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

CURSO: INGLÉS III
CÓDIGO: IDTEC03
NIVEL: III
NATURALEZA DEL CURSO: PRÁCTICO
HORAS CONTACTO POR SEMANA: 6 HORAS (4 PRESENCIALES Y 2 EN LINEA ASINCRÓNICAS)
MODALIDAD: CUATRIMESTRAL
REQUISITO: IDTEC02 INGLÉS II

I.   **DESCRIPCIÓN DEL CURSO**

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

El curso se diseñó de acuerdo con lo establecido en el nivel A2+ del Marco Común Europeo para las Lenguas Extranjeras. El mismo está orientado a las carreras del área de tecnología con el fin de brindarle al estudiante una experiencia de aprendizaje más afín con su especialidad.

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

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

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

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

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

II. COMPETENCIA GENERAL

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

III. COMPETENCIAS ESPECÍFICAS

Competencia transdisciplinar específica	Verbo de desempeño	Conocimientos (Aprender a conocer)	Habilidades (Aprender a hacer)	Actitudes (Aprender a ser y a convivir)

Interactúa en diferentes contextos relacionados con el trabajo como arrepentirse, quejarse, dar y justificar opiniones, negociar, identificar las partes de una presentación oral y brindarla, describir gráficos y comparar información sobre ellos	Interactúa	Emplea frases y expresiones para responder ante situaciones diversas del entorno laboral.	Aplica frases y expresiones para describir situaciones del entorno laboral Desarrolla textos escritos cortos que le permitan describir situaciones del entorno laboral	Muestra disposición para escuchar las ideas de otros y buscar el beneficio mutuo.
				Pregunta generadora: ¿Por qué es importante escuchar y valorar las propuestas de otras personas?

Experiencias de Aprendizaje	Evaluación para el aprendizaje
Actividades orales espontáneas, simulaciones de situaciones cotidianas y laborales (guiadas y no guiadas), ejercicios de escucha (multimedia), proyectos escritos, juegos y experiencias de vida.	Rúbrica de desempeño de la persona estudiante (autoevaluación, coevaluación y evaluación docente) en actividades que promuevan el desempeño en las cuatro habilidades de la lengua.

Competencia transdisciplinar Específica	Verbo de desempeño	Conocimientos (Aprender a conocer)	Habilidades (Aprender a hacer)	Actitudes (Aprender a ser y a convivir)
Interactúa en diferentes contextos relacionados con el trabajo como identificar y reportar aspectos importantes de las reuniones, realizar una entrevista de trabajo de manera exitosa, escribir el currículo vitae completo y aplicar principios de marca personal.	Interactúa	Utiliza grupos de palabras que enlazan o conectan ideas para describir situaciones laborales.	Construye de manera oral y escrita descripciones cortas sobre situaciones laborales	Respeta y aprende de las experiencias de sus pares.
				Pregunta generadora: ¿Por qué es posible aprender de las experiencias de otras personas?

Experiencias de Aprendizaje	Evaluación para el aprendizaje
Actividades orales espontáneas, escritas, simulaciones de situaciones cotidianas y laborales (guiadas y no guiadas), ejercicios de escucha (multimedia), juegos y experiencias de vida.	Rúbrica de desempeño de la persona estudiante (autoevaluación, coevaluación y evaluación docente) en actividades que promuevan el desempeño en las cuatro habilidades de la lengua.

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

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

IV. ESTRATEGIAS METODOLÓGICAS

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

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

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

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

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

V.   ESTRATEGIAS DE EVALUACIÓN

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

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

a. Entrevistas

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

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

b. Pruebas cortas escritas

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

c. e-Evaluación (Desempeño en campus virtual)

Rodríguez Gómez e Ibarra Sáiz (2011) definen la e-evaluación como un "proceso de aprendizaje, mediado por medios tecnológicos, a través del cual se promueve y potencia el desarrollo de competencias útiles y valiosas para el presente académico y el futuro laboral de las personas estudiantes como profesionales estratégicos "(p. 7). Cada estudiante asume la responsabilidad de ingresar al campus virtual oficial de la universidad, el cual se nutre semana a semana de acuerdo con lo que establece el cronograma. La persona docente brindará realimentación constante de los ejercicios como videos, chats, wikis, herramientas educativas en línea, entre otros realizados en el campus virtual. La persona estudiante debe cumplir con un ingreso de, al menos, dos horas semanales. La persona docente guiará el proceso de interacción, corregirá las tareas asignadas y brindará seguimiento constante a cada estudiante. Todo lo referente al uso del campus virtual se regirá por lo establecido en la normativa y lineamientos institucionales.

d. Seminario en línea (Webinar)

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

e. Presentaciones orales

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

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

VI.   BIBLIOGRAFÍA:

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

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

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

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

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

VII.   WEBGRAFÍA

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

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

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

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

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

VIII.   CRONOGRAMA

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

Universidad Técnica Nacional
Programa Institucional de Idiomas para el Trabajo

Course Syllabus
IDTEC03 Inglés III

Campus:

Professor:

Course Schedule:

Student Attention Hour:

General competence:

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

Specific competences:

- Interact in different work-related contexts such as making regrets, complaining, giving and justifying opinions, negotiating, identifying the parts of an oral presentation and delivering it, describing charts and comparing information on them.

- Interact in different work-related contexts such as identifying and reporting important aspects from meetings, carrying out a successful job interview, writing a complete resume and applying principles or personal branding.

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

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

(Formal ways): Sorry, I didn't catch that, Would you mind saying that again?, Could you repeat that please? What was that again, please?, Can you say it in another way, please?, Sorry?, Excuse me?, Pardon?, I'm sorry to interrupt but would you mind repeating...? (Informal ways): Huh?, What did you say?, Come again?, What?, Eh?, I didn't get that. **Clarification expressions:** When you say..., do you mean...? (When you say living abroad, do you mean living in another country?), let me see if I understood correctly, you're saying that..., So, what you're saying is..., So, in other words... **Idioms:** You have hit the nail on the head (Agreeing) See eye to eye (To agree with somebody) Game plan (a strategy or plan for achieving success) In a nutshell (using as few words as possible to give an opinion) **Language Structure** **Do you think it's ….? (impolite, rude, crucial, okay, polite)** Do you think it's necessary to hire a technician? Do you consider it's okay to shake hands in meetings with Asian people? **It's + adjective + infinitive** I think it's essential to investigate the target culture and their policies. From my point of view, it's necessary to negotiate with the engineers. **Gerunds as subjects** In Costa Rica, shak**ing** hands is customary when there's a deal. One of the key reasons for this is that investigat**ing** the target culture is essential to make successful businesses. **Responses with too and either** I'm against the motion. / I am too. I think it's a good idea. / I do too. I can support your idea. / I can too. I'm not in favor. / I'm not either. I don't consider that an option. / I don't either. I can't help you with the project. / I can't either. People also respond with Me too and Me neither (or Me either).	video. They describe the importance of respecting those differences. -Classify expressions in *Giving opinions expressions* and *Negotiation expressions*. -Identify the correct answers in a True / False activity, by listening to a conversation. They justify the false options. -Unscramble a conversation and identify expressions in which opinions are given. -Comment and give opinions in pairs or trios about work-related situations pasted on the walls.	-agree and disagree with others - show a negotiating position in a face-to-face conversations

		Sample Language **A:** Excuse me Mr. Rodríguez, I have some ideas for the business we're having with the new investors from Samsung. **B:** Hello Carlos, come on in! What are they about? **A:** Sorry to say this, but I think Karla's ideas are not appropriate. I don't see eye to eye with her. **B:** I don't either. You're right! Investigating how they make business is crucial to be successful with this new project…. Do you think it's a good idea to discuss this situation with the board of directors? **A:** Absolutely! It's necessary to have a meeting with the board of directors and Karla before they arrive in Costa Rica on July 20th. **B:** Huh? July 20th? **A:** Correct! Unfortunately, we don't have enough time. **B:** Well, it's time to work on our game plan. **Online Resources** https://impactfulenglish.com/asking-and-giving-opinions/ https://www.englishclub.com/vocabulary/fl-giving-opinions.htm		
Week 2	Express regrets and complaints in work related tasks or topics in a conversation using simple language	**Target Vocabulary** **Situations at work:** _Negative:_ be delayed, be late, be so busy, be overloaded at work, change supplier, argue with a co-worker, yell at my boss, quit my previous job, lose my job, be fired, damage the computer or printer, forget a meeting, make a mistake on an invoice, process an order wrongly, deposit wrongly, overcharge a client, be short-staffed at the moment, drive the company's car, live so far, lose a chance or opportunity, have a misunderstanding with someone _Positive:_ be on time, have enough money, have more free time, get a promotion, have a better income, speak more languages, investigate cultures, have a chance or opportunity, be hired, avoid a misunderstanding **Common Software Problems:** incorrect calculations, incorrect and ineffective data edits, incorrect coding/implementation of business rules, inadequate software performance, confusing or misleading data, software that is difficult to use, obsolete software, inconsistent processing, no longer supported by the vendor,	-Sociolinguistic appropriateness: Write an email complaining in formal and informal situations or contexts. - Compensation strategies (ask for repetition and clarification): Professor provides roles or cues. Students (in pairs), prepare a dialogue on the phone to complain about a given situation. They use	Learners can: - express regrets and complaints in a work-related topic -answer to someone´s regrets and complaints.

inadequate interfaces with other systems, incorrect matching and merging of data (See link in Online Resources section)

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

Verbs in simple past

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

Idioms:
Keep one's eyes on the ball (to give something one's full attention and to not lose focus)
A long shot (something that has a very low probability of happening)
Not going to fly (something isn't expected to work out)
Back to square one (to start something over again because a previous attempt failed)

Language Structure
What do you regret about?

Making regrets: I regret + -ing
I regret **work<u>ing</u>** with this obsolete software / I regret **not ask<u>ing</u>** for technical support.
I regret **misunderstand<u>ing</u>** the data. / I regret **not check<u>ing</u>** it out.

Using wish for present regrets: I wish I <u>(past verb)</u>
I wish I **had** better equipment to work. I wish I **spoke** English well.

Using wish for complaining: I wish you would _____ / I wish you wouldn't _____
I wish you **wouldn't do** that.
I wish you **would stop interrupt<u>ing</u>** me.

Sample Language
A: Jonathan, guess what! I made a big mistake again.
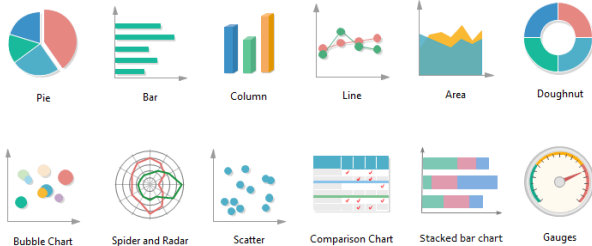**B:** Pardon? Are you kidding me? This is the third time you make it.

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

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

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

-Unscramble a conversation and identify the regret and complain expressions.

<table>
<tr><td colspan="2"></td><td>

A: I know, but it's not my fault at all. The current software is based on functions found in older versions of databases and operating systems, it's so obsolete! And I didn't fully understand how to interpret the data shown. I regret misunderstanding all of this.
B: I'm so sorry to hear that! So, what are you going to do?
A: No idea!... I wish I could solve this by myself. I feel so disappointed.
B: Don't say that! I wish you would stop regretting. It's better to fix it. Let me help you.
A: But…to make this software finally work, we have to go back to square one.
B: Yes, I know.

Online Resources
Using 'wish' for regrets and other things too! | Learn English (ecenglish.com)
(Section: Using wish for present regrets and complaints)

The 20 Most Common Software Problems | General Testing Articles | Articles (riceconsulting.com)

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<td>**Week 3**</td>
<td>Describe the information in a chart, graph or table</td>
<td>

Target Vocabulary
Types of charts and graphs:

Pie Bar Column Line Area Doughnut

Bubble Chart Spider and Radar Scatter Comparison Chart Stacked bar chart Gauges

Expressions to describe charts: What is the (chart/graph) about?
The pie chart is about…, the bar chart deals with…, the line graph shows…, the slices of the pie chart compare the…, the chart is divided into ___ parts, the graph/chart highlights / illustrates… I was really surprised/shocked by the …, so we can say…

Basic Statistics Vocabulary (See document in the Online Material Section)

Present and past verbs (depending on the information in the graph)

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-Compensation strategy: make a conversation including description of data in charts/graphs or tables, and ask for repetition and clarification during the interaction.

-Define with their own words what graphs are and mention how they are useful in their field of study.

-Identify the different types of graphs, by matching names and illustrations.

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Learners can:

- Describe in oral and written ways information in charts/graphs/tables

-Identify the different types of graphs.

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

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

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

Idioms:
Raise the bar (to set standards or expectations higher)

Language Structure
General and specific use of quantifiers

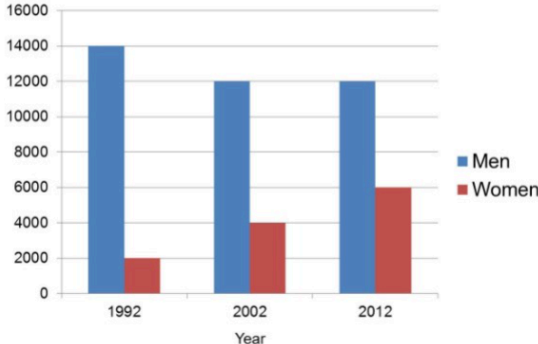| General	Specific	
All students study accounting.	**All (of) the students in my class** study HR.	All of us…
Most students need to know a language.	**Most of the students in the chart** know English.	Most of them…
Some students are good at numbers.	**Some of the students in the pie chart** aren't.	Some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

Sample Language

Number of students studying Software Engineering

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

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

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

15

A: Excuse me! What is the bar chart about?
B: The bar chart illustrates the number of men and women studying Software Engineering in Costa Rican universities from 1992 to 2012. As you can see, most of the male students studied SE in 1992, but the number of women decreased to 2000 students; just a few of them chose this major. In 2002, the number of female students rose to 4000 and the number of male students fell to 12000 and remained constant in 2012. Even, the bar chart shows that most of them studied SE compared to women. So, we can see that the number of women has increased since 1992 and the number of male students has decreased.
A: Wow! Your presentation raised the bar. Thank you so much!

Online Resources
Describing charts in English (englisch-hilfen.de)

How to describe charts, graphs, and diagrams in the presentation (preply.com)

Basic statistics vocabulary.pdf (umt.edu)

| Week 4 | Make simple and direct comparisons | **Target Vocabulary**
Short Adjectives: tall, short, cheap, nice, easy, big, hard, fast, old, new, hot, cold, busy, high, long, large, small, funny, safe, clever, noisy, quiet
Long Adjectives: interesting, expensive, convenient, affordable, useful, important, significant, popular, outdated, pleasant, dangerous, compatible, technical, interactive, advanced, powerful, modern, accurate, versatile, revolutionary

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

-Compare cultural differences keeping in mind the importance of | Learners can:

-Make comparisons in an oral and written way

- Write sentences comparing |

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

Comparative:
Multi-function printers **are more expensive than** conventional printers.
A laser printer **is quieter than** a low-cost inkjet printer.
Superlative:
Our university bought **the best** computer equipment.
They created **the most revolutionary** camera to date.

Sample Language

recognizing those differences.

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

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

-Compare products orally.

-Write sentences comparing information in a table or graph.

-Fill in the blanks properly with the missing information.

information in a table or graph.

-Read and understand a text with comparisons

XPS 13 Plus Laptop
~~$1,699.00~~ **$1,349.00**

12th Gen Intel® Core™ i7-1260P

Windows 11 Home

Intel® Iris® Xe Graphics

16 GB, LPDDR5, 5200 MHz,
integrated, dual-channel

512 GB, M.2, Gen 4 PCIe, SSD

XPS 17 Laptop
~~$3,199.00~~ **$2,499.00**

12th Gen Intel® Core™ i9-12900HK

Windows 11 Home

NVIDIA® GeForce RTX™ 3060, 6 GB
GDDR6, 60 W

32 GB, 2 x 16 GB, DDR5, 4800 MHz,
dual-channel

1 TB, M.2, PCIe NVMe, SSD

Taken from Computers, Monitors & Technology Solutions | Dell USA

A: Pedro, you're a software engineer, right?
B: Uh-huh! How can I help you?
A: A friend of mine asked me to recommend a computer that suits her needs. She needs to be able to access the Internet, play games and work with graphics, music and video files. I'm not a professional in this field and I thought, indeed, that maybe you can give her a hand.
She got this information from Dell's website and she's interested in these two laptops because her budget is of approximately $2500. So, which one do you think it's the best option?
B: Well, based on my experience, I consider that XPS 17 is the best option. I know that it's more expensive than the XPS 13 Plus, but this one is faster and has more benefits that can suit her needs. However, I would like to check all of these features to be sure. Can you send me that webpage link?
A: Sure! Thanks a lot for you time.

Online Resources

		🏅▷【 Grammar: Comparatives and Superlatives - Inglés de Negocios 】(aulafacil.com)		
Week 5	Identify the main parts of an oral presentation and tips on how to carry it out successfully	**Target Vocabulary** **Introducing the topic:** The subject/topic of my talk is…, I'm going to talk about…, My topic today is about… **Outline of presentation:** I'm going to divide this talk into (four) parts, There are a number of points I'd like to mention, I'd like to begin/start by…, First of all, I'll…, Then I'll go on to…, Next…, Finally… **Starting a new section:** The next issue/topic I'd like to focus on…, Now we'll move on to…, I'd like now to discuss… **Giving examples:** For example…, a good example of this is…, to illustrate this point…, to give you an example… **Paraphrasing and clarifying:** In other words…, So what I'm saying is…, To put it more simply… To put it another way… **Summarizing and concluding:** To sum up…, To summarize…, Let's summarize briefly what I said…, To conclude…, In conclusion… **Invitation to discuss / ask questions:** I'm happy to answer any question, Does anyone have any comments or questions?, Please feel free to ask questions, Would you like to ask any questions?, Any questions? **Connectors:** also – first – because – as a result – however – second – due to – besides **Tips for improving your presentation skills:** have a positive mindset, prepare, practice speaking in front of others, involve your audience, dress for the occasion, use less text and more visuals in your presentation, be passionate and engaging, keep eye contact with your audience, focus on confident body language, keep your presentation as short as possible, speak loudly, speak slowly and clear, keep a good voice projection, not to rush, key words are important, use pauses, keep good time management **Language Structure** **Giving tips/suggestions:** I need to make a presentation, what **should** I do? You **should**… / You **shouldn't**… You *should* use less text and more visuals / You *shouldn't* be in a rush.	-Mention the main parts of an oral presentation (Introduction, body and conclusion) -Explain with their own words what each part of the presentation is about. -Ask for and make suggestions to carry out oral presentations successfully. -Classify expressions used to introduce a topic, outline a presentation, start a new section, give examples, etc. -Paraphrase and explain in trios short readings on how to make good oral presentations.	Learners can: -identify the main parts of an oral presentation -use appropriate expressions in each part of the presentation. -share tips on how to give a successful oral presentation

You **could**…
You *could* use a better tool to make your presentation.
You **need to**…
You *need to* have a positive mindset.
You**'d better**… / I**'d better not**...
I 'd better not wear casual clothes. Right?
Why don't you…?
Why don't you use Genially? I think it's better than Power Point
Don't forget to …
Don't forget to keep eye contact with your audience.

Sample Language
A: Karol, can you make oral presentations? I have to deliver one next week, but I don't what to do. This is my first time.
B: Yes, I can. I always make presentations for my classes. I can help you with some tips.
A: Really? Thanks a lot for your help. Tell me, what should I do?
B: Why don't you get relaxed? You look anxious….
First of all, I will send you by email some expressions you can take advantage of to divide and deliver your topic successfully. Besides, you will see what the parts of the presentation are and what you need to consider for each one. That article explains step by step what you need to do.
A: I see! I will read it. What else should I do?
B: Well, there are some essential aspects to keep in mind when presenting.
You should have a positive mindset. Also, there are many technological tools you can use, I think you could use Genially. It's nice and easy to use. Besides, you'd better dress properly and don't forget to keep eye contact with your audience.
A: I'll keep all this information in mind and put it into practice. Thank you so much Karol.
B: Oh, I forgot to tell you, you should practice your presentation before the conference. Practicing it will make you feel better and relaxed.

Online Resources
9 Tips for Improving Your Presentation Skills For Your Next Meeting – Venngage

(25) How to prepare your oral presentation – YouTube

How to prepare an oral presentation – ppt download (slideplayer.com)

| Week 6 | Deliver an oral presentation effectively | **Target Vocabulary**
Same as week 5

Sample Language
A: Good morning, everyone. Thank you so much for attending my oral presentation. My name is Laura López. Today, I'm going to talk about Leadership Skills. My presentation is divided into two parts. First, I will mention what leadership is and finally, I will mention four ways to develop leadership skills.

Do you consider yourself a leader? This is a question that everyone should keep in mind. Leadership is the process in which you always keep motivating yourself and motivating others to work together in a specific direction and achieve the desired goal.

Now, I'd like to mention four different ways to develop leadership skills. First, it's essential to aim for inspiration, not influence. To become an inspiration, you need to develop qualities that humble you and give you a passion to pull your team in the direction of growth and success. Second, improving your listening and communication skills is necessary. When listening to your team, try to make eye contact with them, avoid distractions and have open mind to their ideas. Also, start ASAP, that is, if you want good leadership skills, then you need to start practicing them as soon as possible. In fact, you can sharpen your skills in your current job position. Finally, take your time to research and study the best leaders you find. Many of them could be good models to follow.

To sum up, if you are currently a boss or getting an opportunity to be in charge of a team, you should consider leadership skills as one of the most important ways to achieve the desired goals at work and keep your staff motivated and engaged. Thank you so much for your attention!
Would you like to ask any questions?

Online Resources
How to deliver an oral presentation - PMC (nih.gov)

Oral presentation | LearnEnglish Teens - British Council

The 10 Golden Rules for Successful Business Presentations (proenglish.ch) | -Apply all the suggestions provided previously in a real delivery of an oral presentation.

-Highlight good aspects from their peers' presentation and make new suggestions on how to improve their presentations. (Peer evaluation) | Learners can:

-Deliver a complete and clear oral presentation.

-Understand clear, standard speech on familiar matters directed at them |

Week 7	**Midterm evaluation activity** **20%**			

Week 8	Identify and report orally or in a written form the main points of a short talk on work related topics	**Target Vocabulary** **Same as previous weeks** **Idioms:** By the book (to do things exactly according to the rules or the law) Get down to business (stop making small talk and start talking about serious business topics) **Language Structure** **What did *he/she* say? / What did *he/she* tell you?** **"know" + wh – clause** Do you know what he/she said? Do you know what the boss asked in the meeting? **Reported Speech** | Direct Speech	Reported Speech
Simple Present *Luis*: The presentation <u>is</u> about Hardware Requirements.	**Simple Past** He said (that) the presentation <u>was</u> about Hardware requirements.
Lisa: I <u>wait</u> patiently for the new servers and laptops.	Lisa said (that) she <u>waited</u> patiently for the new servers and laptops.
Present Continuous *Boss*: He <u>is making</u> a good technical report.	**Past Continuous** The boss told me (that) he <u>was making</u> a good technical report.
Pedro: She <u>is attending</u> a meeting.	Pedro said that she <u>was attending</u> a meeting. | **Sample Language**	-Explain with their own words what reporting is. -Read a conversation and identify the expressions in which the speakers report. -Write sentences reporting what others said. (reading) -Identify the correct answers in a True / False activity, by listening to a conversation. They correct the false options. -(Moving concentric circles activity) ask for and report orally to their partners what others have said. Each student gets a situation to say.	Learners can: -Make themselves understood and communicate ideas and information on familiar topics. -Ask and answer simple questions about an event -Report the main points of a short talk -Write sentences reporting what others said -Understand what is said clearly and report it

A: Carmen, did you go to the meeting today in the morning? I couldn't attend it because I was still on my way to the office. There was an accident.
B: Hi Laura! Sorry, could you repeat that again please?
A: I asked you if you attended the meeting today in the morning.
B: Yes, I did. It was a quick meeting.
A: What did Mr. Rodríguez say?
B: He asked what our tasks were. Three of us mentioned what we had to do today in the morning.
A: Do you know what Mario said about the reports?
B: He said that he was making a report about the technical problems in the new server.
A: I see!... We are working together on that. I don't know why he didn't say anything.
B: Who knows!
A: I will ask him about it… What about Lisa and you?
B: Lisa told us that she had a presentation. She said that it was about Hardware Requirements and I said that I had to interview two applicants. They were really interested in working for Intel.
A: That sounds good! Well, I'll talk with Mr. Rodríguez to explain why I couldn't be on time. I know that he appreciates when we do everything by the book.
B: Yeah, I know that.

		Online Resources REPORTED SPEECH: Verb Tense Changes | Direct and Indirect Speech in English – YouTube Reported speech: Qué es y cómo utilizarlo | English Live Blog (ef.com)		
Week 9	Express their opinions and give simple reasons to justify a viewpoint on work-related topics **Interact in a meeting by negotiating on a work-related environment (Previous week 10)**	**Target Vocabulary** **Repetition and clarification expressions from week 1** **Giving my personal view or opinion:** It seems that…, In my opinion…, As far as I understand…, From my point of view…, As far as I know…, From what I know…, Personally, I think/ believe/consider… **Giving reasons expressions:** Because/Because of, The reason (for this) is…, In order to, why…, as a result of, for, due to **Adjectives ending -ed:** confused, annoyed, bored, disappointed, excited, frightened, surprised, tired, shocked, interested, amused, challenged, embarrassed, relaxed, depressed, satisfied, worried, terrified, fascinated. **Adjectives ending – ing:** confusing, annoyed, boring, disappointing, exciting, frightening, surprising, tiring, shocking, interesting, amusing, challenging, embarrassing, relaxing, depressing, satisfying, worrying, terrifying, fascinating. **Idioms:** The elephant in the room (an obvious problem or controversial issue that no one wants to discuss) Think out of the box (to think of creative, unconventional solutions instead of common ones) Up in the air (something is undecided or uncertain) **Language Structure** **Participles as Adjectives** *Participles as Adjectives table (below)*	-Recognize the differences between giving opinions in Costa Rica and giving opinions abroad. -Debate using simple sentences about work-related topics. -Comment and justify briefly in pairs their points of view about different online postings pasted around the classroom. -Predict what people's opinions will be about different situations in an audio. -Read texts about people's opinions and carry out activities. -Express their opinions and give simple reasons	Learners can: -Express and justify their opinion -Read and understand texts with opinions and react to them -React to a work-related issue in a written way -Interact in a meeting being able to negotiate -Be socially and culturally appropriate when negotiating in a meeting

Participles as Adjectives	
-ed (It is used to describe how people feel about something or someone)	**-ing** (It is used to describe something or someone)
He was *embarrass**ed*** when he didn't make it to the meeting.	I don't like that online posting. It's *embarrass**ing***.
I feel *interest**ed*** in learning more about that project.	The manual is so interest**ing**. That explains everything.
I am *excit**ed*** with the online posting.	I think that investigating is excit**ing**. How about you?
The new promotion makes me feel *satisf**ied***.	Being on vacation is satisf**ying**.

Adverbs before adjectives and adverbs

Adverbs before adjectives and adverbs	
Use **absolutely**, **incredibly**, **extremely**, **very**, **really**, **so**, **pretty**, and **fairly** to make some adjectives and adverbs stronger.	- I'm surprised because the person who gets that position should be **very** qualified. - It seems that the computers are **really** well. I feel satisfied because of your commitment.
The expression **at all** makes negatives stronger.	- That online posting makes feel disappointed. It's boring and unprofessional **at all**.
Completely and **totally** mean 100%.	- Her job is **totally** satisfying. I feel excited due to her effort.

Sample Language

Software engineer

Postularme

Minimum Skills:

Bachelor's degree in Computer Science or related field (or equivalent experience)

Good communication skills in English (Advanced)

Working experience of JavaScript, HTML5, CSS3 and jQuery

4+ years of development experience

1+ years of backend development using Node.js

2+ years of web development experience

Experience using Microsoft Visual Studio 2015+ and Microsoft SQL Server 2014

Experience in design of SQL, databases and writing T-SQL scripts for creating, maintenance and report generation for medium-large database structures.

Responsibilities:

- Development of Web applications using Angular (network), React, and Javascript.
- Contract for 6 months with possibility of extension.
- 100% Remote

Requirements

- Minimum education: University
  4 years of experience
- English language
- Availability to travel: No
- Availability of change of residence: No

A: Hey Mario! Look at this online posting! It's about a software engineering position. What do you think?
B: Let me see it!... I feel excited when I see offers like this one. I think it's a good job opportunity, but it seems that they're looking for a very qualified professional.

in a wordwall game. (They get the link of the game and play in pairs)

-Discuss about business etiquette when negotiating with Costa Rican people and foreigners.

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

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

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

A: You're right! I don't have enough experience using JavaScript and jQuery. That's so frustrating!
B: Don't say that! Just take some time to improve your skills.
A: I totally agree with your point of view. In fact, I fulfill with the rest of the requirements.
B: Exactly! Why don't you apply?
A: I don't know. I'll think about it, so far, it's up in the air.

Online Resources
-ing or -ed? Participles as Adjectives | Learn English (ecenglish.com)

Ways of Giving Reasons in English - My Lingua Academy (myenglishteacher.co.uk)

Target Vocabulary
Repetition and clarification expressions from week 1
Negotiation expressions: I propose/recommend that..., One of the key reasons for this is..., Absolutely, I agree with you because..., I am of the opinion that..., That's a very good point because..., I disagree with you because..., I have some reservations about it because..., Unfortunately, my position is different from yours because..., I'm afraid I can't agree with this because..., I am against...
Negotiation of price, dates and discounts expressions:
  - How much is/are _____? It's /They're _____
  - How much does it/do they cost? It costs/ They cost _____
  - What's your best price?
  - How far can you come down in price?
  - How much will you reduce the price if I pay cash?
  - Is there any discount on this?
  - What's your final offer?
  - Let me run the numbers and get back to you
  - It's a deal
Time expressions: in November, from April to September, from Tuesday to Friday, for two weeks, on Monday, on August 20th
Useful words and phrases: *fixed budget* (a maximum amount you can afford to pay), *to shop around* (to look at many places), *discount* (reduced price), *how much you are willing to go* (how much more will you spend, how much more will you offer above the asking price), *showroom* (a place where goods are displayed)

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

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

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

Sample Language
A: Hello, it's nice to meet you in person so we can talk about your new project. Can you tell me a little more? What would you like to accomplish?
B: We'd like to offer training to all of our staff. Both the CEO and I want them to improve their skills using JavaScript, HTML5, CSS3 and jQuery. That's why we're having this meeting.
A: That sounds like a challenging idea. And how can we help you reach your goals?
B: We're interested in a full-time immersion for our entire team. We'd like to focus on just this skill with those technologies for six months at least.

		A: So, if I understand you correctly, you'd like your entire programming team to focus only on this training, during all of their normal working hours. For six months or perhaps more. Is that right? B: Yes, but we can only do it during one of the weeks when business is usually slow and maybe some asynchronous sessions. But yes, that's the idea and, neither Saturdays nor Sundays are available for the training, so that would be from Monday to Friday. A: That's definitely something we can do. We can offer you a six-month training session with those conditions. We'll add a second trainer so that your team can work in small groups designing. What do you think? B: Great! But since we're a large team and we are planning our training well in advance, I was wondering if you could also provide us with an extra session on negotiations in English. For the same price… A: I think I should talk with my boss about it. B: How much does it cost? A: Let me run the number with her and get back to you. I'll try to twist her arm. **Online Resources** How to negotiate price in English - Learn English with Harry 🧑 (englishlessonviaskype.com) Business Negotiations in English + dialogue and 9 expressions (christinarebuffet.com) Jevremovič: Negotiation models as tools for teaching business English | Inter Alia, 2 (edus.si) So / Neither / Either / Too Expressions (grammarbank.com)		
Week 10	Identify tips on the do´s and don'ts at a job interview. Carry out a job interview successfully	**Target Vocabulary** **Tips for a job interview:** *Do's:* keep a clear speaking voice that easily be understood, make a good first impression, listen and respond accordingly, sell your strengths and expertise, dress appropriately, arrive at least 10 minutes prior to the interview start time, maintain good eye contact and body language during the interview, ask for clarification if you don't understand a question, exhibit a positive attitude, research the company and position you're interested in. *Don'ts:* don't make negative comments about previous employers, don't give the impressions you are only interested in salary, don't be unprepared for typical	-Identify etiquette in job interviews with Costa Ricans and foreigners through a couple of conversations. -Extract from a conversation the tips provided for a job	Learners can: -ask and answer simple questions in a job interview about what they do at work. -make themselves understood in an

		interview questions, don't exhibit frustrations or a negative attitude, don't chew gum or smell like smoke, don't allow your cellphone to sound during the interview. **Topics for job interview:** *Professional goals / future plans:* grow up personal and professionally, learn new skills, get training to sharpen my skills, improve my JavaScript, HTML5, CSS3 and jQuery knowledge, get better at time management, find new challenges in my job position, experience career stability, get a promotion, be an intern with a large company to gain experience, start my own business, earn more degrees or certifications, become a qualified professional, become an expert in my field, reach a leadership position, win a prestigious award in the industry. **Possible Job Interview Expressions:** Could you please introduce yourself? / Tell me about yourself Could tell me about your Educational Background? I have a degree in… / I majored in … / I did a master's in … / I studied for … at … Why are you a good fit for this job? I am a good fit for this job because … What are you looking for in a new position? I see this job as an opportunity to… How have your previous jobs prepared you for this one? I have … years of experience in … / I worked for … and learned how to … Can you describe some of your soft skills? I think the most valuable skills I have are … because … What are your future plans as a professional? I am going to … Do you have any questions about the company? **Idioms:** Learn the ropes (learn the basics of something) No-brainer (something that is really obvious or easy) Rock the boat (to do or say something that will upset people or cause problems) **Language Structure** **Consider the structure to give tips/suggestions from week 5** **Present Perfect for Job Interviews**	interview and provide more examples. -Give examples of possible job interview questions -Read and unscramble a job interview conversation -Carry out a job interview in a classroom job fair.	interview and communicate ideas and information on familiar topics.

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

Present Perfect
Past experiences and achievements with no specific time mentioned
Form: has/have + past participle
- I **have read** about this company.
- I **have had** three job interviews before.

Sample Language

A: Erick, have you ever had a job interview before? I'm frightened because I will have one in three days.

B: Congratulations, Laura!... Yes, I've had three job interviews previously. Why?

A: It's my first time and I would like to get some tips in order to be successful. I really need to be hired. Based on your previous experience, what should I consider?

B: I think it's mandatory to research the company and position you're interested in. Your voice projection should be proper and don't forget to maintain good eye contact and body language during the interview. I know that you like smoking, so don't chew gum or smell like smoke because that wouldn't give a good first impression.

Don't be nervous! Everything is going to be OK… Would you like to rehearse?

A: Of course! Let's give it try!

B: Alright! Here we go!... Thank you for coming in today.

A: Thanks for having me. I've read great things about this company and I'm excited for the opportunity.

B: So, first tell me about yourself and your past experience. Have you worked in Software Engineering before?

A: My name is Laura. I'm currently a student but I will get my bachelor´s degree in Software Engineering in two weeks. I've wanted to get a job with opportunities for personal and professional improvement. I haven't worked previously, but I already had my practicum. I'm really interested in this position.

B: Can you describe some of your soft skills?

A: I think the most valuable skill I have is leadership. Working with others has taught me how to respect differences among people and become a model to follow for them.

B: That's a good point. Well Miss, thank you for attending your job interview.

		Online Resources English Grammar Present Perfect for Job Interview Success (allearsenglish.com) Advice From an Expert: TEFL Interview Questions & How to Answer Them – BridgeUniverse – TEFL Blog, News, Tips & Resources Interviewing Dos & Don'ts | Career and Professional Development | Virginia Tech (vt.edu) 12 Powerful Words To Use in an Interview | Indeed.com English vocabulary to describe educational background for job interviews exercise | Blair English		
Week 11	Write a complete resume or CV	**Target Vocabulary** **Differences between CV and resume in USA** *Curriculum Vitae (CV):* It's supposed to go through your whole life, your whole work history, academic accomplishments, publications, etc. Most CVs tend to be 2-3 pages long, but it can even exceed the number of pages depending on how much experience you have. It's usually used for an academic or federal position. *Resume:* It's a summary of you as a professional, so it should be as short as possible. Resumes tend to be 1-2 pages in order to list relevant information. It is good to add a *cover letter* to your application that would complement all the skills that you have mentioned in your resume. It can be used for all jobs, except the academic or federal ones. ***Almost everywhere around the world, CV and resume are used as synonyms.** **Your CV or resume should include:** *Contact information* (name, address, mobile number, email, nationality, date of birth) (A picture is not included) *Objective* *Educational Background* (Associate's Degree, Bachelor Degree, Master's Degree, Doctorate / PhD)	-Explain with their own words what a CV or resume is. -Predict the difference between CV and Resume in USA and Costa Rica. -Study the use of cover letter -Mention the aspects they consider necessary to include in a resume. -Use an online template to practice how to make their CV or resume	Learners can: -make a complete resume or CV

Academic Accomplishments	Academic Awards
Academic Competitions	Academic Honors
Academic Majors / Minors	Certificates
Certifications	Class Rank
Degrees	Enrichment Activities
Grades / GPA	Major Projects
Non-academic Accomplishments (e.g. accomplishments in school sports)	Papers Published
Participation in School Life / Student Government	Professional Qualifications
Professional Training	Research Conducted
Schools Attended & Dates	Things You Learned / Studied
Training Programs	Workshops

Work experience
References

Video Resume:

7 TIPS FOR CREATING A 5-STAR VIDEO RESUME

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

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

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

1. BE ENERGETIC AND ENTHUSIASTIC
2. DON'T MAKE IT TOO LONG
3. PREPARE A VIDEO SCRIPT
4. DON'T READ FROM THE SCRIPT
5. DRESS APPROPRIATELY
6. TALK SLOWLY AND CLEARLY
7. EDIT YOUR VIDEO RESUME

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

Sample Language

CYNTHIA DWAYNE
Software Developer

CONTACT
cynthia@beamjobs.com
(123) 456-7890
Brooklyn, NY
LinkedIn
Github

CAREER OBJECTIVE
Throughout my 7-year-plus career as a software developer, I have focused on developing scalable and well-documented code. I enjoy working collaboratively but can also run with projects independently. Excited about the prospect of joining a product-driven company like Acme Corp.

EDUCATION
Bachelor of Science
Computer Science
University of Delaware
August 2008 - May 2012
Newark, DE

SKILLS
Python (Django)
SQL (PostgreSQL, MySQL)
Cloud (GCP, AWS)
JavaScript (ES6, React, Redux, Node.js)
Typescript
HTML/ CSS
CI/CD

WORK EXPERIENCE
Software Developer
QuickBooks
January 2017 - current / New York, NY
- Worked on the payments team to save time and improve cash flow for over 50,000 through the development of modern, responsive customer experiences
- Led the migration from AWS to GCP for the team to reduce cloud costs by $260,000 per year
- Worked closely with the product team to re-configure the processing of invoices, saving customers over 125,000 manual hours of work per month
- Mentored 3 junior front-end developers on the team on React, and documented best practices within the organization

Front-End Developer
AMR
January 2014 - December 2016 / New York, NY
- Contributed to the in-house UI library to create reusable components that saved 125+ hours of development per month
- Created a web app MVP for a store delivery management platform with 200+ business customers to create, manage, and monitor deliveries using React and Redux
- Added features to meditation app with 5,000+ monthly users, enabling audio and video uploads using React and Redux
- Improved customer conversion rate by 17% through A/B testing of different components and combinations, representing $500,000+ in incremental annual revenue

Help Desk Analyst
Kelly
June 2012 - January 2014 / New York, NY
- Diagnosed technical issues for 30+ clients per day by phone, email, and chat, solving issues within 15 minutes on average
- Successfully reached solutions for 92% of computer errors, and escalated more complex tickets to higher tiers to assist clients as quickly as possible
- Created user accounts for 50+ clients per week, and assisted them with setting up and customizing their accounts
- Created and updated documentation as needed concerning network, software, and hardware problems

Taken from: 11 Software Engineer Resume Examples That Worked, 2022 (beamjobs.com)

Online Resources
(Video Resume)
7 Tips for Creating a 5-Star Video Resume | by RecruitGyan Blog | Medium

How to Make a Video Resume or Video CV (With Examples) | Wyzowl

Example of 2-minute Video Resume of a Fresh Graduate - YouTube

(Written Resume)

		English vocabulary to describe educational background for job interviews exercise | Blair English Writing a good CV | LearnEnglish (britishcouncil.org) A CV | LearnEnglish (britishcouncil.org) How to Write a CV: Make the Perfect Curriculum Vitae in 2022 (zety.com) How to Write a CV (Curriculum Vitae) in 2022 [31+ Examples] (novoresume.com) CV vs Resume: Differences, Similarities & Which One to Use (enhancv.com) 22 Examples of Educational Background - Simplicable		
Week 12	Apply principles of personal branding as a professional and entrepreneur	**Target Vocabulary** *Entrepreneur:* A person who starts and manages a new business, taking on financial or personal risk in the process. Entrepreneurs can be small business owners, content creators, startup founders, or anyone who has the ambition to build a business and work for themselves. **What is personal branding?** Personal branding is the process of creating and promoting an image or identity of an individual in order to establish their reputation and influence in their field or industry. It involves self-reflection, marketing, and reputation management to create a unique personal brand that showcases skills, values, and personality to stand out in the market. **10 tips for starting your own business** (Video – Online Material) 1. Do what you love 2. Keep a source of cash 3. You need a team 4. Get some clients, make the contacts 5. Write it and plan it 6. Do the Research 7. Get professional help 8. Build your cash reserve	-Define personal branding and its importance -Brainstorm with classmates about business ideas in their field of study -Explain with their own words what an entrepreneur is. -Carry out a business plan: stand out characteristics of a small business idea you would like to develop	Learners can: -List ideas they can use to work on their personal branding -Talk about business ideas they may have as entrepreneurs

		9. Right from the blow of the whistle, be professional
		10. Solidify your legal framework
		
		Writing a business plan (Video – Online Material)
		    1. A business plan helps define goals and achieve them
		    2. Define your vision
		    3. Set goals and objectives for the business
		    4. Define your unique selling proposition
		    5. Know your market
		    6. Know your customers
		    7. Research the demand for your business
		    8. Search your marketing goals
		    9. Define your marketing strategy
		    10. Take action
		
		Language structure
		Questions and negative statements in present perfect tense
		
		Sample Language		

A Step by Step Guide on
How to Start a Business?

1 **RESEARCH**
Run your business idea through and validate it before you go further. For a small business to be successful, it must solve a problem, fulfill a need or offer something the market wants.

2 **PLAN OUT**
You need a plan in order to make your business idea a reality. Your business plan is a blueprint that will guide it from the start-up phase through establishment and eventually business growth, and it is a must-have for all new businesses.

3 **PLAN YOUR**
Put together a spreadsheet that estimates the one-time startup costs for your business. Keep 12 months of expenses as a reserve. You need to be able to survive at least 12 months with no

4 **CHOOSE ITS STRUCTURE**
Your business can be a sole proprietorship, a partnership, a limited liability company (LLC) or a corporation. This will impact many factors from your business name, to your liability, to how you file your taxes.

5 **PICK YOUR BUSINESS NAME**
Your business name plays a role is important for your business, so you want it to be a good one. Make sure you think through all of the potential implications as you choose your business name.

6 **GET LICENSES AND PERMITS**
Paperwork is a crucial part of the process when you start your own business. There are a variety of small business licenses and permits that may apply to your situation, depending on the type of business you are starting and where you are located.

7 **CHOOSE AN ACCOUNTING SYSTEM**
Small businesses run effectively only when their systems are in place. The accounting system you use is crucial. Your accounting system is necessary in order to create and manage your budget, set your rates and prices.

8 **SET UP YOUR BUSINESS LOCATION**
Setting up your place of business is important for the operation of your business, whether you will have a home office, a shared or private office space, or a retail location.

9 **GET YOUR TEAM READY**
Take the time and outline the positions you need to fill, and the job responsibilities that are part of each position.

10 **PROMOTE YOUR SMALL BUSINESS**
Once your business is up and running, you need to start attracting clients and customers. You'll want to start with the basics by writing a unique selling proposition (USP) and creating a marketing plan.

appypie.com

		Taken from: <u>Complete Step by Step Guide to Starting A Small Business (appypie.com)</u> **Sample Language** **Person 1**: Hey, have you heard about personal branding? **Person 2**: Yeah, I have. But can you explain it to me in detail? **Person 1**: Of course! Personal branding is the process of creating and promoting a unique image or identity of yourself in order to establish your reputation and influence in your field or industry. **Person 2**: Hmm, why is it important? **Person 1**: There are several reasons. Firstly, it helps you differentiate yourself from others and stand out in the market. Secondly, it can increase your visibility and credibility, making it easier for you to network and find opportunities. And finally, it can also impact your career advancement and financial success. **Person 2**: That makes sense. So, how can one create a strong personal brand? **Person 1**: To create a strong personal brand, you need to start by understanding your unique skills, values, and personality. Then, you can develop a personal brand strategy that includes creating a professional online presence, networking, and consistently delivering high-quality work. You should also regularly evaluate and adjust your personal brand to stay relevant and aligned with your goals. **Person 2**: Thanks for explaining. I think I need to start working on my personal branding. **Person 1**: Definitely! Investing in personal branding is a long-term investment in yourself and your career. **Online Resources** <u>Complete Step by Step Guide to Starting A Small Business (appypie.com)</u> <u>How to Start a small business? - TechStory</u> <u>10 Tips for Starting your Own Business [Must Watch] - YouTube</u> <u>How To Write a Business Plan To Start Your Own Business - YouTube</u> <u>What is an Entrepreneur: 7 Steps Take to Become One (2022) (shopify.com)</u>		
Week 13	**Final evaluation activity** **20%**			