

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

CURSO: INGLÉS V

CÓDIGO: IDTEC05

NIVEL: V

NATURALEZA DEL CURSO: PRÁCTICO

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

MODALIDAD: CUATRIMESTRAL

REQUISITOS: IDTEC04 INGLÉS IV

I. DESCRIPCIÓN DE CURSO

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

El curso se diseñó de acuerdo con lo establecido en el nivel B1.1 del Marco Común Europeo de Referencia para las Lenguas Extranjeras. Está diseñado específicamente para las carreras del área de tecnología y su meta es brindarle a la persona estudiante una experiencia de aprendizaje más afín a su especialidad.

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

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

Durante el desarrollo del curso se fomenta la aplicación de tecnologías de la comunicación y la información que complementen la práctica docente y el proceso de aprendizaje; para tal efecto, el curso se imparte con apoyo de plataformas y herramientas digitales, como videos, chats, wikis, herramientas educativas en línea, entre otros, realizados en el campus virtual. La persona estudiante debe cumplir con un ingreso de, al menos, dos horas semanales. Asimismo, todo lo referente al uso del campus virtual se 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 fomentan el uso auténtico del idioma inglés en los diferentes espacios de aprendizaje (presencial y campus virtual) y los portafolios de evidencias, entre otros. Adicionalmente, se promueve la autoevaluación y actividades que integran las cuatro habilidades

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

II. COMPETENCIA GENERAL

Competencia transdisciplinar General	Verbo de desempeño	Conocimientos (Aprender a conocer)	Habilidades (Aprender a hacer)	Actitudes (Aprender a ser y a convivir)
Utiliza una amplia gama de lenguaje técnico para hacer frente a la mayoría de las situaciones cotidianas que puedan surgir en su entorno laboral, expresar opiniones y justificarlas, intercambiar datos relacionados con el trabajo, tomar notas, escribir cartas y correos de temas laborales, así como describir sus metas profesionales, entre otros.	Utiliza	Reconoce grupos de palabras conectores y diversas expresiones para dar opiniones, intercambiar información y describir acontecimientos.	Utiliza frases habituales en circunstancias particulares haciendo sustituciones léxicas sencillas.	Muestra respeto ante la diversidad de opiniones y puntos de vista de la otredad. Pregunta generadora: ¿Cómo demuestro respeto y tolerancia ante otras personas con puntos de vista divergentes?
<p align="center">Experiencias de Aprendizaje</p> Actividades orales espontáneas, escritas, simulaciones de situaciones cotidianas y laborales (guiadas y no guiadas), ejercicios de escucha (multimedia), y juegos.		<p align="center">Evaluación para el aprendizaje</p> Ejecutar actividades orales espontáneas, proyectos escritos, simulaciones de situaciones cotidianas y laborales (guiadas y no guiadas), ejercicios de escucha (multimedia), juegos y experiencias de vida, utilizando rúbricas que permitan la valoración del desempeño.		

III. COMPETENCIAS ESPECÍFICAS

Competencia transdisciplinar específica	Verbo de desempeño	Conocimientos (Aprender a conocer)	Habilidades (Aprender a hacer)	Actitudes (Aprender a ser y a convivir)
Describe por escrito y oralmente (con razonable fluidez) una amplia variedad de temas dentro de su campo laboral, presentándose como una secuencia lineal de puntos que incluyen diversos tiempos verbales y asuntos relacionados con el trabajo.	Describe	Comprende frases y expresiones para describir eventos, lugares, tareas, opiniones, así como aquellas que le permiten llegar a acuerdos.	<p>Emplea frases y expresiones para describir datos, metas profesionales, eventos, tareas, opiniones, así como acuerdos y desacuerdos.</p> <p>Desarrolla textos escritos que le permitan describir datos, metas profesionales, eventos, tareas, opiniones, así como acuerdos y desacuerdos.</p>	<p>Muestra disposición para escuchar las ideas de otros y buscar el beneficio mutuo.</p> <p>Pregunta generadora: ¿Por qué es importante escuchar y valorar las propuestas de otras personas?</p>
Experiencias de Aprendizaje Actividades orales espontáneas, escritas, simulaciones de situaciones cotidianas y laborales (guiadas y no guiadas), ejercicios de escucha (multimedia), y juegos.		Evaluación para el aprendizaje Rúbrica de desempeño de la persona estudiante (autoevaluación, coevaluación y evaluación docente) en actividades que promuevan el desempeño en las cuatro habilidades de la lengua.		

Competencia transdisciplinar Específica	Verbo de desempeño	Conocimientos (Aprender a conocer)	Habilidades (Aprender a hacer)	Actitudes (Aprender a ser y a convivir)
Ejecuta una amplia gama de funciones del lenguaje (transmitir información, datos, expresar metas,	Ejecuta	Comprende grupos de palabras que enlazan o conectan ideas para comunicarse o	Utiliza la lengua inglesa de manera apropiada para su nivel, en forma oral y escrita.	Se comunica de manera eficaz y asertiva.

opiniones, desacuerdos, persuadir al receptor, crear documentos escritos, mantener una conversación, leer y comprender) utilizando sus destrezas, en un registro neutro		crear escritos cortos tales como cartas. Identifica el lenguaje para expresar actividades en diversos tiempos verbales.		Pregunta generadora: ¿Qué estrategias son útiles para comunicarse de manera eficaz y asertiva con otras personas?
<p align="center">Experiencias de Aprendizaje</p> Actividades orales espontáneas, escritas, simulaciones de situaciones cotidianas y laborales (guiadas y no guiadas), ejercicios de escucha (multimedia), juegos		<p align="center">Evaluación para el aprendizaje</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.		

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

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

IV. ESTRATEGIAS METODOLÓGICAS

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

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

Además, el curso contiene aspectos sociolingüísticos como por ejemplo distinguir el grado de

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

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

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

V. ESTRATEGIAS DE EVALUACIÓN

El aprendiente demuestra su habilidad comunicativa 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

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.

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

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

VII. WEBGRAFÍA

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

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

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

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

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

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

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

VIII. CRONOGRAMA

Semana	Resultados de aprendizaje lingüísticos esperados
1	Expresar creencias, opiniones, acuerdo y desacuerdo de manera educada, incluyendo aspectos relacionados con su campo profesional.
2	Descubrir y transmitir información factual sencilla y ofrecer consejos sobre asuntos en su campo de trabajo, incluyendo entornos pluriculturales.
3	Tomar notas con información simple pero relevante en su vida cotidiana en el trabajo con instrucciones de rutina en una reunión.
4	Realizar publicaciones en línea sobre experiencias personales y profesionales en el trabajo, sentimientos y eventos, y responder de manera individual a los comentarios de otros.
5	Presentar una queja, incluyendo la devolución de una compra insatisfactoria en el trabajo y solicitar la diferencia entre productos, incluyendo encuentros interculturales.
6	Comprender en una lectura los puntos principales expuestos en un lenguaje claro y estándar o en una variedad familiar, sobre asuntos comúnmente

	encontrados en el trabajo, la escuela, el tiempo libre, etc., incluyendo narrativas cortas.
7	Actividad Evaluativa de medio periodo.
8	Describir sus sueños, esperanzas y ambiciones profesionales, incluyendo un póster con fotografías y breves bloques de texto.
9	Comprender correspondencia personal y profesional, como cartas personales, publicaciones y documentos oficiales en su campo de estudio, etc.
10	Expresar opiniones sobre temas relacionados con su vida profesional cotidiana, justificando su perspectiva.
11	Comprender charlas breves sobre temas familiares relacionados con su área de trabajo, como presentaciones en conferencias con elementos visuales, anuncios y noticias.
12	Preguntar a los compañeros de trabajo cómo creen que funcionaría algo y cuál es el razonamiento detrás de sus ideas, fomentando la participación de otros miembros del personal en la discusión.
13	Redactar correos electrónicos o cartas básicas en el trabajo, de naturaleza factual (por ejemplo, para solicitar información o para pedir y dar confirmación), enlazando oraciones más largas.
14	Actividad Evaluativa Final

**Course Syllabus
IDTEC05 Inglés V**

Campus:
Professor:
Course Schedule:
Student Attention Hour:

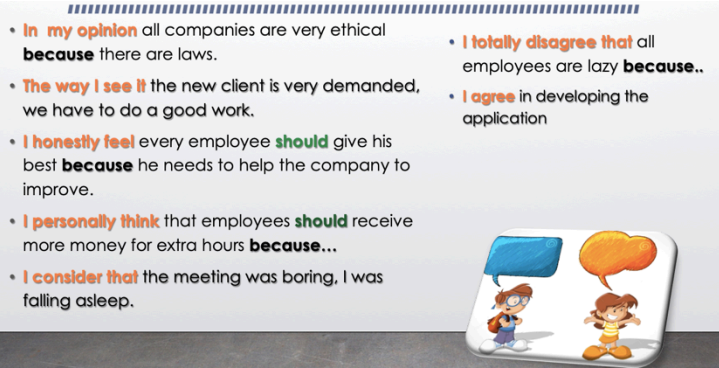
General competence:
Use a wide range of technical language to address most of the everyday situations that may arise in the work environment, express opinions and justify them, exchange work-related data, take notes, write letters and emails about work-related topics, as well as describe professional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

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

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

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

Week	Learning Outcome	Content	Learning activities / situations	Evidence of learning
Week 1	Express beliefs, opinions, agreement, and disagreement politely, including aspects of work related to their professional field.	Target Vocabulary Expressions to give opinions: I feel that... I guess/imagine... I have no doubt that... / I'm certain that... I strongly believe that... I've never really thought about this before, but... My personal opinion is that... / Personally, my opinion is that ...	Classify expressions based on their functions Listen to a conversation and highlight the expressions used to give opinions	Learners can: -express beliefs, opinions and agreement and disagreement politely.

	<p>To be honest... / In my honest opinion, ...</p> <p>Expressing belief: I see. I understand. I understand your point/view. I support your view. I agree with you. I disagree with you, I believe.</p> <p>Agreeing strongly: Absolutely. I think that's a fantastic idea. I agree completely. Yes, that's definitely true.</p> <p>Agreeing tentatively: I think what you're saying is true up to a point. I suppose that might be true. I guess I see what you mean.</p> <p>Disagreement Expressions: No, I think you're wrong there. I'm afraid I can't agree with you there. I don't think that's true. Yes, but... I completely disagree.</p> <div data-bbox="409 893 1123 1258">  <ul style="list-style-type: none"> • In my opinion all companies are very ethical because there are laws. • The way I see it the new client is very demanded, we have to do a good work. • I honestly feel every employee should give his best because he needs to help the company to improve. • I personally think that employees should receive more money for extra hours because... • I consider that the meeting was boring, I was falling asleep. • I totally disagree that all employees are lazy because.. • I agree in developing the application </div>	<p>Unscramble a conversation and extract language structures used to give opinions</p> <p>Walk in pairs around the classroom to read, interact, and give opinions about the situations provided</p> <p>Have a debate to share opinions and agreement or disagreement on a professional field related topic they read about.</p> <p>Watching a video on a professional field related topic and have a discussion expressing opinions about it, justifying their viewpoint.</p> <p>Learners choose two of the situations provided and write their opinions about them, justifying their view points.</p>	<p>-give or seek personal views and opinions in discussing topics of interest, and justify their viewpoints.</p>
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DISAGREEMENT AND CRITICISM

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

I'm afraid I can't agree.

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

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

Language structure

TALKING ABOUT POSSIBILITIES

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

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

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

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

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

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

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

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

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

To agree with a positive statement:

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

I like tea without sugar.

So do I.

To agree with a negative statement:

We use *nor/neither* + *auxiliary/modal verb* + *pronoun*:

I don't like tea with sugar.

Neither do I.

To disagree with a positive statement

		<p>We use <i>pronoun + auxiliary/modal verb + not (-n't)</i>: I like tea without sugar. I don't. To disagree with a negative statement: I don't like tea with sugar. I do.</p> <p>Sample Language A: Ryan, thank God I found you, I was looking for you. B: I'm sorry, I was at the lab checking a malfunction in a computer. A: Listen, what do you think about doing the training of the new system this Friday? B: I honestly feel it's a bad idea, we don't have things ready yet, for example, the food. A: I disagree with you, I have a contact, he has a Catherine service, let me call him and see what I can do. B: I see.... Ok, go ahead. A: I just talked to him, he said he already had plans for Friday. B: That's the best thing it could happen. Now we have more time to prepare everything. A: Ok! I have to go, see you later. B: See you.</p> <p>Online Resources https://www.teach-this.com/functional-activities-worksheets/giving-opinions Giving Opinions Vocabulary EnglishClub</p> <p>Why and How To Use Conditionals California English Language School for International Students 🇺🇸 (englishcollege.com)</p>		
Week 2	Find out and pass on straightforward factual information and offer advice on matters in their field of work,	Target Vocabulary	In a roundtable, carry out a class discussion about the importance of receiving advice in a constructive way to grow up professionally and not	Learners can: find out and pass on straightforward factual information.

	<p>including pluricultural environments</p>	<div data-bbox="617 212 1276 654" data-label="Image"> </div> <ul style="list-style-type: none"> • Technical terms: process, method, technique, equipment, product • Concrete nouns: company, meeting, project, team, deadline • Action verbs: manage, implement, communicate, analyze, coordinate • Adjectives and adverbs: effective, efficient, organized, accurate, flexible • Phrases and expressions: keep in mind, take into account, consider, be aware of, be mindful of • Linking words: however, therefore, as a result, in addition, furthermore • Neutral words: approach, strategy, solution, challenge, opportunity <p>When offering straightforward factual information and advice in a pluricultural environment, it's important to consider the following:</p> <ul style="list-style-type: none"> • Cultural sensitivity: Be aware of cultural differences and be respectful of other cultures. It's important to avoid making assumptions based on your own cultural background. • Language: Make sure you are using language that is clear and easily understood by your audience. Avoid using idioms, jargon, or complex language that may not be familiar to everyone. 	<p>perceive it in a threatening way</p> <p>Carry out a class discussion about the role of offering advice and what needs to be considered in pluricultural and work environments</p> <p>Read an article on a work-related topic and identify factual information and offer advice about it.</p> <p>Watch a video on a work-related topic and identify factual information and offer advice about it.</p> <p>Listen to an audio on a work-related topic and identify factual information and offer advice about it.</p> <p>Offer advice on work situations related to the professional field.</p>	<p>Ask and answer questions in a conversation using factual information from different sources related to a topic of the professional field</p> <p>-offer advice on simple matters within their field of experience.</p> <p>Provide pieces of advice in a written way.</p> <p>Have a conversation including pluricultural environments.</p>
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- **Context:** Consider the context in which the information is being shared. What are the expectations of the audience and what is the purpose of the information being shared?
- **Objectivity:** Provide factual information without personal biases or opinions. It's important to be objective and provide accurate information based on research and expert knowledge in the field.
- **Relevance:** Make sure the information being shared is relevant to the needs of the audience. Offer practical advice and solutions that are relevant to the specific situation or problem.
- **Pluricultural awareness:** Be aware of the diverse backgrounds and perspectives of the people in the audience. Offer information and advice that takes into account different cultures, beliefs, and values.

Active listening: Listen carefully to the questions and concerns of the audience. This will help you tailor your advice and information to meet their specific needs and ensure that your message is understood.

Language structure

	subject	auxiliary <i>should</i>	<i>not</i>	main verb <i>base</i>
+	He	should		work.
-	You	should	not	go.
?	Should	we		help?

Sample Language

A: Thanks for meeting with me during your lunch hour. I appreciate it.

B: No problem. I'm happy to help... What's going on?

A: Oh, you know, the usual. Should I take this new job? Or do I stick with my current one as a software developer?

B: Well, I think it's time for a change, don't you? They pay you late and you are unhappy.

A: Do you really think so?

		<p>B: I know so. And I've been listening to you complain for over a year now. Trust me. Take the job. What do you have to lose?</p> <p>A: You're right. I guess I should take the risk and move on.</p> <p>B: That's it! You can do it.</p> <p>A: Thanks.</p> <p>Online Resources How To Give Good Advice at Work in 6 Steps (With Tips) Indeed.com</p> <p>The Art of Giving and Receiving Advice (hbr.org)</p> <p>offering advice on matters at work - Búsqueda de Google</p> <p>"How to Give" Advice In English LanGeek</p> <p>https://www.teach-this.com/functional-activities-worksheets/giving-advice</p>		
Week 3	<p>Make notes with simple but relevant information in their everyday life at work, and with routine instructions in a meeting</p>	<p>Target Vocabulary Difference between “making notes” and “taking notes”</p> <p>Making notes is usually used for talking about when we write information in a short form to organize our thoughts about reference material or something we are preparing. For example: <i>I made notes about the information in my course book, so I could write an essay.</i></p> <p>Taking notes is usually used for talking about when we write at the time something is happening, such as a lecture or an event. So, we could say: <i>I took notes while he was speaking, so I could look at them later.</i></p> <p>Retrieved from How to take notes in English (ef.com)</p> <p>Useful tips to make notes: Date your notes and make the main topic visible, don't write everything down, make short notes, use color, use illustrations and drawing, keep your sentences short, use headings and sub-headings, keep your notes organize.</p>	<p>Write a message from a phone call containing several points.</p> <p>Take notes during a lecture/presentation with a list of key points.</p> <p>Make notes at a meeting containing routine instructions.</p>	<p>Learners can:</p> <p>Make notes from an oral or written source including relevant information on a work-related topic.</p> <p>Have a conversation mentioning the notes taken from an oral or written source including relevant</p>

Taking and leaving phone messages: Can I take a message? Would you like to leave a message? Can I give him/her a message? I'll tell Mr. Jones that you called. I'll make sure Mr. Jones rings you as soon as possible. At what number can you be reached? Could (Can, May) I take a message? Could (Can, May) I tell him who is calling?

Vocabulary:

- **Everyday life:** daily, schedule, appointment, deadline
- **Phone call:** message, caller, phone number, voicemail, missed call, return call
- **Key points during a lecture:** main idea, detail, fact, key point, summarize, outline
- **Routine instructions in a meeting:** task, responsibility, action item, deadline, update, review

When making notes, it's necessary to consider:

- **Relevance:** Only include information that is important and relevant to your needs.
- **Clarity:** Use clear and concise language to ensure that your notes are easy to understand and follow.
- **Abbreviations and symbols:** Use abbreviations and symbols to save time and make your notes easier to read. However, make sure they are understandable and that you can interpret them later.
- **Headings and bullet points:** Use headings and bullet points to organize your notes and make them easier to read and follow.
- **Time and date:** Include the time and date of the phone call, meeting, or lecture to help you keep track of the information.
- **Context:** Consider the context of the phone call, meeting, or lecture when making your notes. For example, if you are in a lecture, focus on the main points and arguments presented by the speaker.
- **Personalization:** Adapt your notes to your personal style and preferences. For example, some people prefer to use different colors or symbols to categorize information.
- **Review and update:** Regularly review and update your notes to keep them current and accurate.

information on a work-related topic.

Ask and answer questions mentioning the notes taken from an oral or written source including relevant information on a work-related topic.

Language Structure

Simple present tense.

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

Meeting Title	
TIME	LOCATION
Key Points	Notes
• Before Meeting • <u> </u> • <u> </u>	capture notes here during the meeting
• During Meeting • <u> </u> • <u> </u>	
<input type="checkbox"/> Action 1 <input type="checkbox"/> Action 2 <input type="checkbox"/> JB Action <input type="checkbox"/> AN Action	
Summary key points from meeting things to do better next time	

Sample Language

Key points during a lecture

A: Hey, I need to make some notes about the lecture I just attended. Can you help me?

B: Sure. What kind of information would you like to include?

A: I need to write down the key points and the main idea of the lecture.

B: Okay. Let's start with the main idea of the lecture

A: The main idea was about the importance of teamwork in the workplace.

B: Great. And what were the key points of the lecture?

A: The key points were about the benefits of teamwork, the importance of communication, and the role of each team member.

		<p>B: Okay. So, your notes for the lecture would look like this: “Main idea: Importance of teamwork in the workplace. Key points: Benefits of teamwork, importance of communication, role of each team member.”</p> <p>Online Resources https://www.youtube.com/watch?v=0UypBxc8818 https://www.teach-this.com/images/resources/would-you-like-to-leave-a-message.pdf Note Making Class 8 English Grammar iKen - YouTube How to take notes in English (ef.com)</p>		
<p>Week 4</p>	<p>Make online postings about personal and professional experiences at work, feelings and events and respond individually to the comments of others</p>	<p>Target Vocabulary Feelings: amazed, upset, mad, disappointed, discouraged, interested, skeptical, doubtful, joyous, excited, energetic, thrilled, blessed, annoyed, encouraged, irritated, inspired, powerless, enthusiastic, uncertain, heartbroken, grateful, etc. Social media vocabulary: backup, browsing, content, crashing, database, feed, filtering, follower, GIF, hacking, inbox, likes, memes, post, postcasting, reposting, reviews, trending. Citra mentions that Social media is a form of electronic communication “through which users create online communities to share information, ideas, personal messages and other content [as videos].” Today, much of our social, personal, academic and professional lives are tied to online platforms where we interact with others who share similar views, goals and outlooks. (par. 3) Vocabulary: <ul style="list-style-type: none"> ● Experiences: adventure, journey, seminar, business trip, outing, meeting, conference, training session, being promoted, accident at work. ● Feelings: productive, energized, motivated, challenged, stressed ● Events: presentation, report, deadline, collaboration, team building activity Tips to make personal online postings <ul style="list-style-type: none"> ● Be authentic: Post content that truly reflects who you are and what you care about. </p>	<p>Students comment in pairs what, in their opinion, social media is and how they take advantage of it. Then, they share their thoughts</p> <p>Carry out a class discussion about the necessary aspects to consider when posting online. Then, ask them to match the key elements from the Target Vocabulary section with their explanations</p> <p>Ask learners to investigate and explore different sites to post. Then, they should share their findings and mention what websites, in their opinion, are better to post and why</p>	<p>Learners can:</p> <ul style="list-style-type: none"> -Write online postings about possible events at work, in your professional area. Reply to online postings about possible events at work, in your professional area. Ask and answer questions about online postings about possible events at work, in your professional area.

	<ul style="list-style-type: none"> ● Consider privacy: Think about who will see your posts and whether you're comfortable with that level of visibility. ● Be mindful of tone: Online writing can often be misinterpreted, so it's important to be mindful of the tone you're conveying. ● Avoid over-sharing: Be careful not to share sensitive or personal information that could be used against you. ● Engage with others: Respond to comments and interact with your followers to build a community and create a positive online experience. ● Be respectful: Treat others online as you would like to be treated and avoid posting anything hurtful or offensive. ● Use visuals: Visual content, such as photos and videos, can help make your posts more engaging and memorable. ● Edit and revise: Before you hit "post", take a moment to proofread your content and make any necessary revisions. <p>Making personal online postings expressions:</p> <ul style="list-style-type: none"> ● "I had a great time at the office yesterday." ● "I'm feeling really happy today." ● "I'm feeling a little overwhelmed with work lately." ● "I had a really good time at the office, but Mary got sick." <p>Responding to comments:</p> <ul style="list-style-type: none"> ● Thank you for your kind words. ● I completely agree with you. ● I'm glad you enjoyed my post. ● I appreciate your feedback. I'll definitely keep it in mind. ● That's an interesting perspective. Can you tell me more? <p>Language Structure</p> <ul style="list-style-type: none"> ● Simple sentences: Use simple sentences to clearly express your experiences, feelings, and events. ● Active voice: Use it to express your experiences and feelings in a clear and direct manner. For example: "I felt happy when I saw my colleague." ● Vocabulary related to emotions: Use it to clearly express your feelings. For example: "I felt overwhelmed when we couldn't agree." 	<p>A specific website is selected and everybody should post on it and comment others' posts to give feedback</p> <p>Make online postings about possible events at work, in your professional area.</p>	
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- **Past tense:** Use it to describe past events, experiences, and feelings. For example: “I had a training about Leadership yesterday.”
- **Personal Pronouns:** Use personal pronouns (such as I, you, we) to make your posts more personal and engaging.
- **Questions words:** Use questions words (such as what, where, when, how, why) to ask questions and respond to comments. For example: “What did you think of the meeting?”

Linking words: Use linking words such as and, but, because, so) to connect ideas and express relationships between them. For example: “

Sample Language



A: Hello, Mike! I was checking Instagram and I just saw the photos you posted about the trip to Ireland. They look pretty cool.

B: Hi, Brandon. I came back yesterday; it was an extraordinary trip. Even though it was for work I had the chance to visit many places.

A: What about the food?

B: The food was delightful; nevertheless, it is quite expensive.

A: I've heard that Ireland is a little bit expensive.

		<p>B: Did you see the video I posted about the Ferrary I drove. A: Really! You're kidding me, right? B: Not, I rented it, here, take a look. A: Wao! You are lucky, I've always wanted to drive a car like that. B: I feel like a rockstar driving it. A: Your video has already 1000 likes. B: Well, that is something I did not expect.</p> <p>Online Resources 9 Reasons to Be Careful About What You Post Online Military.com Do's and Dont's when posting on the web</p> <p>https://www.youtube.com/watch?v=GPCHtLsh73k&t=3s</p> <p>Tips-for-staying-professional-online/</p>		
Week 5	<p>Make a complaint, including returning an unsatisfactory purchase at work and asking for the difference between products, including intercultural encounters</p>	<p>Target Vocabulary Expressing complaints: I have a complaint to make. ... Sorry to bother you but... I'm sorry to say this but... I'm afraid I've got a complaint about... I'm afraid there is a slight problem with... Excuse me but there is a problem about... I want to complain about... I'm angry about...</p> <p>Explaining the problem:</p> <ul style="list-style-type: none"> • There seems to be... • We haven't received ... • The ... doesn't work. • The quality of the work is below standard. • The specifications are not in accordance with our order. 	<p>Listen to different conversations in order to extract the expressions used to complain</p> <p>Role play a situation in which a product is defective. They make a complaint to return it.</p> <p>Write a complaint email including returning an unsatisfactory purchase at work.</p>	<p>Learners can:</p> <p>-Make a written or oral complaint, including returning an unsatisfactory purchase at work.</p> <p>Identify what aspects of the purchase were not satisfactory and mention them in an oral or written form.</p> <p>Ask and answer questions related to a written or oral</p>

		<p>Referring to previous problems:</p> <ul style="list-style-type: none"> ● It's not the first time we've had this problem ● This is the (third) time this has happened. ● Three months ago... ● We had a meeting about this and you assured us that ... <p>Complaint-related Vocabulary:</p> <ol style="list-style-type: none"> 1. Issue - a problem or concern that needs to be addressed 2. Confrontational - tending to argue or fight 3. Clarification - an explanation or additional information to make something clearer 4. Impolite - not having good manners or showing respect 5. Resolve - to find a solution to a problem 6. Compromise - an agreement reached by each side giving up some demands 7. Persistent - continuing to do something even when it is difficult 8. Gratitude - feeling thankful for something 9. Dissatisfied - unhappy or not pleased with something 10. Return - to give back a product or item 11. Difference - a variation or contrast between two things 12. Product - a thing that is made or produced for sale 13. Intercultural - involving or relating to the interaction between people from different cultures. <p>When making a complaint, it's important to consider the following aspects, especially in intercultural encounters:</p> <ul style="list-style-type: none"> ● Be clear and specific: Clearly state the issue and provide specific examples to support your complaint. ● Stay calm and polite: Keep your tone professional and avoid being confrontational. Being polite and calm can help diffuse a tense situation and increase the chances of a favorable outcome. ● Use clear language: Avoid using overly technical terms or slang that may not be understood by the person you are speaking with. 	<p>Write a request email asking for the difference between products, including intercultural encounters.</p>	<p>complaint, including returning an unsatisfactory purchase at work.</p>
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- **Respect cultural differences:** In intercultural encounters, it's important to be aware of cultural differences in communication styles and attitudes towards complaining. For example, in some cultures, complaining may be viewed as impolite or confrontational, while in others, it may be viewed as a way to resolve a problem.
- **Ask questions:** If you don't understand the solution offered, ask questions for clarification.
- **Be flexible:** Be open to different solutions and be willing to compromise where necessary.
- **Be persistent:** If your complaint is not resolved to your satisfaction, be persistent and continue to follow up until the issue is resolved.
- **Be thankful:** If your complaint is resolved to your satisfaction, express your gratitude for the resolution.

Language Structure

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

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

Sample Language

A: Hi. How can I help you?

B: Yes, I'd like to return this laptop for a refund. I bought it a week ago.

A: Well, first of all, what seems to be the problem?

B: Well, isn't it obvious by just looking at it? The screen has a huge purple line.

A: Uh, I see what you mean, but did the computer fall or something.

B: No, I am fully regret of buying in this place because I pay a lot of money and you gave me a faulty computer.

A: Listen, sir. We take a lot of pride in our products. What I can do is allow you to choose another laptop.

B: I don't want to exchange it for anything! I just want my money back!

A: Well, I can give you credit on your next purchase, and since the item you purchased was on clearance [*No wonder!*], we can't give you a refund.
 B: A clearance item! There wasn't anything on the price tag that says that.
 A: I guess you didn't read the fine print in our ad. (. . . probably can't read anyway . . .) Look. Here's the ad, and the information about the clearance sale is right here at the bottom on the back page.
 B: Where? [*Here*] There? What? That small print. You'd need an electronic microscope to see those words. I want to talk to the manager.
 A: Uh, he's not here now.
 B: Look. This is ridiculous.
 A: And anyway, you can only return items with a receipt within six days, and unfortunately, that was yesterday in your case.
 B: But your store was closed yesterday because of the national holiday. [*Sorry*] What a rip off. Listen. I give up. Your store policies are completely unreasonable, the quality of your merchandise is shoddy at best, and your service, well, is non-existent. And how do you expect people to shop here?
 A: You did . . . Ha, ha . . .
 B: Ok, I'll take this other one, hope this one work well.

In an intercultural encounter, it's important to be polite and respectful, even when making a complaint. You can also consider using culturally appropriate language and gestures to help communicate effectively. For example, in some cultures, it may be more common to use formal language and make eye contact, while in others, it may be more common to use more informal language and to use less direct eye contact. By being aware of these cultural differences, you can help ensure a positive outcome when making a complaint in an intercultural setting.

Online Resources

<https://learnenglish.britishcouncil.org/business-magazine/complaining>
<https://www.youtube.com/watch?v=X7nDkyYSbfs>
<https://www.youtube.com/watch?v=oTD92UEt3wk>
[Relative clauses | LearnEnglish Teens \(britishcouncil.org\)](#)

[Advanced Grammar | Letter of Complaint - Relative Pronouns Gap Fill | esl-lounge Student](#)

<p>Week 6</p>	<p>Understand in a reading the main points made in clear standard language or a familiar variety on familiar matters regularly encountered at work, school, leisure, etc., including short narratives</p>	<p>Target Vocabulary Vocabulary: Policy, telecommuting, work-life balance, optional, memo, employee, employer, company, benefit, flexibility, productivity, remote work, schedule, task, assignment, colleague, meeting, deadline, performance, objectives.</p> <p>Main idea: The main idea tells what the text is about. It the most important part in of a story or paragraph.</p> <p>Supporting details: Are the things that describe the main idea. These supporting details make the main idea stronger.</p> <p>When reading a text written in clear standard language or a familiar variety on familiar matters, you should consider the following factors to help you understand the main points made:</p> <ul style="list-style-type: none"> ● Purpose: Understanding the purpose of the text will help you determine what the author is trying to convey and what the main points are. ● Background knowledge: Having background knowledge of the topic being discussed will help you better understand the text. ● Organization: Paying attention to the organization of the text will help you understand how the author is presenting the ideas and what the main points are. ● Vocabulary: Familiarizing yourself with the vocabulary used in the text will help you understand it better. ● Headings and subheadings: These can provide a helpful summary of the main points made in the text. ● Active reading: Engaging in active reading, such as underlining, highlighting, and taking notes, can help you understand the main points made in the text. ● Context: Understanding the context in which the text was written will help you better understand the author’s perspective and the main points being made. ● Re-reading: If you find that you are having difficulty understanding the text, try re-reading it, taking your time, and focusing on the main points. 	<p>Learners get different reading passages to extract the main ideas. Then, they explain with their own words what they got.</p> <p>Read and show understanding of documents related to your work, such as manuals, memorandums, guidelines, protocols, policies, etc.</p>	<p>Learners can:</p> <ul style="list-style-type: none"> - understand in a reading the main points made in clear standard language
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Language Structure

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

Sample Language

A: Diego, thanks for helping with the delivery of this document.

B: You are welcome. So, what do you need?

A: I need to know the main idea of these documents and I just can't do it.

B: Calm down! I'll show you how to do it. First, you need to know that the main idea is basically what the text is about.

A: I already knew that.

B: Ok, most of the times, the main idea is in the first paragraph of the text. So, what don't you give it a try?

A: Do you want me to read it?

B: Of course, go ahead.

A: Ok, let me see.... Well, I guess the main idea is that Osiris is the best python program.

B: You got it! Good work. Now you can continue with the other ones. What about the second one?

A: I think that the main idea of this one is that cybersecurity is the business of the moment.

B: Excellent!

A: Great! I'll work in the rest, thank you so much.

B: You're welcome.

Online Resources

<https://www.youtube.com/watch?v=LWFnpeimPfE>

<https://www.easyteacherworksheets.com/langarts/mainideas.html>

[How to read effectively and critically \(unimelb.edu.au\)](http://www.unimelb.edu.au)

[How to Understand What You Read: 14 Steps \(with Pictures\) \(wikihow.com\)](http://www.wikihow.com)

Week 7

Interview #1

Week 8	Describe your professional dreams, hopes and ambitions, including a poster with photographs and short blocks of text	<p>Target Vocabulary Vocabulary: nightmares, lucid dreams, epic dreams, daydreams, to chase a dream, a dream job, to dream of, dream on, pipe dream.</p> <p>Vocabulary:</p> <ol style="list-style-type: none"> 1. Dream: ambition, aspiration, fantasy, goal, ideal, vision 2. Hope: expectation, optimism, prospect, wish 3. Ambition: drive, goal, motivation, purpose, aspiration 4. Passion: enthusiasm, fervor, fire, interest, zeal 5. Aspire: aim, desire, hope, seek, strive, yearn 6. Inspiration: creativity, imagination, motive, stimulation 7. Determination: resolution, grit, perseverance, tenacity 8. Imagination: creativity, fancy, fantasy, vision 9. Challenge: adversity, difficulty, hardship, obstacle 10. Opportunity: chance, circumstance, event, luck, possibility, opening <p>Example of Expressions:</p> <ul style="list-style-type: none"> • “I have a passion for interpersonal skills and my dream is to one day become a good Human Resources Manager.” • “I hope to travel the world and experience different cultures. This is a goal I’ve had for as long as I can remember.” • “My ambition is to become a successful businesswoman and make a positive impact in the company.” <p>When describing dreams, hopes, and ambitious, including a poster with photographs and short blocks of text, you should consider the following:</p> <ul style="list-style-type: none"> • Tone: The tone should be positive, optimistic, and confident. You want to convey your aspirations and dreams in a way that is motivating and inspiring. • Vocabulary: Choose vocabulary that reflects the optimistic and aspirational tone. Words like <i>ambition</i>, <i>dream</i>, <i>hope</i>, <i>goal</i>, and <i>aspiration</i> can be used to convey the intended message. 	<p>Brainstorm ideas of situations to aspire (get promoted, better income, have own company, etc.)</p> <p>Make a vision board and use it as a visual aid to describe your professional goals.</p> <p>Explain how you see yourself as a professional in the near future.</p> <p>Ask and answer questions about my professional dreams, hopes and ambitions.</p> <p>Write a short piece of text describing my professional dreams, hopes and ambitions.</p>	<p>Learners can:</p> <ul style="list-style-type: none"> -Identify their professional dreams, hopes and ambitions. <p>Describe their professional dreams, hopes and ambitions.</p> <p>Carry out a conversation about their professional dreams, hopes and ambitions.</p>
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- **Language structure:** Simple and clear language structure should be used to help convey your message effectively. Consider using the future tense to talk about what you hope to achieve in the future, and the present tense to talk about what you are currently doing to reach your goals.
- **Visual aids:** The poster should include clear and impactful photographs that support and amplify the text. The text should be simple and concise, using short blocks of text to convey the main points effectively.

Message: It should be focused, clear, and concise. It should convey your ambitious, dreams and what you hope to achieve, and should inspire and motivate the viewer.

Language Structure

Hope for the present

We can use the present simple (mostly for stative verbs) or the present continuous.

- I hope (that) it's sunny where you are.
- I hope (that) she's having a wonderful time.

Hope for the future

We can use either the present simple (more common) or the future simple (less common). It usually doesn't change the meaning.

- I hope that she comes to the party tomorrow.
- I hope that she'll come to the party tomorrow.

We often use 'can' with 'hope' for the future.

- I hope you can come to the party tomorrow.

Hope for negative wishes

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

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

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

- **Simple present tense:** "I dream to become a good professional"
- **Simple future tense:** "I hope to travel to Japan next year."
- **"To be" + infinitive verb:** "My ambitious is to make a difference in the world."

- **Modal verb + infinitive verb:** “I would love to work on a new project one day”, “I may be working in Business Administration.”, “I might be dealing with recruiting and selection of employees.”
- **“I wish” + past simple tenses:** “I wish I could speak several languages fluently.”
- **“I’d like to” + infinitive verb:** “I’d like to open my own business in the future.”
- **“It’s my goal” + infinitive verb:** “It’s my goal to become an expert in my field”.
- **“I want” + infinitive verb:** “I want to make a positive impact on the environment.”

Sample Language 1

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

B: Well, my main ambition is to get promoted to a management position within the next five years. I want to take on more responsibility and help guide the company’s growth.

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

B: I hope to be able to make a real impact on the company’s success. I want to be a strong leader and mentor for my team, and help drive innovation in our field.

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

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

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

B: Sounds good to me!

Sample Language 2

A: Hey, Gabriel. How are you doing?

B: Hi, Ryan. I am doing quite well, what about you?

A: Mmm... I am better. Listen! Yesterday, I had a dream, it was about work.

B: Tell me about your dream.

A: I was in a meeting with the team and apparently the boss was very angry with us, he did not stop saying that we should check the project more in detail.

		<p>B: I think you are just stressed for the project. Try to relax a little bit. I have had weird dreams and nightmares as well, but never about work.</p> <p>A: I hope I could say the same. Changing the subject, I am doing a poster with some photos for the upcoming training, can you take a look at it? I would like to know your opinion.</p> <p>B: sure, no problem.</p> <p>A: Ok, follow me to my office, I hope you will like it.</p> <p>Online Resources life2e_ame_sb5_u08.pdf (eltngl.com)</p> <p>Talk about Hopes and Dreams English Vocabulary - IELTS/TOEFL (englishlogica.com)</p> <p>https://www.perfect-english-grammar.com/hope.html https://www.youtube.com/watch?v=COK1_0aeX-4</p>		
Week 9	<p>Comprehend personal and professional correspondence such as personal letters, postings, and official documents in your field of study, etc.</p>	<p>Target Vocabulary Types of emails: making a request, complaining, making a reservation, making an invitation, apologizing, confirming order or details, providing information on a transaction, solving a problem, Acronyms (ASAP, FYI, CRM, SAAS, SAP) etc.</p> <p>Formal email: dear, regarding, to whom it may concern, sincerely, best regards, hope to hear from you soon, I look forward to hearing from you soon, nice hearing from you, In reference to, let me know, thanks for your prompt response, please find attached (the report / the information / the data) you asked for.</p> <p>Informal email: hi, what's up? How is it going? How're you doing? Talk to you later.</p> <p>Adjectives to describe places: Natural, noisy, quiet, unique, windy, tranquil, peaceful, traditional, tropical, fresh, romantic, dangerous, safe, active, exciting, hot, cold, crowded, touristic, old</p>	<p>Read and show understanding of personal letters, e-mails or postings including events and feelings</p> <p>Reading comprehension activities including formal documents like letters, official documents, brochures, ec. in their professional area</p> <p>Read about varied topics in documents like: travel diaries, guides and magazines including places, events,</p>	<p>Learners can:</p> <p>-Comprehend the information provided in personal and professional correspondence such as personal letters, postings, official documents in your field of study, etc.</p> <p>Respond to personal and professional correspondence</p>

		<p>Work-related Vocabulary:</p> <ol style="list-style-type: none"> 1. Personal: intimate, private, personal, individual, subjective 2. Correspondence: letter, e-mail, message, communication, memo 3. Feelings: emotions, moods, sentiments, sensations, reactions 4. Professional area: work, job, career, field, industry 5. Travel: journey, trip, excursion, adventure, wanderlust 6. Diaries: journals, logs, records, chronicles, accounts 7. Guides: manuals, handbooks, instructions, directories, maps 8. Magazines: publications, newspapers, journals, newsletters, bulletins 9. Places: locations, sites, destinations, regions, spots 10. Events: happenings, occurrences, gatherings, activities, incidents 11. Perspectives: viewpoints, outlooks, attitudes, opinions, thoughts 12. Discoveries: findings, revelations, insights, realizations, breakthroughs <p>In order to understand letters, e-mails or postings, consider the following:</p> <ul style="list-style-type: none"> • Vocabulary: Familiarize yourself with the vocabulary used in the relevant context, such as technical terms and specific vocabulary related to your professional area • Language structure: Make sure you have a solid understanding of diverse language structure commonly used in written communication. • Context: Try to understand the context in which the text was written, such as the purpose and audience of the letter, e-mail, or posting, as well as the cultural and historical context of the events and places described in the text. • Organization: Look for organizational cues in the text, such as headings and subheadings, to help you understand the main points made and to identify important details. • Cultural Awareness: Consider cultural differences and their impact on the way in which the text is written and the information it conveys. <p>Background Knowledge: Use your prior knowledge and experience to help you understand the text and to make connections between the information presented and your own experiences.</p>	<p>perspectives and discoveries</p> <p>Ask and answer questions about personal and professional correspondence such as personal letters, postings, official documents in your field of study, etc.</p> <p>Carry out a conversation referring to personal and professional correspondence such as personal letters, postings, official documents in your field of study, etc.</p>	<p>such as personal letters, postings, official documents in your field of study, etc.</p> <p>Talk about information they read in those documents.</p>
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		<p>Language Structure</p> <p>Consider the language structure from the current and previous PIT courses*</p> <p>Sample Language</p> <p>Dear Mr. Morales,</p> <p>Thank you for all the dedication in the development of the last webpage. Thanks to your effort, now our page has had a considerable increase in relation with the visitors. On the other hand, we would like to offer you a job opportunity in our company as a web developer. I strongly believe your skills can fit well here. Moreover, you can have the chance to travel for business to different countries, plus many job benefits.</p> <p>I look forward to hearing from you soon.</p> <p>Best regards, Mr. Brown</p> <p>Online Resources</p> <p>Understanding Email (cumbria.gov.uk) https://teftastic.wordpress.com/worksheets/writing/email/formality/</p>		
<p>Week 10</p>	<p>Express opinions on subjects relating to your professional everyday life, justifying your perspective</p>	<p>Target Vocabulary</p> <p>Expressions to give opinions:</p> <p>As far as I know, ...</p> <p>I agree with the opinion of ...</p> <p>I could be wrong, but...</p> <p>I'd definitely say that...</p> <p>I'd guess/imagine that...</p> <p>I'd say that...</p> <p>I'm absolutely certain that...</p> <p>I'm fairly confident that...</p> <p>I'm no expert on this, but...</p>	<p>walk around the class giving opinions about the situations provided on the classroom's walls. Ss justify their perspective.</p> <p>Learner select two of the previous situations of their preference and write their opinions.</p>	<p>Learners can:</p> <p>-Express opinions on subjects relating to their professional everyday life, justifying their perspective.</p>

		<p>Asking for opinion: What do you think about? Do you see what I mean? Would you go along with that? What are your thoughts on that.</p> <p>Expressing reasons: Because... Due to... / Because of... Owing to...</p> <p>Firstly, secondly, because, one reason is, to start with.</p> <p>Activities to talk about: a meeting, a report, a project, a new client, a new company, a new product/service, a new system/program, a new device/gadget/machine, project manager, team lead, developer (programmer), analyst, QA (Quality Assurance), CEO (Chief Executive Officer), IT Director.</p> <p>Linking words: Furthermore... Moreover... In addition... / Additionally Regarding... / Related to... On top of that...</p> <p>Expressing certainty: Definitely Absolutely Certainly</p> <p>When expressing opinions on subjects related to everyday life, it's important to consider the following:</p>	<p>Given hypothetical cases, evaluate someone's performance at work and justify your opinion.</p> <p>Express your point of view about what someone has done at work and give reasons to justify your opinion.</p> <p>Ask and answer questions about opinions on subjects relating to your professional everyday life, justifying your perspective.</p>	<p>Carry out a conversation expressing opinions, justifying their perspective.</p> <p>Express agreement and disagreement about opinions on subjects relating to their professional everyday life, justifying their perspective.</p>
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- **Language Use:** You should be able to express your opinions using clear, standard language. You should also be able to use familiar vocabulary on familiar topics regularly encountered in everyday life.
- **Expressing Approval or Disapproval:** You should be able to express whether you approve or disapprove of something someone has done and give reasons to justify your opinion. For example, you might say “*I’m no expert on this, but I don’t think it was a good idea to do that because...*” or “*I’d say that it was a good move because...*”.
- **Respect for Others:** When expressing opinions, it’s important to be respectful of others. Avoid being rude or confrontational and be willing to listen to others’ opinions as well.
- **Cultural Awareness:** When expressing opinions, it’s important to be aware of cultural differences and to be respectful of different cultural perspectives. Understanding and considering different cultural norms can help you to express opinions in a way that is clear and culturally sensitive.

Language Structure

Present perfect tense:

- I have always believed that...
- I have always felt that...

Modal verbs:

- I must say that...
- I can tell you that...
- I could argue that...

Conditionals:

- If I were you, I would...
- If I had to choose, I would...

Sample Language

A: Hey, Clark! Have you checked the new system of the company?

B: Of course, I have.

A: What is your opinion, then?

		<p>B: As far as I understand, it simplifies my work a lot and is friendly user. However, the look of the interface is quite ugly. A: Good point and what is your opinion about the game I lend you? B: There is no doubt in my mind that the game is pretty good. I really liked the gameplay and the story is extraordinary. A: Actually, that was the main reason I got. B: By the way, I think we should play online together. What do you think? A: I strongly believe that is a great idea. B: That is great. Let's go.</p> <p>Online Resources https://www.teach-this.com/functional-activities-worksheets/giving-opinions https://busyteacher.org/classroom_activities-speaking-worksheets/ https://www.youtube.com/watch?v=SRvL9J4k490 Giving Opinions Vocabulary EnglishClub Why and How To Use Conditionals California English Language School for International Students (englishcollege.com) Should for Ideas and Opinions - Language On Schools</p>		
<p>Week 11</p>	<p>Understand short talks on familiar topics related to your work area, such as conference presentations with visuals, announcements and news.</p>	<p>Target Vocabulary Interrupting:</p> <ul style="list-style-type: none"> • Sorry, but... • Sorry to interrupt, but I feel that... • Could I come in here? • I'd like to make a point here if I could. • Can I just say something about that? <p>Asking for clarification:</p> <ul style="list-style-type: none"> • I'm not sure I understand what you're saying. • Do you mean that...? • Are you saying that...? • If I understand you correctly, you think that ... 	<p>Listen to different audios (short talks, presentation, conference, etc.) in order to choose the main idea for each one in a multiple-choice activity. Audios are played again to extract specific information.</p> <p>Unscramble a text they listen to, such as: a monologue (like a guided tour), public announcements (at</p>	<p>Learners can:</p> <ul style="list-style-type: none"> - Show comprehension of a conference presentation with visuals. Express difficulty understanding something.

		<p>Expressing lack of understanding: I don't get it, what do you mean? I'm not sure I got your point, I don't quite follow you, I'm sorry. I don't understand what you mean.</p> <p>Showing understanding:</p> <ul style="list-style-type: none"> • I see what you mean • I understand • That makes sense. <p>Key terms:</p> <ul style="list-style-type: none"> • Let's take a closer look! • In other words ... • To sum up... • In conclusion... • To begin with... / To start with ... <p>In order to understand any type of auditory information, it's relevant to consider these bullets:</p> <ul style="list-style-type: none"> • Vocabulary: Familiarize yourself with technical terms and common expressions used in the context of the topic being discussed. • Listening skills: Practice active listening by paying attention to the speaker's tone, pace, and emphasis. Take notes and summarize the key points. • Visual aids: If the talk or presentation includes visuals, make sure to focus on them and try to understand how they relate to the speaker's words. • Context: Try to understand the context and purpose of the talk or announcement. Is it informational, persuasive, or instructional? • Pronunciation: Pay attention to the pronunciation of words and phrases to improve your comprehension. • Interruptions: Be prepared for interruptions like background noise, overlapping speech, or pauses. Try to focus on the main message and ignore distractions. 	<p>airports, bus/train stations) and recorded news bulletins.</p> <p>Ask and answer questions about short talks on familiar topics related to your work area, such as conference presentations with visuals, announcements and news.</p> <p>Write the main points of an excerpt they listen to.</p>	<p>Identify the main points on short talks on familiar topics related to your work area, such as conference presentations with visuals, announcements and news.</p>
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		<ul style="list-style-type: none"> • Repetition: Understand that some important points may be repeated for emphasis, so it's necessary to listen carefully throughout the talk. <p>Language Structure Consider the language structure from the current and previous PIT courses*</p> <p>Sample Language A: Good evening, dear Kate. I thought you were not going to come to the technology conference. B: The thing is that I was supposed to go with our boss to sign some papers to the bank, but at the end, he had to take his wife to the hospital. A: Ok I understand. Well... it is nice to have you here, as you can see the conference already started. B: I can see that, would you like to join me to the Apple stand, I'd love to see the new MacBook Pro. A: Absolutely! B: I just saw the announcement through Instagram, and I fell In love with it. A: Apple never disappoints the customers. Later we can go to hear about Sony's upcoming games for PS5. B: That is a great idea. Let's go because time flies and I really want to enjoy this conference.</p> <p>Online Resources https://www.youtube.com/watch?v=5f7qSd3TWdM https://basicenglishspeaking.com/checking-understanding-english/ https://www.youtube.com/watch?v=mRQhtlmhGKA https://www.youtube.com/watch?v=0Mq2TiJmqCl</p>		
Week 12	Ask co-workers how they think something would work and the reasoning behind their thoughts,	<p>Target Vocabulary Asking for opinions: Do you agree? What do you think about that? Would you like to give us your views on this? Would you like to comment on that?</p>	Ask others for their opinion about a project or proposal and have them justify their ideas.	Learners can: -Ask questions to find out the opinion of someone.

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

Structure **IF + Simple Present, Simple Future**
(S + will/won't + V(bare form))

Usage **To talk about possibilities in the present or in the future**

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





- If we upgrade our computer servers, our website's performance will significantly improve.
- When the software developers fix the bug in the code, the application will run smoothly without crashes.
- If we implement robust cybersecurity measures, we can protect our sensitive data from potential breaches.
- When the engineers complete the software development on time, we will meet our product launch deadline.

- **Simple questions:** Simple questions using the questions words why or how are often used to ask for opinions. For example: *why do you think that?* or *How do you see it working?*
- **Wh-questions:** They are used to ask for specific information. For example: *What do you think is the reason behind this?* or *Which solution do you think would be the best and why?*
- **Tag questions:** They're used to make a statement into a question. For example: *You think that would work, don't you?* or *You agree with this approach, right?*
- **Modal verbs:** They're used to show possibility, ability, or necessity. For example: *Could you tell me how you see this working?* or *Would you mind explaining why you think that?*
- **Imperatives:** They're used to give commands or make requests. For example: *Please, share your thoughts on this issue* or *Explain how you think this could be done.*

Direct questions

- **Question word questions (WH)**

Question Word + Auxiliary verb + Subject + Main Verb + Remainder

The answer to a question word question will be some kind of information.

What is Pizza?

(Answer –Pizza is an Italian dish)

- **Choice questions**

Auxiliary Verb + Subject + Main Verb + Choice 1 + "or" + Choice 2

The answer to such questions can be found in the question itself.

Do you want tea or coffee?

(Answer – coffee)

Are you going to sing or dance?

- **Yes/No questions**

Auxiliary Verb + Subject + Main Verb + Remainder

The answer to a yes/no question will be either 'yes' or 'no'.

Do you like tea?

(Answer –No)

		<p>Indirect questions</p> <ul style="list-style-type: none"> • Changing word order Can you tell me why she was late? (D.O- Why was she late?) • Omitting 'do' We have to omit 'do', 'does', 'did' in a direct question when turning that into an indirect question. Could you tell me when the lesson starts? (D.O-When does the lesson start?) <p>Sample Language</p> <p>A: Dany, would you like to join us in the conversation? B: Ooh gee... I don't know li have work to do. A: Come on man, we need someone else to share his/her opinion about the topic. B: Alright! I'll join you. What is the topic? A: We are discussing about we should offer our e-learning platform to high schools worldwide, I guess we could earn good money. B: How do you think that will work if the platform was created specifically for university learners? A: Many teenagers have a good level in English, it would not be a problem for them to work with the platform. B: I don't know. We could offer it to high schools, but we must modify it. A: I guess that is not necessary; nevertheless, let's make a survey and find out the opinion of the rest of the staff. B: It sounds like a good idea for me.</p> <p>Online Resources</p> <p>https://www.youtube.com/watch?v=8SYJcb5HZTs</p> <p>https://www.linkedin.com/pulse/20140701204021-2022319-leadership-is-a-contact-sport-ask</p> <p>https://www.teach-this.com/functional-activities-worksheets/giving-opinions</p> <p>https://eslgames.com/expressing-opinions/</p> <p>https://www.pinterest.com/pin/529102656233339243/</p>		
Week 13	Compose basic e-mails/letters at	Target Vocabulary Commonly used expressions for Business Writing	Write an email asking for information about a good	Learners can:

work, of a factual nature (e.g. to request information or to ask for and give confirmation), linking longer sentences together

<p>Introduction</p> <ul style="list-style-type: none"> • With reference to your e-mail of 12 January... • Further to our discussion last week... • Thank you for... • How are you? 	<p>Offering help</p> <ul style="list-style-type: none"> • If you require more information, we would be happy to... • Would you like me to.../ Shall I.... • Do you want me to... • We would be delighted to... • If you don't mind...
<p>Reason for writing</p> <ul style="list-style-type: none"> • We are writing to... • I'm just writing to... • Just a short e-mail to request / confirm / inform you that / ask if / clarify... 	<p>Saying sorry</p> <ul style="list-style-type: none"> • We must apologize for (not)... / We deeply regret... • I do apologize for...(any inconvenience caused) • I'm really sorry for/about...
<p>Good News</p> <ul style="list-style-type: none"> • We are delighted to confirm that... • You will be pleased to hear that... • We are pleased to inform you that... • I'm happy to... 	<p>Attaching files</p> <ul style="list-style-type: none"> • We are attaching... / We attach... • Please find attached / enclosed... • I'm attaching.../I've attached...
<p>Declining an offer / bad news</p> <ul style="list-style-type: none"> • We regret to inform you that... • I'm afraid that / Unfortunately,... • I'm sorry, but... • It is not possible for me / us to... • Unfortunately, we are unable to... 	<p>Ending</p> <ul style="list-style-type: none"> • Do not hesitate to contact us again at (079) 221 4576 if you require further assistance. • If you have any further questions, please contact me by e-mail. • Let me know if you need any more help.
<p>Requesting</p> <ul style="list-style-type: none"> • You are requested to... • We would appreciate it if you could... • I'd be grateful if you could... 	<p>Confirming</p> <ul style="list-style-type: none"> • Monday at 10h00 would suit me perfectly. • Tuesday is fine by me. • Please reply without delay.

or service you need to purchase for the company you work at.

Write a message asking for confirmation of your registration at a professional conference in your area, to which you registered online.

Unscramble emails and letters that are formal and informal. Ask learner what aspects make them formal and informal after they have been unscrambled

Have learners write emails and letters for their classmates. They should reply.

compose personal letters and notes asking for or conveying simple information

-compose basic e-mails/letters of a factual nature (e.g. to request information or to ask for and give confirmation).

<ul style="list-style-type: none"> • Could you please... • Would it be possible for you to... • We would like to have... 	<ul style="list-style-type: none"> • Please let us know as soon as possible (<i>NB: 'asap' is very forceful!</i>) • Would you please confirm...? • Please contact me at your earliest convenience
<p>Obtaining information</p> <ul style="list-style-type: none"> • Could you let us know whether / if... • We would be interested to know whether / if... • Would you please send me... • Please send me... • Could you please send further details of... 	<p>Making suggestions</p> <ul style="list-style-type: none"> • May I suggest...? • I'd suggest... • You could / might... • I propose that... • What would you say / do you think about...?
<p>Expressing certainty and doubt</p> <ul style="list-style-type: none"> • It is clear that... • There is no doubt that • We are convinced / confident that... 	<p>Apologizing</p> <ul style="list-style-type: none"> • We were very sorry to hear that... • We are very sorry for / that... • We apologize for...
<p>Thanking</p> <ul style="list-style-type: none"> • We would like to express our sincere thanks for... • We'd like to thank you for... • Thank you once again for your help. 	<p>Closing</p> <ul style="list-style-type: none"> • We would like to thank you in advance. • I/We look forward to meeting/seeing you next week. • I/We look forward to hearing from you. • Please don't hesitate to contact me under 058 456 1234 if you need any further information.

When composing emails or letters in a work environment, there are several key elements to consider:

- **Professional tone:** Use a professional and polite tone throughout the email or letter. Avoid using informal language or slang.
- **Clear purpose:** Make sure the purpose of the e-mail or letter is clear and concise. Start with a brief introduction that states the reason for writing.
- **Organized format:** Use an organized format, with clear headings and bullet points, if necessary, to make the e-mail or letter easy to read and understand.
- **Proper grammar and spelling:** Check for proper grammar, spelling, and punctuation before sending the e-mail or letter.
- **Confidential information:** Be mindful of any confidential or sensitive information included in the email or letter, and ensure that it is protected as necessary.
- **Closing and signature:** End the email or letter with a polite closing, such as *Best regards* or *Thank you*, followed by your signature or electronic signature.

- **Use of action verbs:** Use action verbs, such as *request*, *confirm*, or *provide*, to make it clear what action you are asking the recipient to take.

Language Structure

S + Tense (positive or negative) + Objects + , + Opposite Auxiliary Verb + S

You're going to attend the meeting next week, aren't you?
They don't sell computers, do they?
Tom hasn't arrived yet, has he?

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

Sample Language

Dear Mr Watkins,

With reference to your letter on 15 March, unfortunately I am unable to attend the IT conference meeting on Friday, due to a previous engagement. However, I want to know if you could send me a copy of the agenda. On the other hand, I would like to confirm your ID number, it is for a database I am working on. I have here that your ID number is 2-677-114.

I look forward to hearing from you. Yours sincerely,
 David Bell

Online Resources

[How to Write a Proper Email: Make the Right Impression | Grammarly](#)

[Professional Letter and Email Writing Guidelines \(liveabout.com\)](#)

<https://en.islcollective.com/english-esl-worksheets/search/email>

<https://www.teach-this.com/functional-activities-worksheets/emailing>

**Week
14**

**Evaluation #2
20%**