:</b> Are the things that describe the main idea. These supporting details make the main idea stronger.</p> <p>When reading a text written in clear standard language or a familiar variety on familiar matters, you should consider the following factors to help you understand the main points made:</p> <ul style="list-style-type: none"> <li>- <b>Purpose:</b> Understanding the purpose of the text will help you determine what the author is trying to convey and what the main points are.</li> <li>- <b>Background knowledge:</b> Having background knowledge of the topic being discussed will help you better understand the text.</li> <li>- <b>Organization:</b> Paying attention to the organization of the text will help you understand how the author is presenting the ideas and what the main points are.</li> <li>- <b>Vocabulary:</b> Familiarizing yourself with the vocabulary used in the text will help you understand it better.</li> <li>- <b>Headings and subheadings:</b> These can provide a helpful summary of the main points made in the text.</li> <li>- <b>Active reading:</b> Engaging in active reading, such as underlining, highlighting, and taking notes, can help you understand the main points made in the text.</li> <li>- <b>Context:</b> Understanding the context in which the text was written will help you better understand the author's perspective and the main points being made.</li> <li>- <b>Re-reading:</b> If you find that you are having difficulty understanding the text, try re-reading it, taking your time, and focusing on the main points.</li> </ul> <p><b>Language Structure</b> Consider the language structure from the current and previous PIT courses*</p>		
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		<p><b>Sample Language</b></p> <p>A: Hey, have you had a chance to review the recent memo regarding the company's new policy on telecommuting in the field of energy resources engineering?</p> <p>B: No, I haven't had the opportunity yet. Could you provide me with a summary of its key points?</p> <p>A: Certainly! The memo highlights that the company has implemented a new policy allowing employees in energy resources engineering to work remotely for two days each week, if they desire.</p> <p>B: That's intriguing. Could you elaborate on some of the key aspects emphasized in the memo regarding this new policy?</p> <p>A: Absolutely! The primary focus of the policy is to promote a healthier work-life balance for employees engaged in energy resources engineering. Moreover, it's worth noting that the policy is voluntary, giving employees the freedom to choose whether or not to participate in telecommuting.</p> <p>B: That's good to know! I appreciate the update. I will make it a priority to thoroughly read the memo as soon as possible to better understand the specifics of the new policy.</p> <p><b>Online Resources</b></p> <p><a href="https://www.youtube.com/watch?v=LWFnpeimPfE">https://www.youtube.com/watch?v=LWFnpeimPfE</a></p> <p><a href="https://www.easyteacherworksheets.com/langarts/mainideas.html">https://www.easyteacherworksheets.com/langarts/mainideas.html</a></p> <p><a href="http://unimelb.edu.au">How to read effectively and critically (unimelb.edu.au)</a></p> <p><a href="http://wikihow.com">How to Understand What You Read: 14 Steps (with Pictures) (wikihow.com)</a></p>		
<b>Week 5</b>	Make a complaint, including returning an unsatisfactory purchase at work and asking for the	<p><b>Target Vocabulary</b></p> <p><b>Expressing complaints:</b></p>	Listen to different conversations in order to extract the	<p>Learners can:</p> <p>-Make a written or oral</p>

	<p>difference between products, including intercultural encounters</p> <p>I have a complaint to make. ...</p> <p>Sorry to bother you but...</p> <p>I'm sorry to say this but...</p> <p>I'm afraid I've got a complaint about...</p> <p>I'm afraid there is a slight problem with...</p> <p>Excuse me but there is a problem about...</p> <p>I want to complain about...</p> <p>I'm angry about...</p> <p><b>Explaining the problem:</b></p> <ul style="list-style-type: none"> <li>- There seems to be...</li> <li>- We haven't received ...</li> <li>- The ... doesn't work.</li> <li>- The quality of the work is below standard.</li> <li>- The specifications are not in accordance with our order.</li> </ul> <p><b>Referring to previous problems:</b></p> <ul style="list-style-type: none"> <li>- It's not the first time we've had this problem</li> <li>- This is the (third) time this has happened.</li> <li>- Three months ago...</li> <li>- We had a meeting about this and you assured us that ...</li> </ul> <p><b>Complaint-related Vocabulary:</b></p>	<p>expressions used to complain</p> <p>Role play a situation in which a product is defective. They make a complaint to return it.</p> <p>Write a complaint email including returning an unsatisfactory purchase at work.</p> <p>Write a request email asking for the difference between products, including intercultural encounters.</p>	<p>complaint, including returning an unsatisfactory purchase at work.</p> <p>Identify what aspects of the purchase were not satisfactory and mention them in an oral or written form.</p> <p>Ask and answer questions related to a written or oral complaint, including returning an unsatisfactory purchase at work.</p>
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1. Issue - a problem or concern that needs to be addressed
2. Confrontational - tending to argue or fight
3. Clarification - an explanation or additional information to make something clearer
4. Impolite - not having good manners or showing respect
5. Resolve - to find a solution to a problem
6. Compromise - an agreement reached by each side giving up some demands
7. Persistent - continuing to do something even when it is difficult
8. Gratitude - feeling thankful for something
9. Dissatisfied - unhappy or not pleased with something
10. Return - to give back a product or item
11. Difference - a variation or contrast between two things
12. Product - a thing that is made or produced for sale
13. Intercultural - involving or relating to the interaction between people from different cultures.

When making a complaint, it's important to consider the following aspects, especially in intercultural encounters:

- **Be clear and specific:** Clearly state the issue and provide specific examples to support your complaint.
- **Stay calm and polite:** Keep your tone professional and avoid being confrontational. Being polite and calm can help diffuse a tense situation and increase the chances of a favorable outcome.
- **Use clear language:** Avoid using overly technical terms or slang that may not be understood by the person you are speaking with.
- **Respect cultural differences:** In intercultural encounters, it's important to be aware of cultural differences in communication styles and attitudes towards complaining. For example, in some cultures, complaining may be viewed as impolite or confrontational, while in others, it may be viewed as a way to resolve a problem.
- **Ask questions:** If you don't understand the solution offered, ask questions for clarification.
- **Be flexible:** Be open to different solutions and be willing to compromise where necessary.
- **Be persistent:** If your complaint is not resolved to your satisfaction, be persistent and continue to follow up until the issue is resolved.

- **Be thankful:** If your complaint is resolved to your satisfaction, express your gratitude for the resolution.

### Language Structure

**Relative clauses** are clauses that modify nouns or pronouns, and they provide additional information about the noun or pronoun in the sentence. Relative clauses are introduced by relative pronouns such as *who, whom, that, which, whose, when, where*.

RELATIVE CLAUSES	
RULE	EXAMPLE
<b>who / that</b> refer to people	The woman <b>who</b> was in the office is an accountant.
<b>which / that</b> refer to objects	The file <b>that</b> is on the desk includes the financial statements.
<b>whose</b> refers to possession	The man <b>whose</b> service was good at the store is my friend.
<b>when</b> refers to a moment in time	I became a Human Resources Manager <b>when</b> I was 25.
<b>where</b> refers to a particular place	The company <b>where</b> I work is expanding its operations

### Sample Language

**A:** Hi, I would like to return this product I purchased from the store located in Cartago yesterday. That's the place where I bought it.

**B:** Sure, may I ask what's the issue with the product?

**A:** The product is defective. The color is different from what I saw on the website and it doesn't work properly.

**B:** I'm sorry to hear that. Can I see the product and the receipt, please?

**A:** Here you go.

**B:** Thank you. I'll process the return for you. Is there anything else I can help you with?

**A:** Yes! Actually, I was also wondering if you could tell me the difference between this product and another similar product you have in your store.

**B:** Of course, I'd be happy to help. (The salesperson explains the difference between the products)

**A:** Thank you very much. That's helpful.

		<p>In an intercultural encounter, it's important to be polite and respectful, even when making a complaint. You can also consider using culturally appropriate language and gestures to help communicate effectively. For example, in some cultures, it may be more common to use formal language and make eye contact, while in others, it may be more common to use more informal language and to use less direct eye contact. By being aware of these cultural differences, you can help ensure a positive outcome when making a complaint in an intercultural setting.</p> <p><b>Online Resources</b></p> <p><a href="https://learnenglish.britishcouncil.org/business-magazine/complaining">https://learnenglish.britishcouncil.org/business-magazine/complaining</a></p> <p><a href="https://www.youtube.com/watch?v=X7nDkvYSbfs">https://www.youtube.com/watch?v=X7nDkvYSbfs</a></p> <p><a href="https://www.youtube.com/watch?v=oTD92UEt3wk">https://www.youtube.com/watch?v=oTD92UEt3wk</a></p> <p><a href="#">Relative clauses   LearnEnglish Teens (britishcouncil.org)</a></p> <p><a href="#">Advanced Grammar   Letter of Complaint - Relative Pronouns Gap Fill   esl-lounge Student</a></p>		
<b>Week 6</b>	Describe your professional dreams, hopes and ambitions, including a poster with photographs and short blocks of text.	<p><b>Target Vocabulary</b></p> <p><b>Vocabulary:</b> nightmares, lucid dreams, epic dreams, daydreams, to chase a dream, a dream job, to dream of, dream on, pipe dream.</p> <p><b>Vocabulary:</b></p>	<p>Brainstorm ideas of situations to aspire (get promoted, better income, have own company, etc.)</p> <p>Make a vision board and use it as a visual aid to describe your professional goals.</p> <p>Explain how you see yourself as a professional in the near future.</p>	<p>Learners can:</p> <ul style="list-style-type: none"> <li>-Identify their professional dreams, hopes and ambitions.</li> <li>Describe their professional dreams, hopes and ambitions.</li> <li>Carry out a conversation about their</li> </ul>

		<ol style="list-style-type: none"> <li>1. Dream: ambition, aspiration, fantasy, goal, ideal, vision</li> <li>2. Hope: expectation, optimism, prospect, wish</li> <li>3. Ambition: drive, goal, motivation, purpose, aspiration</li> <li>4. Passion: enthusiasm, fervor, fire, interest, zeal</li> <li>5. Aspire: aim, desire, hope, seek, strive, yearn</li> <li>6. Inspiration: creativity, imagination, motive, stimulation</li> <li>7. Determination: resolution, grit, perseverance, tenacity</li> <li>8. Imagination: creativity, fancy, fantasy, vision</li> <li>9. Challenge: adversity, difficulty, hardship, obstacle</li> <li>10. Opportunity: chance, circumstance, event, luck, possibility, opening</li> </ol> <p><b>Example of Expressions:</b></p> <p>"I have a deep passion for energy resources engineering and my dream is to become a highly skilled and knowledgeable engineer in this field. I aspire to contribute to the development of sustainable energy solutions and make a significant impact in addressing environmental challenges."</p> <p>"I hope to be part of groundbreaking renewable energy projects that transform the way we harness and utilize resources. My goal is to work on innovative technologies that promote clean energy and reduce our reliance on fossil fuels, ultimately contributing to a greener and more sustainable future."</p> <p>"My ambition is to become a respected leader in the energy resources engineering industry. I strive to drive positive change, foster collaboration, and lead teams towards achieving energy efficiency, resource optimization, and sustainable practices. I envision myself making a meaningful difference in the transition towards a more sustainable energy landscape."</p> <p>When describing dreams, hopes, and ambitious, including a poster with photographs and short blocks of text, you should consider the following:</p> <ul style="list-style-type: none"> <li>- <b>Tone:</b> The tone should be positive, optimistic, and confident. You want to convey your aspirations and dreams in a way that is motivating and inspiring.</li> </ul>	<p>Ask and answer questions about my professional dreams, hopes and ambitions.</p> <p>Write a short piece of text describing my professional dreams, hopes and ambitions</p>	<p>professional dreams, hopes and ambitions.</p>
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	<ul style="list-style-type: none"> <li>- <b>Vocabulary:</b> Choose vocabulary that reflects the optimistic and aspirational tone. Words like <i>ambition</i>, <i>dream</i>, <i>hope</i>, <i>goal</i>, and <i>aspiration</i> can be used to convey the intended message.</li> <li>- <b>Language structure:</b> Simple and clear language structure should be used to help convey your message effectively. Consider using the future tense to talk about what you hope to achieve in the future, and the present tense to talk about what you are currently doing to reach your goals.</li> <li>- <b>Visual aids:</b> The poster should include clear and impactful photographs that support and amplify the text. The text should be simple and concise, using short blocks of text to convey the main points effectively.</li> <li>- <b>Message:</b> It should be focused, clear, and concise. It should convey your ambitious, dreams and what you hope to achieve, and should inspire and motivate the viewer.</li> </ul> <p><b>Language Structure</b></p> <p><b>Hope for the present</b>  We can use the present simple (mostly for stative verbs) or the present continuous.</p> <ul style="list-style-type: none"> <li>• I hope (that) it's sunny where you are.</li> <li>• I hope (that) she's having a wonderful time.</li> </ul> <p><b>Hope for the future</b>  We can use either the present simple (more common) or the future simple (less common). It usually doesn't change the meaning.</p> <ul style="list-style-type: none"> <li>• I hope that she comes to the party tomorrow.</li> <li>• I hope that she'll come to the party tomorrow.</li> </ul> <p>We often use 'can' with 'hope' for the future.</p>		
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- I hope you can come to the party tomorrow.

#### Hope for negative wishes

It's also possible to use 'hope' in a very negative way. In this case, the thing doesn't need to be possible.

- I hope your hair falls out and you lose all your money!

You can use the following language structure to describe your dream, hopes, and ambitious

- **Simple present tense:** "I dream to become a good professional"
- **Simple future tense:** "I hope to travel to Japan next year."
- **"To be" + infinitive verb:** "My ambitious is to make a difference in the world."
- **Modal verb + infinitive verb:** "I would love to work on a new project one day", "I may be working in energy resources engineering.", "I might be dealing with renewable energy projects."
- **"I wish" + past simple tenses:** "I wish I could speak several languages fluently."
- **"I'd like to" + infinitive verb:** "I'd like to become highly skilled and knowledgeable engineer in this field in the future."
- **"It's my goal" + infinitive verb:** "It's my goal to become an expert in my field".
- **"I want" + infinitive verb:** "I want to make a positive impact on the environment."

#### Sample Language





**A:** Hi, I'm putting together a poster to showcase our team's aspirations and goals. I was hoping to get your input. What are your dreams, hopes, and ambitions for the future?

**B:** Well, my main ambition is to become a respected leader in the energy resources engineering industry.

**A:** That's great. Can you give a short description of what you want to achieve in that role?

**B:** I strive to drive positive change, foster collaboration, and lead teams towards achieving energy efficiency, resource optimization, and sustainable practices. I envision myself making a meaningful difference in the transition towards a more sustainable energy landscape.

**A:** Those are great aspirations. Do you have any specific examples of how you plan to achieve those goals?

**B:** Yes, I plan to take on more challenging projects, participate in professional development opportunities, and build strong relationships with my colleagues and industry leaders.

**A:** Those are all excellent steps. Let's include that information in the poster, along with a photo of you looking confident and ready to take on this challenge.

**B:** Sounds good to me!

#### Online Resources

[life2e\\_ame\\_sb5\\_u08.pdf\(eltngl.com\)](https://life2e_ame_sb5_u08.pdf(eltngl.com))

		<a href="http://englishlogica.com">Talk about Hopes and Dreams English Vocabulary - IELTS/TOEFL (englishlogica.com)</a> <a href="https://www.perfect-english-grammar.com/hope.html">https://www.perfect-english-grammar.com/hope.html</a> <a href="https://www.youtube.com/watch?v=COK1_0aeX-4">https://www.youtube.com/watch?v=COK1_0aeX-4</a>		
<b>Week 7</b>	<b>Interview #1</b> <b>20%</b>			
<b>Week 8</b>	Comprehend personal and professional correspondence such as personal letters, postings, official documents in your field of study, etc.	<b>Target Vocabulary</b> <b>Types of emails:</b> making a request, complaining, making a reservation, making an invitation, apologizing, confirming order or details, providing information on a transaction, solving a problem, Acronyms (ASAP, FYI, CRM, SAAS, SAP) etc. <b>Formal email:</b> dear, regarding, to whom it may concern, sincerely, best regards, hope to hear from you soon, I look forward to hearing from you soon, nice hearing from you, In reference to, let me know, thanks for your prompt response, please find attached (the report / the information / the data) you asked for. <b>Informal email:</b> hi, what's up? How is it going? How're you doing? Talk to you later. <b>Adjectives to describe places:</b> Natural, noisy, quiet, unique, windy, tranquil, peaceful, traditional, tropical, fresh, romantic, dangerous, safe, active, exciting, hot, cold, crowded, touristic, old <b>Work-related Vocabulary:</b>	Read and show understanding of personal letters, e-mails or postings including events and feelings Reading comprehension activities including formal documents like letters, official documents, brochures, ec. in their professional area Read about varied topics in documents like: travel diaries, guides and magazines including places, events, perspectives and discoveries Ask and answer questions about personal and	Learners can: --Comprehend the information provided in personal and professional correspondence such as personal letters, postings, official documents in your field of study, etc. Respond to personal and professional correspondence such as personal letters, postings, official documents in your field of study, etc. Talk about information they

		<ol style="list-style-type: none"> <li>1. Personal: intimate, private, personal, individual, subjective</li> <li>2. Correspondence: letter, e-mail, message, communication, memo</li> <li>3. Feelings: emotions, moods, sentiments, sensations, reactions</li> <li>4. Professional area: work, job, career, field, industry</li> <li>5. Travel: journey, trip, excursion, adventure, wanderlust</li> <li>6. Diaries: journals, logs, records, chronicles, accounts</li> <li>7. Guides: manuals, handbooks, instructions, directories, maps</li> <li>8. Magazines: publications, newspapers, journals, newsletters, bulletins</li> <li>9. Places: locations, sites, destinations, regions, spots</li> <li>10. Events: happenings, occurrences, gatherings, activities, incidents</li> <li>11. Perspectives: viewpoints, outlooks, attitudes, opinions, thoughts</li> <li>12. Discoveries: findings, revelations, insights, realizations, breakthroughs</li> </ol> <p>In order to understand letters, e-mails or postings, consider the following:</p> <ul style="list-style-type: none"> <li>- <b>Vocabulary:</b> Familiarize yourself with the vocabulary used in the relevant context, such as technical terms and specific vocabulary related to your professional area</li> <li>- <b>Language structure:</b> Make sure you have a solid understanding of diverse language structure commonly used in written communication.</li> <li>- <b>Context:</b> Try to understand the context in which the text was written, such as the purpose and audience of the letter, e-mail, or posting, as well as the cultural and historical context of the events and places described in the text.</li> <li>- <b>Organization:</b> Look for organizational cues in the text, such as headings and subheadings, to help you understand the main points made and to identify important details.</li> <li>- <b>Cultural Awareness:</b> Consider cultural differences and their impact on the way in which the text is written and the information it conveys.</li> <li>- <b>Background Knowledge:</b> Use your prior knowledge and experience to help you understand the text and to make connections between the information presented and your own experiences.</li> </ul> <p><b>Language Structure</b> Consider the language structure from the current and previous PIT courses*</p>	<p>professional correspondence such as personal letters, postings, official documents in your field of study, etc.</p> <p>Carry out a conversation referring to personal and professional correspondence such as personal letters, postings, official documents in your field of study, etc.</p>	<p>read in those documents.</p>
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		<p><b>Sample Language</b></p> <p>A: Hey, have you received that email from our client regarding the latest developments in the renewable energy project?</p> <p>B: Yes, I have. What are your thoughts on it?</p> <p>A: I found it to be well-structured and informative. The client mentioned that the project is progressing smoothly and they are satisfied with the milestones achieved so far.</p> <p>B: That's excellent news. Additionally, they shared some interesting insights about their recent implementation of solar power systems in their facilities.</p> <p>A: I noticed that too. It's always valuable to learn from our clients' experiences and explore potential synergies between our projects.</p> <p>B: Absolutely. I also noticed an attached report highlighting the upcoming industry conference on renewable energy advancements.</p> <p>A: That's worth noting. We should consider attending the conference to stay updated with the latest trends and innovations.</p> <p>B: Agreed. Attending such events enables us to expand our professional network and exchange ideas with experts in the field. We can also share the information from the conference with our team during the next project meeting.</p> <p><b>Online Resources</b></p> <p><a href="mailto:info@cumbria.gov.uk">Understanding Email (cumbria.gov.uk)</a></p> <p><a href="https://teflastic.wordpress.com/worksheets/writing/email/formality/">https://teflastic.wordpress.com/worksheets/writing/email/formality/</a></p>		
<b>Week 9</b>	Express opinions on subjects relating to your professional everyday life, justifying your perspective	<p><b>Target Vocabulary</b></p> <p><b>Expressions to give opinions:</b></p> <p>As far as I know, ...</p> <p>I agree with the opinion of ...</p> <p>I could be wrong, but...</p> <p>I'd definitely say that...</p> <p>I'd guess/imagine that...</p> <p>I'd say that...</p> <p>I'm absolutely certain that...</p> <p>I'm fairly confident that...</p> <p>I'm no expert on this, but...</p>	<p>walk around the class giving opinions about the situations provided on the classroom's walls. Ss justify their perspective.</p> <p>Learners select two of the previous situations of their</p>	<p>Learners can:</p> <p>-Express opinions on subjects relating to their professional everyday life, justifying their perspective.</p>

		<p><b>Asking for opinion:</b> What do you think about? Do you see what I mean? Would you go alone with that? What are your thoughts on that.</p> <p><b>Expressing reasons:</b> Because... Due to... / Because of... Owing to...</p> <p>Firstly, secondly, because, one reason is, to start with.</p> <p><b>Activities to talk about:</b> a meeting, a report, a project, a new client, a new company, a new product/service.</p> <p><b>Linking words:</b> Furthermore... Moreover... In addition... / Additionally Regarding... / Related to... On top of that...</p> <p><b>Expressing certainty:</b> Definitely Absolutely Certainly</p> <p>When expressing opinions on subjects related to everyday life, it's important to consider the following:</p> <ul style="list-style-type: none"> <li>- <b>Language Use:</b> You should be able to express your opinions using clear, standard language. You should also be able to use familiar vocabulary on familiar topics regularly encountered in everyday life.</li> <li>- <b>Expressing Approval or Disapproval:</b> You should be able to express whether you approve or disapprove of something someone has done and give reasons to justify your opinion. For example, you might say "<i>I'm no expert on this, but I don't think it was a good idea to do that because...</i>" or "<i>I'd say that it was a good move because...</i>".</li> </ul>	<p>preference and write their opinions.</p> <p>Given hypothetical cases, evaluate someone's performance at work and justify your opinion.</p> <p>Express your point of view about what someone has done at work and give reasons to justify your opinion.</p> <p>Ask and answer questions about opinions on subjects relating to your professional everyday life, justifying your perspective.</p>	<p>Carry out a conversation expressing opinions, justifying their perspective.</p> <p>Express agreement and disagreement about opinions on subjects relating to their professional everyday life, justifying their perspective.</p>
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	<ul style="list-style-type: none"> <li>- <b>Respect for Others:</b> When expressing opinions, it's important to be respectful of others. Avoid being rude or confrontational and be willing to listen to others' opinions as well.</li> <li>- <b>Cultural Awareness:</b> When expressing opinions, it's important to be aware of cultural differences and to be respectful of different cultural perspectives. Understanding and considering different cultural norms can help you to express opinions in a way that is clear and culturally sensitive.</li> </ul> <p><b>Language Structure</b></p> <p><b>Present perfect tense:</b></p> <ul style="list-style-type: none"> <li>- I have always believed that...</li> <li>- I have always felt that...</li> </ul> <p><b>Modal verbs:</b></p> <ul style="list-style-type: none"> <li>- I must say that...</li> <li>- I can tell you that...</li> <li>- I could argue that...</li> </ul> <p><b>Conditionals:</b></p> <ul style="list-style-type: none"> <li>- If I were you, I would...</li> <li>- If I had to choose, I would...</li> </ul> <p><b>Sample Language</b></p> <p><b>A:</b> What are your thoughts on the new shift rotation system implemented by our manager last week?</p> <p><b>B:</b> I'm a bit unsure about it. On one hand, it offers more flexibility, but on the other hand, it requires us to work longer hours.</p> <p><b>A:</b> I understand your perspective. Personally, I'm not in favor of the new schedule. I believe it could hinder our ability to maintain a healthy work-life balance.</p> <p><b>B:</b> I share your concerns. It's important to consider the potential risks of burnout and decreased productivity associated with longer working hours.</p> <p><b>A:</b> Precisely. I firmly believe that it's crucial for us to express our opinions to our manager and seek a schedule that accommodates everyone's needs.</p>		
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		<p><b>B:</b> Absolutely. Engaging in an open and constructive dialogue with our manager, backed by valid reasons, will be essential in finding a suitable solution.</p> <p><b>Online Resources</b></p> <p><a href="https://www.teach-this.com/functional-activities-worksheets/giving-opinions">https://www.teach-this.com/functional-activities-worksheets/giving-opinions</a></p> <p><a href="https://busyteacher.org/classroom_activities-speaking-worksheets/">https://busyteacher.org/classroom_activities-speaking-worksheets/</a></p> <p><a href="https://www.youtube.com/watch?v=SRvL9J4k490">https://www.youtube.com/watch?v=SRvL9J4k490</a></p> <p><a href="#">Giving Opinions   Vocabulary   EnglishClub</a></p> <p><a href="#">Why and How To Use Conditionals   California English Language School for International Students 🇺🇸 (englishcollege.com)</a></p> <p><a href="#">Should for Ideas and Opinions - Language On Schools</a></p>		
<b>Week 10</b>	Understand short talks on familiar topics related to your work area, such as conference presentations with visuals, announcements and news.	<p><b>Target Vocabulary</b></p> <p><b>Interrupting:</b></p> <ul style="list-style-type: none"> <li>- Sorry, but...</li> <li>- Sorry to interrupt, but I feel that...</li> <li>- Could I come in here?</li> <li>- I'd like to make a point here if I could.</li> <li>- Can I just say something about that?</li> </ul> <p><b>Expressing lack of understanding:</b> I don't get it, what do you mean? I'm not sure I got your point, I don't quite follow you, I'm sorry. I don't understand what you mean.</p> <p><b>Asking for clarification:</b></p> <ul style="list-style-type: none"> <li>- I'm not sure I understand what you're saying.</li> <li>- Do you mean that....?</li> <li>- Are you saying that...?</li> <li>- If I understand you correctly, you think that ...</li> </ul> <p><b>Showing understanding:</b></p>	<p>Listen to different audios (short talks, presentation, conference, etc.) in order to choose the main idea for each one in a multiple-choice activity. Audios are played again to extract specific information.</p> <p>Unscramble a text they listen to, such as: a monologue (like a guided tour), public announcements (at airports, bus/train stations) and recorded news bulletins.</p>	<p>Learners can:</p> <ul style="list-style-type: none"> <li>-Show comprehension of a conference presentation with visuals.</li> <li>Express difficulty understanding something.</li> <li>Identify the main points on short talks on familiar topics related to your work area, such as conference</li> </ul>

		<ul style="list-style-type: none"> <li>- I see what you mean</li> <li>- I understand</li> <li>- That makes sense.</li> </ul> <p><b>Key terms:</b></p> <ul style="list-style-type: none"> <li>- Let's take a closer look!</li> <li>- In other words ...</li> <li>- To sum up...</li> <li>- In conclusion...</li> <li>- To begin with... / To start with ...</li> </ul> <p>In order to understand any type of auditory information, it's relevant to consider these bullets:</p> <ul style="list-style-type: none"> <li>- <b>Vocabulary:</b> Familiarize yourself with technical terms and common expressions used in the context of the topic being discussed.</li> <li>- <b>Listening skills:</b> Practice active listening by paying attention to the speaker's tone, pace, and emphasis. Take notes and summarize the key points.</li> <li>- <b>Visual aids:</b> If the talk or presentation includes visuals, make sure to focus on them and try to understand how they relate to the speaker's words.</li> <li>- <b>Context:</b> Try to understand the context and purpose of the talk or announcement. Is it informational, persuasive, or instructional?</li> <li>- <b>Pronunciation:</b> Pay attention to the pronunciation of words and phrases to improve your comprehension.</li> <li>- <b>Interruptions:</b> Be prepared for interruptions like background noise, overlapping speech, or pauses. Try to focus on the main message and ignore distractions.</li> <li>- <b>Repetition:</b> Understand that some important points may be repeated for emphasis, so it's necessary to listen carefully throughout the talk.</li> </ul> <p><b>Language Structure</b> Consider the language structure from the current and previous PIT courses*</p>	<p>Ask and answer questions about short talks on familiar topics related to your work area, such as conference presentations with visuals, announcements and news.</p> <p>Write the main points of an excerpt they listen to.</p>	<p>presentations with visuals, announcements and news.</p>
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		<p><b>Sample Language</b></p> <p><b>A:</b> Good morning, team. It's great to have you all here today. I'd like to present the new project we've been working on in the field of energy resources engineering.</p> <p><b>B:</b> Thank you for organizing this presentation. We're eager to learn more about the project.</p> <p><b>A:</b> To begin, let's take a look at the project timeline. As you can see, we have a challenging deadline to meet.</p> <p><b>B:</b> I understand. It's crucial for us to work efficiently to ensure timely completion. <b>A:</b> Precisely. Now, let's discuss the various tasks that need to be accomplished. We'll need to collaborate closely with other departments to ensure smooth progress.</p> <p><b>B:</b> Understood. What level of support can we expect from the other departments?</p> <p><b>A:</b> They have committed to providing us with the necessary resources. Our responsibility is to keep them updated on our progress.</p> <p><b>B:</b> I see. How frequently should we provide them with updates?</p> <p><b>A:</b> Weekly updates should suffice. Does that align with everyone's expectations? <b>B:</b> Yes, that works well for us. Thank you for providing us with this information.</p> <p><b>Online Resources</b></p> <p><a href="https://www.youtube.com/watch?v=5f7qSd3TWdM">https://www.youtube.com/watch?v=5f7qSd3TWdM</a></p> <p><a href="https://basicenglishspeaking.com/checking-understanding-english/">https://basicenglishspeaking.com/checking-understanding-english/</a></p> <p><a href="https://www.youtube.com/watch?v=mRQhtlmhGKA">https://www.youtube.com/watch?v=mRQhtlmhGKA</a></p> <p><a href="https://www.youtube.com/watch?v=0Mq2TiJmqCI">https://www.youtube.com/watch?v=0Mq2TiJmqCI</a></p> <p><a href="#">Short talk about Renewable Energy Engineering Energy decisions</a></p>		
<b>Week 11</b>	Ask co-workers how they think something would work and the reasoning behind their thoughts, encouraging other staff	<p><b>Target Vocabulary</b></p> <p><b>Asking for opinions:</b></p> <p>Do you agree?</p> <p>What do you think about that?</p> <p>Would you like to give us your views on this?</p>	Ask others for their opinion about a project or proposal	<p>Learners can:</p> <p>-Ask questions to find out the</p>

	<p>members to participate into the discussion</p>	<p>Would you like to comment on that? Do you think we should...?</p> <p><b>Phrases for inviting someone:</b> Do you want to...? Do you want to come to...? Come.... with me... would you like to join me/us? Why don't you...?</p> <p>In order to ask why someone thinks something or how they think something would work, it's essential to know:</p> <ul style="list-style-type: none"> <li>- <b>Question words:</b> Use question words like <b>why</b> and <b>how</b> to ask for opinions and reasoning. For example: <i>Why do you think that would work?</i> or <i>How do you think this problem could be solved?</i></li> <li>- <b>Modal verbs:</b> Use modal verbs like could or would to show a less direct approach in asking for opinions. For example: <i>Could you explain how you arrived at that conclusion?</i> or <i>Would you mind sharing your thoughts on this matter?</i></li> <li>- <b>Polite requests:</b> Use polite language to show respect and encourage participation. For example: <i>Could we hear your perspective on this?</i> or <i>Would you be willing to elaborate on your ideas?</i></li> <li>- <b>Inclusive language:</b> Use inclusive language to involve others in the discussion. For example: <i>Let's hear what everyone thinks</i> or <i>what do you all think about this?</i></li> </ul> <p><b>Language Structure</b></p>	<p>and have them justify their ideas.</p> <p>Make a conversation with your co-workers about something new in the company, to see how they think that would work and why.</p> <p>Unscramble examples of questions in different tenses</p> <p>Learners answer the previous questions based on their experiences</p> <p>Different topics are brought up to discussion. Learners give their opinions while others ask them about their thoughts.</p>	<p>opinion of someone.</p> <p>Express how something would work and the reasoning behind their thoughts, encouraging other staff members to participate into the discussion.</p> <p>Describe in a written or oral form how something would work and the reasoning behind their thoughts, encouraging other staff members to participate into the discussion.</p>
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# First Conditional

## Structure

**IF + Simple Present, Simple Future**

(S + will/won't + V(bare form))

## Usage

To talk about possibilities in the present or in the future

## Examples

- If it **rains**, I **will stay** at home.
- If I **wake** up late, I **will miss** the bus.
- And, if it's sunny, we'll **go** to the park.
- If Juan **leaves**, Paula **will be** sad.
- If I **find** your email, I **will send** you the picture.
- If you **study** hard, you **will pass** your exams.



1. If we install solar panels on our rooftop, we will reduce our electricity bills and generate clean energy from the sun.
2. When the wind turbines reach their optimal rotation speed, they will efficiently generate electricity from the wind.
3. If we invest in energy-efficient appliances, we can lower our energy consumption and decrease our carbon footprint.
4. When the government offers incentives for renewable energy projects, it encourages more businesses to transition to sustainable power sources.

	<ul style="list-style-type: none"> <li>- <b>Simple questions:</b> Simple questions using the questions words why or how are often used to ask for opinions. For example: <i>why do you think that?</i> or <i>How do you see it working?</i></li> <li>- <b>Wh-questions:</b> They are used to ask for specific information. For example: <i>What do you think is the reason behind this?</i> or <i>Which solution do you think would be the best and why?</i></li> <li>- <b>Tag questions:</b> They're used to make a statement into a question. For example: <i>You think that would work, don't you?</i> or <i>You agree with this approach, right?</i></li> <li>- <b>Modal verbs:</b> They're used to show possibility, ability, or necessity. For example: <i>Could you tell me how you see this working?</i> or <i>Would you mind explaining why you think that?</i></li> <li>- <b>Imperatives:</b> They're used to give commands or make requests. For example: <i>Please, share your thoughts on this issue</i> or <i>Explain how you think this could be done.</i></li> </ul> <p><b>Direct questions</b></p> <ul style="list-style-type: none"> <li>• <b>Question word questions (WH)</b></li> </ul> <p><i>Question Word + Auxiliary verb + Subject + Main Verb + Remainder</i></p> <p>The answer to a question word question will be some kind of information.</p> <p>What is Pizza?</p> <p>(Answer –Pizza is an Italian dish)</p> <ul style="list-style-type: none"> <li>• <b>Choice questions</b></li> </ul> <p><i>Auxiliary Verb + Subject + Main Verb + Choice 1 + “or” + Choice 2</i></p> <p>The answer to such questions can be found in the question itself.</p> <p>Do you want tea or coffee?</p> <p>(Answer – coffee)</p>		
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	<p>Are you going to sing or dance?</p> <ul style="list-style-type: none"> <li>• <b>Yes/No questions</b></li> </ul> <p><i>Auxiliary Verb + Subject + Main Verb + Remainder</i></p> <p>The answer to a yes/no question will be either 'yes' or 'no'.</p> <p>Do you like tea?</p> <p>(Answer –No)</p> <p><b>Indirect questions</b></p> <ul style="list-style-type: none"> <li>• Changing word order</li> </ul> <p>Can you tell me why she was late? (D.O- Why was she late?)</p> <ul style="list-style-type: none"> <li>• <b>Omitting 'do'</b></li> </ul> <p>We have to omit 'do', 'does', 'did' in a direct question when turning that into an indirect question.</p> <p>Could you tell me when the lesson starts? (D.O-When does the lesson start?)</p> <p><b>Sample Language</b></p> <p><b>A:</b> I was considering the idea of implementing virtual meetings instead of physical ones for our energy resources engineering team.</p> <p><b>B:</b> That's an interesting proposal. What are the reasons behind your belief that virtual meetings would be better?</p> <p><b>A:</b> Well, given the nature of our work and the technical expertise required, I believe virtual meetings can save us time and expenses associated with travel. It would allow us to connect and collaborate more efficiently.</p> <p><b>B:</b> I see your point. How do you think we could ensure that virtual meetings are as effective as in-person ones?</p> <p><b>A:</b> To ensure effectiveness, we can make sure that everyone has access to the necessary technology and a stable internet connection. Additionally, by</p>		
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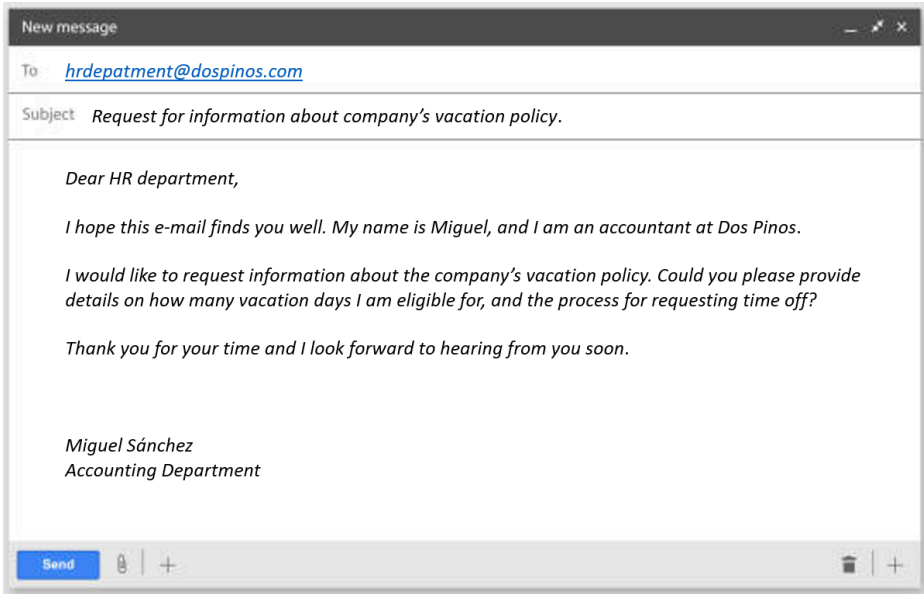
		<p>establishing clear objectives and following a structured agenda, we can maintain focus and productivity during virtual meetings.</p> <p><b>C:</b> I have a different perspective. I think virtual meetings can pose challenges in terms of building relationships and having meaningful face-to-face interactions.</p> <p><b>A:</b> I understand your concern. How do you suggest we address those challenges?</p> <p><b>C:</b> To foster relationships and create a sense of community, we can incorporate regular virtual check-ins and provide opportunities for everyone to contribute and engage in discussions. This can help overcome the limitations of virtual interactions.</p> <p><b>B:</b> I think that's a great suggestion. What are your thoughts on conducting a trial period for virtual meetings and then evaluating the outcomes to make an informed decision?</p> <p><b>C:</b> That sounds reasonable. It would give us the opportunity to assess the effectiveness of virtual meetings and gather feedback from the team to make an informed choice.</p> <p><b>Online Resources</b></p> <p><a href="https://www.youtube.com/watch?v=8SYJcb5HZTs">https://www.youtube.com/watch?v=8SYJcb5HZTs</a></p> <p><a href="https://www.linkedin.com/pulse/20140701204021-2022319-leadership-is-a-contact-sport-ask">https://www.linkedin.com/pulse/20140701204021-2022319-leadership-is-a-contact-sport-ask</a></p> <p><a href="https://www.teach-this.com/functional-activities-worksheets/giving-opinions">https://www.teach-this.com/functional-activities-worksheets/giving-opinions</a></p> <p><a href="https://eslgames.com/expressing-opinions/">https://eslgames.com/expressing-opinions/</a></p> <p><a href="https://www.pinterest.com/pin/52910265623339243/">https://www.pinterest.com/pin/52910265623339243/</a></p>		
<b>Week 12</b>	Compose basic e-mails/letters at work, of a factual nature (e.g. ask/give information/confirmation), linking longer sentences together.	<p><b>Target Vocabulary</b></p> <p><b>Commonly used expressions for Business Writing</b></p>	Write an email asking for information about a good or service you need to purchase for the company you work at.	Learners can: --compose personal letters and notes asking for or conveying simple information

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Ask learner what aspects make them formal and informal after they have been unscrambled</p> <p>Have learners write emails and letters for their classmates. They should reply.</p>	<p>-compose basic e-mails/letters of a factual nature (e.g. to request information or to ask for and give confirmation).</p>
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	<p>When composing e-mails or letters in a work environment, there are several key elements to consider:</p> <ul style="list-style-type: none"> <li>- <b>Professional tone:</b> Use a professional and polite tone throughout the e-mail or letter. Avoid using informal language or slang.</li> <li>- <b>Clear purpose:</b> Make sure the purpose of the e-mail or letter is clear and concise. Start with a brief introduction that states the reason for writing.</li> <li>- <b>Organized format:</b> Use an organized format, with clear headings and bullet points, if necessary, to make the e-mail or letter easy to read and understand.</li> <li>- <b>Proper grammar and spelling:</b> Check for proper grammar, spelling, and punctuation before sending the e-mail or letter.</li> <li>- <b>Confidential information:</b> Be mindful of any confidential or sensitive information included in the e-mail or letter, and ensure that it is protected as necessary.</li> <li>- <b>Closing and signature:</b> End the e-mail or letter with a polite closing, such as <i>Best regards</i> or <i>Thank you</i>, followed by your signature or electronic signature.</li> <li>- <b>Use of action verbs:</b> Use action verbs, such as <i>request</i>, <i>confirm</i>, or <i>provide</i>, to make it clear what action you are asking the recipient to take.</li> </ul> <p><b>Language Structure</b></p> <p><b>S + Tense (positive or negative) + Objects + , + Opposite Auxiliary Verb + S</b></p> <p><i>You're going to attend the meeting next week, aren't you?</i>  <i>They don't sell computers, do they?</i>  <i>Tom hasn't arrived yet, has he?</i></p> <p>Consider the language structure from the current and previous PIT courses*</p> <p><b>Sample Language</b></p> <p><b>A:</b> Hey, Sarah, do you have a moment to talk about e-mails related to our energy resources engineering project?</p>		
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	<p><b>B:</b> Sure, what do you need help with?</p> <p><b>A:</b> I need to compose an e-mail to our project team to provide an update on the latest developments. I'm not sure how to structure the e-mail or what information to include.</p> <p><b>B:</b> I can assist you with that. Let's break it down. Firstly, you should have a clear subject line that highlights the purpose of the e-mail. Then, begin with a professional greeting and introduce yourself. In the body of the e-mail, provide a concise summary of the project status and highlight any key achievements or challenges. Make sure to include specific details and relevant data to support your update. Conclude the e-mail with a closing statement and your contact information.</p> <p><b>A:</b> That sounds logical. Could you guide me through it?</p> <p><b>B:</b> Of course. Let's start with the subject line: Project Update: Energy Resources Engineering Progress Report.</p> <p><b>A:</b> That's a good title. For the greeting, should I address the entire team or individuals specifically?</p> <p><b>B:</b> It's best to address the entire team. You can begin with a professional salutation like Dear Project Team.</p> <p><b>A:</b> Understood. And for the introduction, should I provide a brief background about the project?</p> <p><b>B:</b> Yes, it's helpful to provide a brief context. For example, you can mention the project's objectives and its significance to the energy resources sector.</p> <p><b>A:</b> I see. Now, for the body of the e-mail, what key information should I include?</p> <p><b>B:</b> In the body, provide a concise update on the project's progress. Mention any milestones achieved, challenges encountered, and important decisions made. Include relevant data, such as timelines, budget status, and any significant findings or discoveries.</p> <p><b>A:</b> Okay, that's clear. And how should I conclude the e-mail?</p> <p><b>B:</b> For the closing, express your gratitude for the team's efforts and highlight the importance of their contributions. End the e-mail with a forward-looking statement, such as expressing enthusiasm for upcoming tasks or inviting the team to share their insights. Finally, include your name, position, and contact information.</p> <p><b>A:</b> That's great advice. Thank you for your guidance, Sarah. I feel more confident now.</p> <p><b>B:</b> You're welcome, Miguel. I'm glad I could help. If you have any further questions, feel free to ask. Good luck with your e-mail and the project!</p>		
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		 <p><b>Online Resources</b></p> <p><a href="#">How to Write a Proper Email: Make the Right Impression   Grammarly</a></p> <p><a href="#">Professional Letter and Email Writing Guidelines (liveabout.com)</a></p> <p><a href="https://en.islcollective.com/english-esl-worksheets/search/email">https://en.islcollective.com/english-esl-worksheets/search/email</a></p> <p><a href="https://www.teach-this.com/functional-activities-worksheets/emailing">https://www.teach-this.com/functional-activities-worksheets/emailing</a></p>		
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