

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

**CURSO: INGLÉS II**

**CÓDIGO: IDTEC02**

**NIVEL: II**

**NATURALEZA DEL CURSO: PRÁCTICO**

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

**MODALIDAD: CUATRIMESTRAL**

**REQUISITOS: IDTEC01 INGLÉS I**

## **I. DESCRIPCIÓN DE 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 A2.2 del Marco Común Europeo para las Lenguas Extranjeras. El mismo está diseñado específicamente para las carreras del área de tecnología con el fin de brindarle a la persona estudiante una experiencia de aprendizaje más afín con su especialidad.

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

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

Durante el desarrollo del curso se fomenta la aplicación de tecnologías de la comunicación y la información que complementen la práctica docente y el proceso de aprendizaje; para tal efecto, el curso se imparte con apoyo de plataformas y herramientas digitales, como videos, chats, wikis, herramientas educativas en línea, entre otros, realizados en el campus virtual. La persona estudiante debe cumplir con un ingreso de, al menos, dos horas semanales. Asimismo, todo lo referente al uso del campus virtual se 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 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)                                                                                                                                                                                       |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|---------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Comunicarse utilizando expresiones básicas en conversaciones y párrafos sencillos relacionados a temas de su entorno laboral y aplicando convenios culturales básicos y diversidad de estrategias para comunicarse de una manera efectiva con las demás personas. | Comunicar          | Reconoce palabras y expresiones básicas de su cotidianidad laboral. | Desarrolla textos orales y escritos coherentes, claros y concisos.                                                                                                                                                                  | <p>Aplica convenios culturales y estrategias de comunicación apropiadas.</p> <hr/> <p><b>Pregunta generadora:</b></p> <p>¿Cómo fue mi desempeño?</p> <p>¿Cómo me sentí cuando me expresaba en las conversaciones básicas?</p> |
| <p align="center"><b>Experiencias de Aprendizaje</b></p> <p>Actividades orales espontáneas, escritas, simulaciones de situaciones cotidianas y laborales (guiadas y no guiadas), ejercicios de escucha (multimedia) y juegos.</p>                                 |                    |                                                                     | <p align="center"><b>Evaluación</b></p> <p>Rúbrica de desempeño de la persona estudiante (coevaluación, autoevaluación, y evaluación docente) en actividades que promuevan el desempeño en las cuatro habilidades de la lengua.</p> |                                                                                                                                                                                                                               |

### III. COMPETENCIAS ESPECÍFICAS:

| Competencia transdisciplinar Específica                                                                                                                                                                                                                                                               | Verbo de desempeño | Conocimientos (Aprender a conocer)                                                                                                                                                                                  | Habilidades (Aprender a hacer)                                                                                       | Actitudes (Aprender a ser y a convivir)                                                                                                                                                                                  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Interactúa en diversos contextos en el trabajo como describiendo su perfil profesional, hablando de su futuro profesional, describiendo preferencias laborales y personales, pidiendo y respondiendo favores, respondiendo correos electrónicos y realizando transacciones en línea sencillas.</p> | <p>Interactúa</p>  | <p>Utiliza el lenguaje pertinente para describir sus actividades cotidianas en el ambiente laboral.</p>                                                                                                             | <p>Construye diálogos y oraciones sencillas que describen su rutina diaria y la de otros en contextos laborales.</p> | <p>Demuestra interés y respeto por el desempeño oral y escrito que evidencia cada aprendiente.</p> <hr/> <p><b>Pregunta generadora:</b></p> <p>¿Cómo demuestro respeto cuando interactúo con los demás aprendientes?</p> |
| <p><b>Experiencias de Aprendizaje</b></p> <p>Actividades orales espontáneas, escritas, simulaciones de situaciones cotidianas y laborales (guiadas y no guiadas), ejercicios de escucha (multimedia) y juegos.</p>                                                                                    |                    | <p><b>Evaluación</b></p> <p>Rúbrica de desempeño de la persona estudiante (autoevaluación, coevaluación y evaluación docente) en actividades que promuevan el desempeño en las cuatro habilidades de la lengua.</p> |                                                                                                                      |                                                                                                                                                                                                                          |

| Competencia transdisciplinar Específica                                                                                                                                                                                                                                                                                                                                                    | Verbo de desempeño | Conocimientos (Aprender a conocer)                                                               | Habilidades (Aprender a hacer)                                                                                                                                                                                                     | Actitudes (Aprender a ser y a convivir)                                                                                                                                                                            |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|--------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Interactúa en diversos contextos en el trabajo como dando opinión, consejo o sugerencias, expresar acuerdo o desacuerdo con otros, respondiendo información solicitada por escrito, realizar comentarios sobre posts o invitaciones a eventos, describiendo objetos, sistemas y equipos; así como, describir e identificar problemas de salud que pueden enfrentar en el ambiente laboral. | Interactúa         | Utiliza el lenguaje pertinente para describir sus actividades cotidianas en el ambiente laboral. | Construye diálogos y oraciones sencillas que describen su rutina diaria y la de otros en contextos laborales.                                                                                                                      | <p>Demuestra interés y respeto por el desempeño oral y escrito que evidencia cada aprendiente.</p> <p><b>Pregunta generadora:</b></p> <p>¿Cómo demuestro respeto cuando interactúo con los demás aprendientes?</p> |
| <p align="center"><b>Experiencias de Aprendizaje</b></p> <p>Actividades orales espontáneas, escritas, simulaciones de situaciones cotidianas y laborales (guiadas y no guiadas), ejercicios de escucha (multimedia) y juegos.</p>                                                                                                                                                          |                    |                                                                                                  | <p align="center"><b>Evaluación</b></p> <p>Rúbrica de desempeño de la persona estudiante (autoevaluación, coevaluación y evaluación docente) en actividades que promuevan el desempeño en las cuatro habilidades de la lengua.</p> |                                                                                                                                                                                                                    |

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

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

#### IV. ESTRATEGIAS METODOLÓGICAS

Inglés II 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 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.

## 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:

| 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%         |
| <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 registrará 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.

## V. 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.

## VI. 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/>

## VII. CRONOGRAMA

| <b>Semana</b> | <b>Resultados de aprendizaje lingüísticos esperados</b>                                                                                                        |
|---------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1</b>      | Información administrativa, prueba diagnóstica y actividades interactivas de bienvenida.<br><br>Describir mi perfil profesional ideal de acuerdo a mi carrera. |
| <b>2</b>      | Describir actividades, planes y predicciones a futuro, así como preguntar y responder preguntas sobre temas relacionados a mi trabajo.                         |
| <b>3</b>      | Expresar preferencias personales y profesionales incluyendo sentimientos.                                                                                      |
| <b>4</b>      | Ser capaz de pedir, ofrecer y responder un favor.                                                                                                              |
| <b>5</b>      | Escribir diferentes tipos de emails tanto formales como informales sobre temas relacionados al trabajo.                                                        |
| <b>6</b>      | Ser capaz de realizar transacciones en línea simples rellenando formularios o cuestionarios.                                                                   |
| <b>7</b>      | <b>Actividad Evaluativa de Medio Período</b>                                                                                                                   |
| <b>8</b>      | Ser capaz de dar opiniones, consejos y sugerencias comparando objetos o/ personas empleando lenguaje simple en una conversación o email.                       |
| <b>9</b>      | Ser capaz de estar de acuerdo o en desacuerdo con otros.                                                                                                       |
| <b>10</b>     | Ser capaz de intercambiar información por escrito respondiendo a las preguntas realizadas por otra persona.                                                    |
| <b>11</b>     | Ser capaz de realizar y comentar un pequeño post en línea descriptivo con detalles claves sencillos.                                                           |
| <b>12</b>     | Describir la función de un objeto, sistema de software o máquina en un tema relacionado a mi trabajo.                                                          |
| <b>13</b>     | Hacer una cita con el doctor de la empresa y describir mis síntomas y padecimientos.                                                                           |
| <b>14</b>     | <b>Actividad Evaluativa Final</b>                                                                                                                              |

Universidad Técnica Nacional  
Programa Institucional de Idiomas para el Trabajo

**Course Syllabus  
IDTEC02 Inglés II**

**Campus:**

**Professor:**

**Course Schedule:**

**Student Attention Hour:**

**General competence:**

Communicate using basic expressions in conversation and simple paragraphs related to work topics applying basic cultural conventions and communication strategies to communicate in a more effective way with other people.

**Specific competences:**

Interact in diversity of work contexts like describing your professional profile, talking about professional future, describing work and personal preferences, asking and responding to favors, responding to emails and making simple online transactions.

Interact in diversity of work contexts like giving their opinion, advice or suggestions, expressing agreement or disagreement with others, responding to questions in a written forms, reacting to online posts or invitations to events, describing objects, software systems and equipment and describing and identifying health problems that happen in the workplace.

**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 | Evidence of learning |
|------|------------------|---------|--------------------------------|----------------------|
|------|------------------|---------|--------------------------------|----------------------|

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| <p><b>Week 1</b></p> | <p>Describe the ideal professional profile of your major.</p> | <p>Administrative information, diagnostic test and interactive welcoming activities.</p> <p><b>Target Vocabulary</b></p> <p>Educational background: degree, high school diploma, diploma, Associate Degree, Bachelor’s Degree, Master’s Degree, PhD, certificate, etc.</p> <p><b>Skills: Hard and Soft Skills</b></p> <p><b>Hard Skills:</b> using _____ system(s), Microsoft packages, advanced skills in _____, proficiency in a language, machine operation, etc.</p> <p><b>Soft Skills:</b> teamwork, leadership, self-motivated, good communicator, reliable, good customer service skills, set priorities, work well under pressure, attention to detail, strategic problem solving, strong analytical skills, willingness to learn, etc.</p> <p><b>Values:</b> Responsibility, honesty, reliability, loyalty, thoughtful, considerate, empathy, etc.</p> <p><b>Abilities:</b> public speaking, well organized, set priorities, set objectives, project management, etc.</p> <p><b>Technical abilities:</b> Develop, model, test and quality assurance of software. Object-oriented design. Analysis of user requirements, software and code. Completing systems risk and reliability analysis. Object-oriented analysis. Monitoring systems performance. Perform maintenance and software integrations for existing systems. Maintain or exceed compliance with industry standards. Application development for the full lifecycle of software. Identify and</p> | <p>Pluricultural competence: what topics can be offensive in a professional description.</p> <p>Writing a job interview with the most relevant questions and answers.</p> <p>Making a LinkedIn profile</p> | <p>Learners can:</p> <p>Recognize and apply basic cultural conventions associated with everyday social exchanges.</p> <p>Read and understand short, simple texts on familiar matters of a concrete type.</p> <p>Create a LinkedIn Profile.</p> <p>Answer questions at a job interview.</p> <p>Fill out information on a job ad.</p> <p>Describe their educational background, soft and hard skills and abilities.</p> |
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|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <p>assess new technologies prior to implementation. Developing and executing project plans. Creating technical specifications. Programming. Troubleshooting. Coding.</p> <p><b>Common Phrases:</b> I graduated from.... I have a degree in.... My area of expertise is..... Some of my hard skills are.... Some of my soft skills are.... I can... I can't... I am (not) able to... I am (not) good at... I am (not) comfortable... I (don't) have experience in....I am (not) interested in.... I consider myself a _____ person. Some of my skills/abilities are..... Asking and Answer</p> <p>Yes/No and Wh-questions about educational background, skills, values and abilities: Can you....? Are you able to....? Do you consider yourself....? Tell me about yourself/your soft skills/hard skills/abilities. What are your soft/hard skills? What are your values/abilities?</p> <p><b>Language Structure:</b> Verb be + adjective / adjective vs nouns / Auxiliary verbs: can / common prepositional combinations followed by gerunds (be interested in / be good at...) Simple present and simple past tenses</p> <p><b>Sample Language</b></p> <p>A: Ms. Chavarria, tell me about your educational background.</p> <p>B: I graduated from Software Engineering at UTN in 2021. Now, I am doing my bachelor's degree.</p> <p>A: What about your soft and hard skills?</p> <p>B: Well, I am a proactive person. I am a team player, and I am able to work under pressure. In addition, I am good at</p> |  | <p>Respond to questions about their educational background, soft and hard skills and abilities.</p> <p>Read and understand a CV and online professional profile (LinkedIn) of the engineering field.</p> |
|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

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|  |  | <p>debugging, testing software, and completing reliability analysis, and I can type 90 words per minute.</p> <p>A: That is great. Tell me about your abilities.</p> <p>B: I am a good public speaker. I am learning Portuguese. I can program in different languages and I have experience in troubleshooting.</p> <p>A: That is awesome. Let's move to the next part of the interview.</p> <p><b>Online Resources</b></p> <p><a href="https://www.internships.com/career-advice/search/educational-background">https://www.internships.com/career-advice/search/educational-background</a></p> <p><a href="https://www.forbes.com/sites/ashiraprossack1/2019/03/28/soft-skills-in-interview/?sh=2ea29d761108">https://www.forbes.com/sites/ashiraprossack1/2019/03/28/soft-skills-in-interview/?sh=2ea29d761108</a></p> <p><a href="https://www.thebalancemoney.com/interview-questions-about-your-abilities-2061236">https://www.thebalancemoney.com/interview-questions-about-your-abilities-2061236</a></p> <p><a href="https://www.youtube.com/watch?v=_VSF7W6Zzdo&amp;ab_channel=KISSSCareerCoaching">https://www.youtube.com/watch?v=_VSF7W6Zzdo&amp;ab_channel=KISSSCareerCoaching</a></p> <p><a href="https://www.youtube.com/watch?v=GzYDwIFtxII&amp;ab_channel=CareerVidz">https://www.youtube.com/watch?v=GzYDwIFtxII&amp;ab_channel=CareerVidz</a></p> |  |  |
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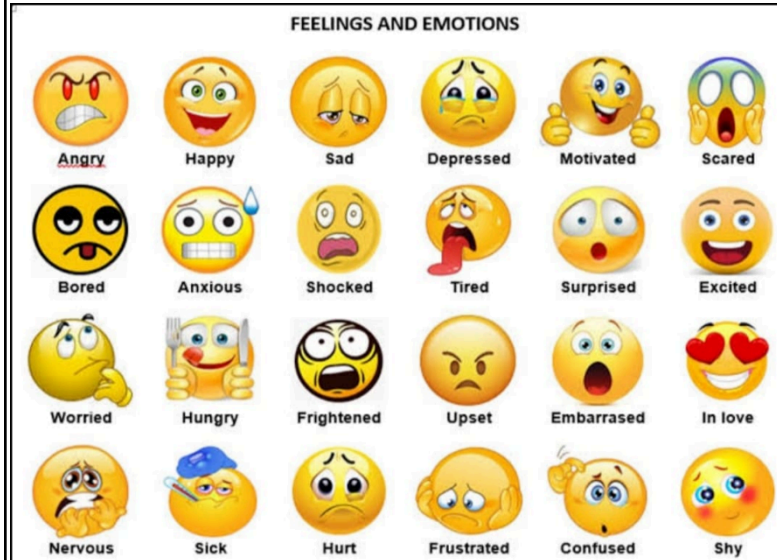
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| <p><b>Week 2</b></p> | <p>Describe future arrangements, plans and predictions on work-related topics. Ask and answer questions.</p> | <p><b>Target Vocabulary</b></p> <p><b>Future plans and Predictions:</b> get a master’s degree, study abroad, do an internship, apply for a job, apply for an internship, get a promotion, get a raise, be the head of my department, be a supervisor, propose new projects, etc.</p> <p><b>Future arrangements:</b> attend a meeting, attend a conference, meet with clients, do a report, find a solution, solve a problem, apologize to a client, check emails, work on a project, give an update on a project, support colleagues and/or clients, check documents, write emails, review documents, make an appointment, do troubleshooting, write/fix code, analyze data update software, do reliability analysis, reassure software quality, program software, develop flowcharts, etc.</p> <p><b>Common phrases:</b> I want to....I will..... I am going to.... I plan to... I may/might.... I would like....</p> <p><b>Language structure:</b> Use of Will and Going to. Yes/no questions and information questions in future. Differences between the use of future tense with will and going to.</p> <p><b>Sample Language</b></p> <p>A: What are your plans for the future in this company?</p> <p>B: I want to get a promotion and become a supervisor. I’m going to get a master’s degree and learn another language.</p> <hr/> <p>A: What are going to do next week?</p> <p>B: I am going to give training to the new employees from Monday to Friday about Quality Reassurance. What about you?</p> | <p>Listening comprehension exercises about future plans.</p> <p>Readings about plans and predictions.</p> <p>Making a vision board</p> | <p><b>Learners can:</b></p> <p>Read and understand short, simple texts on familiar matters of a concrete type.</p> <p>Describe their future plans.</p> <p>Make future arrangements</p> <p>Make predictions about the future.</p> <p>Ask and answer questions about their future plans, arrangements and predictions.</p> <p>Write a simple story about events in the future.</p> |
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|               |                                                                 | <p>A: Well, I will review some projects, will check some software demos, and I will make some updates on them.</p> <p><b>Online Resources</b></p> <p><a href="https://www.youtube.com/watch?v=1oOhHzizaJc&amp;ab_channel=LearnEnglish">https://www.youtube.com/watch?v=1oOhHzizaJc&amp;ab_channel=LearnEnglish</a></p> <p><a href="https://www.youtube.com/watch?v=np7UfHlGQHk&amp;ab_channel=snrmt">https://www.youtube.com/watch?v=np7UfHlGQHk&amp;ab_channel=snrmt</a></p> <p><a href="https://www.indeed.com/career-advice/interviewing/interview-question-what-are-your-future-goals">https://www.indeed.com/career-advice/interviewing/interview-question-what-are-your-future-goals</a></p> <p><a href="https://work.chron.com/can-talk-future-plans-job-interview-18649.html">https://work.chron.com/can-talk-future-plans-job-interview-18649.html</a></p> <p><a href="https://learnenglish.britishcouncil.org/grammar/english-grammar-reference/talking-about-the-future">https://learnenglish.britishcouncil.org/grammar/english-grammar-reference/talking-about-the-future</a></p> <p><a href="https://english-at-home.com/speaking/talking-about-your-plans-in-english/">https://english-at-home.com/speaking/talking-about-your-plans-in-english/</a></p> |                                                                                    |                                                                                                                                                                     |
| <b>Week 3</b> | State professional and personal preferences including feelings. | <p><b>Target Vocabulary</b></p> <p><b>Professional Preferences:</b> Receiving bonuses, receiving good pay/salary, flexibility in the schedule, working good hours, no opportunity to grow inside the company, training provided, working extra hours, having opportunities to grow as a professional, receiving feedback on my performance, having a flexible schedule, receive updated training on new systems/software, having a flexible schedule, availability for out-of-hours emergencies, free gym membership, a personal leave, a sick leave, maternity / paternity leave, private health insurance, dental care insurance, Christmas bonus, etc.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <p>Reading texts</p> <p>Interacting in a forum about preferences and feelings.</p> | <p>Learners can:</p> <p>Read and understand short, simple texts on familiar matters of a concrete type</p> <p>Describe their professional/personal preferences.</p> |

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|  |  | <p><b>Personal Preferences:</b> Working outdoors or indoors, working for a successful company, performing different duties, ask to work extra hours all the time, working in a friendly/professional environment, doing the same routine daily, having opportunities to study more, having nice co-workers/colleagues, having a bad leader as a boss, being an important asset for the company, feeling part of a family, etc.</p> <p><b>Software Engineers tasks and topics of discussion at work:</b> Quality assurance of software. Object-oriented design of software. Analysis of user requirements, software and code. Complete system risk and reliability analysis. Perform object-oriented analysis. Monitor systems performance. Perform maintenance and software integrations for existing systems. Maintain or exceed with industry standards. Application development for the full lifecycle of software. Identify and asses new technologies prior to implementation. Develop and execute project plans. Creating technical specifications. Programming. Troubleshooting. Write/Fix code with languages such as JAVA and .NET. Define system functionality. Develop flowcharts, layouts and documentation to identify requirements and solutions. Integrate software components into a fully functional software system. Develop software verification plans and quality assurance procedures. Document and maintain software functionality. Troubleshoot, debug and upgrade existing systems. Deploy programs and evaluate user feedback. Comply with project plans and industry standards. Ensure software is updated with latest features.</p> | <p>Describe their feelings about their preferences.</p> <p>Ask and respond simple questions about their professional and personal preferences.</p> |
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**Stating personal feelings:** I like....I really like.... I prefer....  
I want to.... I enjoy.... I dislike.... I hate..... can't stand.... I  
would rather.... I am interested in.... I am good at...

### Feelings



*Taken from the web.*

**Language structures:** verbs followed by infinitives and/or gerunds (Like, dislike, can't stand, hate, love, prefer, enjoy), common prepositional combinations followed by gerunds (be interested in / be good at...)

### Sample Language

A: What are your preferences at work?

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|               |                                            | <p>B: I prefer to work indoors. I love to have opportunities to study more. Besides, I enjoy having a flexible schedule.</p> <p>A: What do you dislike about the working conditions?</p> <p>B: I dislike working extra hours all the time. There are many projects that require extra hours.</p> <p><b>Online Resources</b></p> <p><a href="https://www.jobjumpstart.gov.au/article/know-your-work-preferences">https://www.jobjumpstart.gov.au/article/know-your-work-preferences</a></p> <p><a href="https://learnenglish.britishcouncil.org/skills/speaking/a2-speaking/talking-about-your-job">https://learnenglish.britishcouncil.org/skills/speaking/a2-speaking/talking-about-your-job</a></p> <p><a href="https://www.youtube.com/watch?v=7x0V0yr-13A&amp;ab_channel=LearnEnglishbyPocketPassport">https://www.youtube.com/watch?v=7x0V0yr-13A&amp;ab_channel=LearnEnglishbyPocketPassport</a></p> <p><a href="https://www.youtube.com/watch?v=W6d6FJaW2F0&amp;ab_channel=JoseMar%C3%ADaArroyo">https://www.youtube.com/watch?v=W6d6FJaW2F0&amp;ab_channel=JoseMar%C3%ADaArroyo</a></p> |                                                                                                                                                           |                                                                                                                                                                   |
| <b>Week 4</b> | Can ask for, offer and respond to a favor. | <p><b>Target Vocabulary</b></p> <p><b>Asking for a favor:</b> Can/Could you help me to...? Can/Could you help me with...? Can you do me a favor? Can/Could you give me a hand? Would you mind....? Would it be possible to...? I have a favor to ask you. I need your help. Can you assist me? Can/Could you help me out?</p> <p><b>Offer a favor:</b> Can/Could I help you? Can/Could I give you a hand? Can/Could do anything for you? Is there anything I can do for you? How can I help you? What can I do for you? Let me know if you need a hand/or any help/assistance, etc.</p> <p><b>Respond to a favor:</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <p>Compensation strategies: repetition, clarification, paraphrasing.</p> <p>Listening comprehension to determine if ask, offer, or respond to a favor</p> | <p>Learners can:</p> <p>Ask someone for help.</p> <p>Offer their help to someone.</p> <p>Respond when asked for a favor.</p> <p>Write emails asking for help.</p> |

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|  |  | <p><b>Affirmative reply:</b> Sure. Of course. I'd appreciate it. Thank you so much. I am grateful. Please, go ahead, I'd be happy to, etc.</p> <p><b>Negative reply:</b> No, thank you I am ok. I can manage. I can handle it. Everything is under control. I just finish it. I already did it. It's all done. Thanks anyway, etc.</p> <p><b>Language Structure:</b></p> <p><b>Auxiliary verbs:</b> Can, Could, Would,</p> <p><b>Verbs followed by gerunds:</b> mind + verb -ing</p> <p><b>Software Engineers tasks and topics of discussion at work:</b> Quality assurance of software. Object-oriented design of software. Analysis of user requirements, software and code. Complete system risk and reliability analysis. Perform object-oriented analysis. Monitor systems performance. Perform maintenance and software integrations for existing systems. Maintain or exceed with industry standards. Application development for the full lifecycle of software. Identify and asses new technologies prior to implementation. Develop and execute project plans. Creating technical specifications. Programming. Troubleshooting. Write/Fix code with languages such as JAVA and .NET. Define system functionality. Develop flowcharts, layouts and documentation to identify requirements and solutions. Integrate software components into a fully functional software system. Develop software verification plans and quality assurance procedures. Document and maintain software functionality. Troubleshoot, debug and upgrade existing systems. Deploy programs and evaluate user feedback. Comply with project plans and</p> | <p>Pluricultural competence: what favors can be offensive, or not appropriate</p> | <p>Respond emails about favors.</p> <p>Recognize and apply basic cultural conventions associated with everyday social exchanges.</p> |
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industry standards. Ensure software is updated with latest features.

**Sample Language**

A: Hi, Rachel! Can you do me a favor?

B: Of course. How can I help you?

A: Could you send this invitation for the refreshing training on Python we have next week with the IT department?

B: Right away.

A: Would you mind making 10 copies of the meeting agenda?

B: I'd be happy to.

A: Thank you!

**Online Resources**

[https://www.youtube.com/watch?v=dAXFOScBwWM&ab\\_channel=CCubeAcademy-English](https://www.youtube.com/watch?v=dAXFOScBwWM&ab_channel=CCubeAcademy-English)

[https://www.youtube.com/watch?v=znyScAGMnos&ab\\_channel=InglesCorporativo](https://www.youtube.com/watch?v=znyScAGMnos&ab_channel=InglesCorporativo)

<https://www.thoughtco.com/asking-a-favor-in-english-4164581#:~:text=Could%20%2F%20Would%20you%20do%20me,you%20do%20me%20a%20favor%3F>

<https://learnenglish.britishcouncil.org/skills/speaking/b1-speaking/asking-a-favour>

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|               |                                                                                                        | <a href="http://learnenglish.vn/speaking/elementary-speaking/asking-for-favours/">http://learnenglish.vn/speaking/elementary-speaking/asking-for-favours/</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                     |                                                                                                                                                                                                            |
| <b>Week 5</b> | Write different types of formal and informal emails about work-related topics including all the parts. | <p><b>Target Vocabulary:</b></p> <p><b>Parts of an email:</b> Greeting, Reason for writing, body (details), closing sentence and farewell.</p> <p><b>Common types of emails:</b> apologizing, sending information, complaining, send an attachment, making a request, etc.</p> <p><b>Greetings</b><br/>Dear Mr/Ms/Mrs XXX, to whom it may concern, Dear Sir/Madam</p> <p><b>Opening Phrases:</b></p> <ul style="list-style-type: none"> <li>x Thanks for -----ing</li> <li>x I am writing to -(purpose)----</li> <li>x I am delighted to ---</li> <li>x I am pleased to ---</li> <li>x I am glad to ---</li> <li>x I hope ---</li> <li>x hopefully</li> <li>x I would be happy to ----</li> <li>x Hope this email finds you well</li> </ul> <p><b>Body:</b> In reference to, thanks for your prompt response, please find attached (the report / the information / the data/the quote/the budget/the financial statement) you asked for.</p> | <p>Writing different emails according to occasion.</p> <p>Reading emails to understand content.</p> | <p>Learners can:</p> <p>Write emails including all its parts.</p> <p>Identify different types of emails.</p> <p>Respond to emails including all its parts.</p> <p>Identify formal and informal emails.</p> |

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|  | <p><b>Closing expressions:</b> hope to hear from you soon, let me know if... I look forward to hearing from you soon, nice hearing from you.</p> <p><b>Farewell:</b> Best regards, kind regards, Regards, yours sincerely, yours faithfully, etc.</p> <p><b>Signature:</b> Name, Position, company, contact information</p> <p><b>Formal expressions:</b> dear Mr/Ms/Mrs XXX, to whom it may concern, I am writing to...., Hope this email finds you well, 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/the quote/the budget/the financial statement) you asked for.</p> <p><b>Informal expressions:</b> Hi (first name), Hi, what's up? How is it going? How're you doing?, Talk to you later, Take care, See you soon, Hope you are fine, I am writing to let you know.... I need you to... I have to tell you... Please remember to....</p> <p><b>Software Engineers tasks and topics of discussion at work:</b> Quality assurance of software. Object-oriented design of software. Analysis of user requirements, software and code. Complete system risk and reliability analysis. Perform object-oriented analysis. Monitor systems performance. Perform maintenance and software integrations for existing systems. Maintain or exceed with industry standards. Application development for the full lifecycle of software. Identify and asses new technologies prior to implementation. Develop and execute project plans.</p> |  |  |
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Creating technical specifications. Programming. Troubleshooting. Write/Fix code with languages such as JAVA and .NET. Define system functionality. Develop flowcharts, layouts and documentation to identify requirements and solutions. Integrate software components into a fully functional software system. Develop software verification plans and quality assurance procedures. Document and maintain software functionality. Troubleshoot, debug and upgrade existing systems. Deploy programs and evaluate user feedback. Comply with project plans and industry standards. Ensure software is updated with latest features.

**Sample language:**

**Informal e-mails:**

Hi Anne,  
I miss you so much! Can't wait to see you on Friday!! I miss my bestie! Maybe we can go to the movies or dinner or just chill and watch a series and catch up...idc, whichever you want.  
Love ya,  
Jules

**Semi-formal e-mail**

Hello Dear Sharon,  
  
I would like to get to confirm the schedule for our next trip. Perhaps we could email each other. Could you tell me a bit about your ideas for the trip? Could you suggest when we can meet?

Thanks,

|               |                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                 |                                                                       |
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|               |                                                                                    | <p>Samantha</p> <p><b>Formal e-mail:</b><br/>Dear Mr. Johnson,</p> <p>I am writing to inform you that you will find attached the new demo for the website of your company and the systems risk and reliability analysis report.<br/>Please do not hesitate to contact me in case you have any further questions.</p> <p>Best regards,</p> <p>Julia Smith<br/>IT Department</p> <p><b>Online Resources:</b><br/><a href="https://www.flowrite.com/blog/how-to-write-a-business-email">https://www.flowrite.com/blog/how-to-write-a-business-email</a><br/><a href="https://www.youtube.com/watch?v=amJZXjxnhTI&amp;ab_channel=GCFLearnFree.org">https://www.youtube.com/watch?v=amJZXjxnhTI&amp;ab_channel=GCFLearnFree.org</a><br/><a href="https://www.youtube.com/watch?v=qiUvvhxDUigs&amp;ab_channel=EnglishEtc.WithJulie">https://www.youtube.com/watch?v=qiUvvhxDUigs&amp;ab_channel=EnglishEtc.WithJulie</a><br/><a href="http://www.teachingenglish.org.uk/article/email-writing">http://www.teachingenglish.org.uk/article/email-writing</a><br/><a href="http://www.businessenglishonline.net/resources/email-english-worksheets/">http://www.businessenglishonline.net/resources/email-english-worksheets/</a></p> |                                                                 |                                                                       |
| <b>Week 6</b> | Can make simple online transactions by filling in an online form or questionnaire. | <p><b>Target Vocabulary</b></p> <p><b>Common online transactions:</b> register for a conference/webinar/workshop, RSVP an invitation, register for an App or Website, apply for a job online, sign up for a</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Compensation strategy: repetition, clarification, paraphrasing. | <b>Learners can:</b><br>Complete online forms with basic information. |

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|               |                                                                 | <p>Newsletter, ordering goods, enrolling in a course, purchase something, etc.</p> <p><b>Sample Language</b></p> <p>A: Maria, did you register for the webinar of next week?</p> <p>B: No, I didn't. Can I do it?</p> <p>A: Yes, I will send you the link again. Just fill in the register form. Write your name, last names, email, password and select the webinar.</p> <p>B: What is the name of the webinar again?</p> <p>A: Best Future Programming Practices. Remember to accept the conditions at the end of the form.</p> <p>B: Thanks for your help.</p> <p><b>Online Resources</b></p> <p><a href="https://www.youtube.com/watch?v=OpWpV0OdUSU&amp;ab_channel=BreatheEnglish">https://www.youtube.com/watch?v=OpWpV0OdUSU&amp;ab_channel=BreatheEnglish</a></p> <p><a href="https://www.youtube.com/watch?v=l-d65fr1eg0&amp;ab_channel=SirMel%26Ma%27amEd%27sTUTORIAL">https://www.youtube.com/watch?v=l-d65fr1eg0&amp;ab_channel=SirMel%26Ma%27amEd%27sTUTORIAL</a></p> <p><a href="https://www.youtube.com/watch?v=hc6oSW3m1vg&amp;ab_channel=SirLester">https://www.youtube.com/watch?v=hc6oSW3m1vg&amp;ab_channel=SirLester</a></p> <p><a href="https://www.jotform.com/form-templates/">https://www.jotform.com/form-templates/</a></p> | <p>Writing simple and short on line transactions</p> <p>Filling online forms</p> | <p>Complete a simple transaction online.</p> <p>Respond to a simple questionnaire online.</p> <p>Ask basic questions about an online form or transaction.</p> |
| <b>Week 7</b> | <b>Midterm Evaluation Activity</b>                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                  |                                                                                                                                                               |
| <b>Week 8</b> | Can give opinions, advice, and suggestions comparing things and | <p><b>Target Vocabulary</b></p> <p><b>Giving Opinions:</b> I think, I believe, I consider, In my personal opinion, In my opinion, From my perspective, From</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Compensation strategy: repetition,                                               | Learners can:                                                                                                                                                 |

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|  | <p>people, in a conversation or email, using simple language.</p> | <p>my point of view, In my professional opinion, I strongly think, etc.</p> <p><b>Giving Advice and Giving Suggestions:</b> You should/should not... I recommend you to.... I advise.... I suggest..... I propose... What about....? Why don't you...?</p> <p>What do you recommend? What are your suggestions? Any advice?</p> <p><b>Language structure:</b> Use of comparatives, description of people, modals for suggestions</p> <p><b>Comparative forms:</b></p> <p>Superlatives and Comparatives: adjectives + er and est, more+adjective, less+adjective, the most + adjective, the least + adjective</p> <p>Adjectives: simple, complicated, difficult, hard, easy, nice, understanding, flexible, easy to follow, accessible, tangible, stressful, , responsible, reliable, respectful, versatile, portable, adaptable, etc.</p> <p><b>Software Engineers tasks and topics of discussion at work:</b> Quality assurance of software. Object-oriented design of software. Analysis of user requirements, software and code. Complete system risk and reliability analysis. Perform object-oriented analysis. Monitor systems performance. Perform maintenance and software integrations for existing systems. Maintain or exceed with industry standards. Application development for the full lifecycle of software. Identify and asses new technologies prior to implementation. Develop and execute project plans. Creating technical specifications. Programming. Troubleshooting. Write/Fix code with languages such as</p> | <p>clarification, paraphrasing.</p> <p>Pluricultural competence: when not to provide an opinion</p> <p>Online interactions giving opinions, advice and/or suggestions.</p> | <p>Give their opinions/advice/suggestions on topics related to work.</p> <p>Compare things and people on topics related to work in a written or oral form.</p> <p>Discuss of different hypothetical situations at work.</p> <p>Read and identify the general meaning of short, simple informational material and descriptions on work-related topics in order to provide an opinion.</p> <p>Recognize and apply basic cultural conventions associated with everyday social exchanges.</p> |
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JAVA and .NET. Define system functionality. Develop flowcharts, layouts and documentation to identify requirements and solutions. Integrate software components into a fully functional software system. Develop software verification plans and quality assurance procedures. Document and maintain software functionality. Troubleshoot, debug and upgrade existing systems. Deploy programs and evaluate user feedback. Comply with project plans and industry standards. Ensure software is updated with latest features.

**Sample Language**

A: Marc, can I ask you something?

B: Sure. What can I do for you?

A: Well, I have a problem with this demo of the new app. What do you think I should do?

B: You should talk to Mrs. Gonzalez. She is the supervisor of the IT department. I advise you to talk to her as soon as possible. She is nicer and more understanding than Mr. Brown.

A: You are right. I will talk to her this afternoon.

**Online Resources**

[https://www.grammar.cl/Intermediate/Comparatives\\_Superlatives.htm](https://www.grammar.cl/Intermediate/Comparatives_Superlatives.htm)

[https://www.youtube.com/watch?v=VKiiOn6naj0&ab\\_channel=LearnEnglishbyPocketPassport](https://www.youtube.com/watch?v=VKiiOn6naj0&ab_channel=LearnEnglishbyPocketPassport)

[https://www.youtube.com/watch?v=FOGIV29XaaQ&ab\\_channel=LearnEnglishbyPocketPassport](https://www.youtube.com/watch?v=FOGIV29XaaQ&ab_channel=LearnEnglishbyPocketPassport)

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| <b>Week 9</b> | Can agree and disagree with others. | <p><b>Target Vocabulary</b></p> <p><b>Agreeing:</b> I agree with you. I completely/totally agree with you. I couldn't agree more. You are absolutely right. That's exactly how I feel. I am afraid I agree with ---, I have to side with ---- on this one, You have a point there, No doubt about it, etc.</p> <p><b>Disagreeing:</b> I disagree, I completely/totally disagree, that's not always the case, I beg to differ, you may be right, but, I take a different view, etc.</p> <p><b>Stating an opinion:</b> In my opinion...The way I see it...<br/>If you want my honest opinion....According to XXX...As far as I'm concerned...If you ask me...I think/believe/consider....</p> <p><b>Asking for opinion:</b> What's your idea? What are your thoughts on all of this? How do you feel about that? Do you have anything to say about this? What do you think? Do you agree? Wouldn't you say?</p> <p><b>Language structure:</b> simple present tense to express agreement or disagreement, and present facts.</p> <p><b>Software Engineers tasks and topics of discussion at work:</b> Quality assurance of software. Object-oriented design of software. Analysis of user requirements, software and code. Complete system risk and reliability analysis.</p> | <p>Sociolinguistic appropriateness: showing agreement/disagreement politely</p> <p>Pluricultural competence: how people show agreement/disagreement in the different cultures</p> | <p>Learners can:</p> <p>Read and understand short, simple texts on familiar matters of a concrete type.</p> <p>Express agreement and/or disagreement with others in a work-related topic.</p> <p>Ask others if they agree or disagree in a work-related topic.</p> <p>State their opinion on a work-related topic.</p> <p>Ask for others opinion on a work-related topic.</p> |

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|  |  | <p>Perform object-oriented analysis. Monitor systems performance. Perform maintenance and software integrations for existing systems. Maintain or exceed with industry standards. Application development for the full lifecycle of software. Identify and asses new technologies prior to implementation. Develop and execute project plans. Creating technical specifications. Programming. Troubleshooting. Write/Fix code with languages such as JAVA and .NET. Define system functionality. Develop flowcharts, layouts and documentation to identify requirements and solutions. Integrate software components into a fully functional software system. Develop software verification plans and quality assurance procedures. Document and maintain software functionality. Troubleshoot, debug and upgrade existing systems. Deploy programs and evaluate user feedback. Comply with project plans and industry standards. Ensure software is updated with latest features.</p> <p><b>Sample Language</b></p> <p>A: Can I talk to you about something?</p> <p>B: Sure. What is it?</p> <p>A: What are your thoughts on the project report?</p> <p>B: I think we have to discuss about it in the next staff meeting.</p> <p>A: I agree with you. We need to discuss the changes to this project again.</p> <p>B: No doubt about it.</p> <p><b>Online Resources</b></p> |  | <p>Recognize and apply basic cultural conventions associated with everyday social exchanges</p> |
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| <b>Week 10</b> | Can exchange written information responding to questions from the other person. | <p><b>Target Vocabulary</b></p> <p>Responding to emails or written instant messages.</p> <p><b>Emails: see information in week 5</b></p> <p><b>Software Engineers tasks and topics of discussion at work:</b> Quality assurance of software. Object-oriented design of software. Analysis of user requirements, software and code. Complete system risk and reliability analysis. Perform object-oriented analysis. Monitor systems performance. Perform maintenance and software integrations for existing systems. Maintain or exceed with industry standards. Application development for the full lifecycle of software. Identify and asses new technologies prior to implementation. Develop and execute project plans. Creating technical specifications. Programming. Troubleshooting. Write/Fix code with languages such as JAVA and .NET. Define system functionality. Develop flowcharts, layouts and documentation to identify requirements and solutions. Integrate software components into a fully functional software system. Develop software verification plans and quality assurance procedures. Document and maintain software functionality. Troubleshoot,</p> | Responding by text message, e-mail or in short letters (e.g. about a new product or activity). | <p><b>Learners can:</b></p> <p>Respond to emails and/or instant messages from clients and co-workers on a work-related topic.</p> <p>Ask questions through emails and/or instant messages on a work-related topic.</p> |

debug and upgrade existing systems. Deploy programs and evaluate user feedback. Comply with project plans and industry standards. Ensure software is updated with latest features.

**Sample Language**

Dear Mr. Brown,

I hope this email finds you well. I would like to respond to some of your questions about the job interview. The job interviews are on October 20<sup>th</sup>. Your appointment is at 3 pm in Conference Room A. Please bring your ID to identify yourself at the reception. Bring a copy of your resume too.

If you have any additional questions, please don't hesitate to contact me again.

Best Regards,

Samantha Rivera

HR Department

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**Instant Messages:**

Hi, Daniela! It's Sofia from the IT Department. Can you send me the information about the Monteverde project updates. I have Mr. Ramirez on the line, and he has questions about the project.

Thanks!

**Online Resources**

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| <b>Week 11</b> | Can make and comment on short descriptive online postings with simple key details. | <p><b>Target Vocabulary</b></p> <p><b>Social Activities:</b> webinar, conference, workshop, course, party, retirement party, Christmas party, opening party, launching party, etc.</p> <p>Postings about: everyday matters, social activities and feelings, etc.</p> <p><b>Reacting expressions:</b> I see. I understand. That is great/amazing/interesting. That sounds interesting/fun/entertaining/amazing, informative, etc.</p> <p><b>Software Engineers tasks and topics of discussion at work:</b> Quality assurance of software. Object-oriented design of software. Analysis of user requirements, software and code. Complete system risk and reliability analysis. Perform object-oriented analysis. Monitor systems performance. Perform maintenance and software integrations for existing systems. Maintain or exceed with industry standards. Application development for the full lifecycle of software. Identify and asses new technologies</p>                                                                                                                           | <p>Pluricultural competence: avoid comments that can be culturally inappropriate</p> <p>Postings about: everyday matters, social activities and feelings ,etc.</p> <p>Writing and reading tasks</p> | <p>Learners can:</p> <p>Create short descriptive online posts or invitations to events at work.</p> <p>React/respond to short online posts or invitations to events at work.</p> <p>Talk about short online posts or invitations to events at work.</p> <p>Recognize and apply basic cultural conventions</p> |

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|  |  | <p>prior to implementation. Develop and execute project plans. Creating technical specifications. Programming. Troubleshooting. Write/Fix code with languages such as JAVA and .NET. Define system functionality. Develop flowcharts, layouts and documentation to identify requirements and solutions. Integrate software components into a fully functional software system. Develop software verification plans and quality assurance procedures. Document and maintain software functionality. Troubleshoot, debug and upgrade existing systems. Deploy programs and evaluate user feedback. Comply with project plans and industry standards. Ensure software is updated with latest features.</p> <p><b>Sample Language</b></p> |  | <p>associated with everyday social exchanges</p> |
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A: This is the invitation for the workshop.

B: Wow. That sounds interesting. Are you going?

A: Yes, I am. You?

B: Maybe. It sounds interesting. I am not sure.

A: Let's go! It sounds fun.

B: Ok, I have to confirm my attendance.

**Online Resources**

<https://www.greetingsisland.com/invitations/general>

<https://www.freepik.com/invitation-cards>

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|                |                                                                                   | <a href="https://www.youtube.com/watch?v=zLkpvleghQc&amp;ab_channel=SpeakConfidentEnglish">https://www.youtube.com/watch?v=zLkpvleghQc&amp;ab_channel=SpeakConfidentEnglish</a><br><a href="https://www.youtube.com/watch?v=P5G8-TR_T8A&amp;ab_channel=IshtarKidsworld">https://www.youtube.com/watch?v=P5G8-TR_T8A&amp;ab_channel=IshtarKidsworld</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                 |                                                                                                                                                                                                                                                                                      |
| <b>Week 12</b> | Describe what an object, software or machine is used for in a work-related topic. | <p><b>Target Vocabulary</b></p> <p><b>Common objects or machines at work:</b> copy machine, printer, monitor, computer, laptop, mouse, keyboard, cable, charger, scanner, coffee maker, fridge, desk, chair, microwave, video beam, speakers, projector, iPad, calculator, tablet, cellphone, video calling app, water cooler, etc.</p> <p>Software: Microsoft Packages, Excel, software, programming languages such as Python, JavaScript, HTML, SQL, Java, other software: GitHub, Decompiler, etc.</p> <p>Use the _____ to _____.<br/> The _____ is used to _____.<br/> You can use _____ to _____.</p> <p><b>Descriptions:</b> color, material, size, weight, shape, brand, function, opinion, etc.</p> <p><b>Questions:</b><br/> What is this/that for?<br/> Can you describe your phone/lunch bag?</p> <p><b>Sample Language:</b><br/> A: Hello! My name is Hellen. I work at the IT department. I would help you get ready in your workstation.<br/> B: Thank you!</p> | Compensation strategy: repetition, clarification, paraphrasing. | Learners can:<br>Make an oral/written description of an object, software or machine used at work.<br>Describe the function of an object, software or machine used at work using simple sentences.<br>Ask/respond simple questions about an object, software or machine used at work. |

A: Ok. That is your laptop. It's brand new, light and fully equipped with the software you need. We installed two monitors for you. If you need another. Let us know. Remember you have a presentation tomorrow, so you can ask for a video beam to project it and you can use the speakers to amplify the audio.

B: Great! Thank you so much. I think I have everything I need.

**Resources:**

- <https://www.youtube.com/watch?v=PQYyF9UmaLU>
- [https://en.islcollective.com/resources/search\\_result?Tags=machine&searchworksheet=GO&type=Printables](https://en.islcollective.com/resources/search_result?Tags=machine&searchworksheet=GO&type=Printables)
- <https://www.youtube.com/watch?v=KxBGONGNIh4>
- [https://www.youtube.com/watch?v=Qs1\\_OtC-Y3w&ab\\_channel=BusinessSolution](https://www.youtube.com/watch?v=Qs1_OtC-Y3w&ab_channel=BusinessSolution)
- [https://www.youtube.com/watch?v=1IOBIIKqUw&ab\\_channel=ThirdStageConsultingGroup](https://www.youtube.com/watch?v=1IOBIIKqUw&ab_channel=ThirdStageConsultingGroup)
- [https://www.youtube.com/watch?v=oYz2VbZKt74&ab\\_channel=Cheqroom](https://www.youtube.com/watch?v=oYz2VbZKt74&ab_channel=Cheqroom)
- [https://www.youtube.com/watch?v=T85A7DQaQ40&ab\\_channel=GlobalEthicsSolutions](https://www.youtube.com/watch?v=T85A7DQaQ40&ab_channel=GlobalEthicsSolutions)

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| <p><b>Week 13</b></p> | <p>Make an appointment with the company doctor at work and describe symptoms and illnesses.</p> | <p><b>Target Vocabulary:</b></p> <p><b>Symptoms:</b> headache, backache, toothache, cold, pink eye, diarrhea, fever, nausea, throw up, dizzy, earache, sore throat, sick, bruises, black eye, sprained ankle, cut, twisted my ankle, etc.</p> <p><b>Common Health Problems from working in an office:</b> Carpal Tunnel Syndrome (CTS), Lower Back Pain, Eyestrain, Viruses/Bacteria, Noise Stress, Office Obstacle Course, hazardous chemicals, unsafe machines and psychological stress.</p> <p><b>Making an appointment:</b><br/> I'm calling to book/make an appointment with Dr. ____<br/> May I get an appointment with the doctor, please?<br/> I would like to make an appointment with the doctor, please.<br/> As soon as possible, please.</p> <p><b>Body parts vocabulary</b></p> <p><b>Describing my symptoms:</b> I have a bad/terrible ____.<br/> I am feeling _____.<br/> I hurt my _____. I fell down/twisted/cut, etc.</p> <p><b>Doctor's questions</b><br/> Can you describe your pain?<br/> Do you suffer migraine/depression, panic attacks, etc.?<br/> When did your symptoms begin?<br/> Are you allergic to any medication?</p> <p><b>Asking questions to the doctor:</b><br/> What is your diagnosis?</p> | <p>Compensation strategy: repetition, clarification, paraphrasing.</p> | <p><b>Learners can:</b></p> <p>Make an appointment at the doctor's office.</p> <p>Fill out a form at the doctor's office.</p> <p>Ask simple questions to the doctor about symptoms, diseases, medicines and/or treatments.</p> <p>Respond to simple questions to the doctor about symptoms, diseases, medicines and/or treatments.</p> |
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|  | <p>What's wrong?<br/>         What is the problem?<br/>         How often should I take these pills?<br/>         May I get a sick leave?</p> <p><b>Language structure:</b> modals for suggestions, telling the time, infinitives after adjectives (It is important to, it is a good idea to..)</p> <p><b>Sample Language</b><br/>         A: Good morning! Doctor's office! How can I help you?<br/>         B: Yes, I would like to make an appointment with the doctor.<br/>         A: What's your name?<br/>         B: Oh, it's Sandra López from the accounting department.<br/>         A: Got it! Which symptoms do you have?<br/>         B: I feel nauseous and have a terrible headache.<br/>         A: Oh I see. Does 10:20 work for you?<br/>         B: Yes, it does. Thanks!<br/>         A: You're welcome. See you then!</p> <hr/> <p><b>At the doctor's office</b></p> <p>A: Hello, Mr. Rodriguez! What's the matter today?<br/>         B: Well doctor, I hurt myself lifting a heavy monitor, and I have a terrible backache. My lower back hurts.<br/>         A: Ok, let's check. When did that happen?<br/>         B: Like three hours ago before lunch.<br/>         A: Are you allergic to something?<br/>         B: No, I'm not.<br/>         A: Do you take any medication?<br/>         B: A pill for high blood pressure every day.<br/>         A: Ok. I am going to give you a shot to relax your muscles. I will prescribe you some pills that you should to take every 8 hours. I will give you sick leave for the rest of the day. You need to rest.</p> |  |  |
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|                |                                  | <p>B: Great! Thanks doctor.</p> <p><b>Resources:</b><br/> <a href="https://www.pacificprime.com/blog/10-biggest-health-problems-working-office.html">https://www.pacificprime.com/blog/10-biggest-health-problems-working-office.html</a><br/> <a href="https://hsi.com/blog/protect-your-office-workers-with-good-ergonomics">https://hsi.com/blog/protect-your-office-workers-with-good-ergonomics</a><br/> <a href="https://www.youtube.com/watch?v=P8iyVXUHvR0">https://www.youtube.com/watch?v=P8iyVXUHvR0</a><br/> <a href="https://www.youtube.com/watch?v=VPM2WYQetEo">https://www.youtube.com/watch?v=VPM2WYQetEo</a><br/> <a href="https://en.islcollective.com/resources/search_result?Tags=illnesses&amp;searchworksheet=GO&amp;type=Printables">https://en.islcollective.com/resources/search_result?Tags=illnesses&amp;searchworksheet=GO&amp;type=Printables</a><br/> <a href="https://agendaweb.org/vocabulary/health-illness-exercises.html">https://agendaweb.org/vocabulary/health-illness-exercises.html</a><br/> <a href="https://www.youtube.com/watch?v=2PCgztYXnxk&amp;ab_channel=EnglishSpeakingCourse">https://www.youtube.com/watch?v=2PCgztYXnxk&amp;ab_channel=EnglishSpeakingCourse</a><br/> <a href="https://www.youtube.com/watch?v=RZKoAn7EVMM&amp;ab_channel=AnastasiaMakshakova">https://www.youtube.com/watch?v=RZKoAn7EVMM&amp;ab_channel=AnastasiaMakshakova</a></p> |  |  |
| <b>Week 14</b> | <b>Final Evaluation Activity</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |  |