

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

CURSO: INGLÉS VI

CÓDIGO: IDTEC06

NIVEL: VI

NATURALEZA DEL CURSO: PRÁCTICO

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

MODALIDAD: CUATRIMESTRAL

REQUISITOS: IDTEC06 INGLÉS VI

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 sencillo para hacer frente a la mayoría de las situaciones cotidianas que puedan surgir como tomar y dejar mensajes, buscar/solicitar información relevante, organizar/realizar tareas colaborativas, solucionar problemas, entre otros.	Utiliza	Reconoce grupos de palabras conectores y diversas expresiones para interactuar de forma oral y escrita, intercambiar información y solucionar conflictos..	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?
Experiencias de Aprendizaje		Evaluación para el aprendizaje		
Actividades orales espontáneas, escritas, simulaciones de situaciones cotidianas y laborales (guiadas y no guiadas), ejercicios de escucha (multimedia), y juegos.		Ejecutar actividades orales espontáneas, proyectos escritos, simulaciones de situaciones cotidianas y laborales (guiadas y no guiadas), ejercicios de escucha (multimedia), juegos y experiencias de vida, utilizando rúbricas que permitan la valoración del desempeño.		

III. COMPETENCIAS ESPECÍFICAS:

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

Competencia transdisciplinar Específica	Verbo de desempeño	Conocimientos (Aprender a conocer)	Habilidades (Aprender a hacer)	Actitudes (Aprender a ser y a convivir)
Ejecuta una amplia gama de funciones del lenguaje (transmitir información, organizar y realizar tareas colaborativas, solucionar conflictos, discutir alternativas, justificar un argumento, buscar/solicitar información relevante) utilizando sus destrezas de manera sencilla, en un registro neutro.	Ejecuta	Comprende grupos de palabras que enlazan o conectan ideas para comunicarse o crear escritos cortos tales como resúmenes o respuestas a comunicados.	Utiliza la lengua inglesa de manera apropiada para su nivel, en forma oral y escrita.	Se comunica de manera eficaz y asertiva.
		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?
Experiencias de Aprendizaje		Evaluación para el aprendizaje		
Actividades orales espontáneas, escritas, simulaciones de situaciones cotidianas y laborales (guiadas y no guiadas), ejercicios de escucha (multimedia), juegos		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 VI tiene una orientación socio-constructivista por lo que no se basa solamente en la parte cognitiva de la persona, sino también involucra su dimensión social. El modelo pedagógico del PIT, se fundamenta también en los aspectos que Tébar (2017, pág. 88) enumera como esenciales; según este autor la mediación tiene que ser intencional, significativa y trascendental. Adicionalmente, se tiene que considerar la identidad en un contexto multicultural, a la vez que se caracteriza por ser flexible y cordial.

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

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

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

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

V. ESTRATEGIAS DE EVALUACIÓN

La persona estudiante demuestra su habilidad comunicativa a lo largo del curso, por medio de la realización de las siguientes actividades evaluativas:

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	Dar una presentación oral preparada y directa sobre un tema familiar dentro de su campo de experiencia, lo suficientemente clara como para ser seguida sin dificultad y en la que los puntos principales se explican con razonable precisión.
2	Utilizar las telecomunicaciones para conversaciones prolongadas, así como para la mensajería oral y escrita en actividades de trabajo rutinarias para obtener servicios básicos, mientras confirma la información y analiza problemas.
3	Captar los puntos principales y detalles importantes de reuniones, narrativas de videos, películas y anuncios para informar sobre su contenido de forma oral y escrita.
4	Responder a un anuncio/correo electrónico/informe/orden de compra por escrito y solicitar información adicional sobre temas de interés.
5	Organizar una tarea colaborativa, establecer su objetivo y explicar los principales problemas a resolver, incluyendo un texto instructivo/informativo breve con una lista de puntos.
6	Colaborar en tareas compartidas definiéndolas, solicitando la contribución de otros con su experiencia, haciendo/responiendo preguntas y dando sugerencias.
7	Actividad Evaluativa de medio periodo.
8	Recopilar información de diferentes textos y correspondencia formal mediante la búsqueda de información relevante para su interés, estudios y tareas para llevar a cabo actividades laborales específicas.
9	Tomar y dejar mensajes transmitiendo los puntos principales al comunicar consultas, explicar problemas, realizar tareas profesionales o encargos personales.
10	Participar en conversaciones en línea en tiempo real, teniendo en cuenta los principios interculturales, reconociendo las intenciones comunicativas de los participantes, incluyendo a personas de otros orígenes, mostrando empatía, haciendo preguntas y dando sugerencias.
11	Explicar por qué algo es un problema, discutir cómo resolverlo, qué hacer a continuación y luego comparar y contrastar alternativas.
12	Desarrollar un argumento lo suficientemente bien, proporcionando razones para justificar un punto de vista sobre temas relacionados con el trabajo, mediante el uso de frases adecuadas para tomar la palabra, tanto de forma escrita como oral.
13	Realizar una prueba de certificación de nivel de idioma inglés; luego analizar los resultados, las estrategias para enfrentar este tipo de prueba y cómo interpretar la retroalimentación.
14	Actividad Evaluativa Final

Course Syllabus
IDTEC06 Inglés VI

Campus:

Professor:

Course Schedule:

Student Attention Hour:

General competence:

Use a wide range of simple language to deal with most everyday situations that may arise such as taking and leaving messages, seeking/requesting relevant information, organizing/performing collaborative tasks, solving problems, among others.

Specific competences:

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

Perform a wide range of language functions (conveying information, organizing and carrying out collaborative tasks, resolving conflicts, discussing alternatives, justifying an argument, seeking/requesting relevant information) using their skills in a simple manner, 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	Give a prepared straightforward presentation on a familiar topic within their field of expertise which is clear enough to be followed without difficulty most of the time, and in which the main points are explained with reasonable precision.	Target Vocabulary Expressions for the Introduction: The subject/topic of my talk is ... I'm going to talk about ... My topic today is... My talk is concerned with ... Outlining the Presentation I'm going to divide this talk into four parts. There are a number of points I'd like to make. Basically/ Briefly, I have three things to say. I'd like to begin/start by ...	Topics for the presentation may be related to cultural diversity, showing awareness of cultural differences in everyday matters (like introducing people from different cultures) and those related to work.	Learners can: Give a prepared straightforward presentation using different expressions to clarify the change of the section.

	Diagnostic certification test.	Let's begin/start by ... First of all, I'll... Main Parts of the Presentation Explanation (giving explanations, details and examples) First, I want to mention that..... Second, I will explain the importance of.... Finally, I have to say that..... Conclusion To sum up ... To summarize... Right, let's sum up, shall we? Let's summarize briefly what we said..... Language Structure Consider the language structures from the current and previous PIT courses* Sample Language Oral presentation on the importance of working in multicultural environments Introduction: Ladies and gentlemen, distinguished guests, and fellow colleagues, Today, I want to emphasize the paramount significance of working in multicultural environments. In our increasingly interconnected world, diversity has become not just a buzzword, but an essential aspect of our professional lives. Whether it's in the corporate sector, academia, or any other field, the ability to thrive in a multicultural environment is more important than ever. Body: 1. Enriched Perspectives: One of the most profound benefits of working in multicultural environments is the diverse perspectives it brings to the table. When people from different cultural backgrounds collaborate, they bring unique viewpoints, ideas, and	Organize the different parts of the presentation. Prepare a brainstorming of their personal presentation. Prepare visual aids to use during the presentation. Record a video giving the presentation Present a speech to the class about a topic related to the major Take an online trial certification test as a diagnosis.	Explain the the main points with precision Give an oral presentation following all its main parts. Give an oral presentation about cultural diversity, showing awareness of cultural differences in everyday matters and related to work Follow a presentation without difficulty. Answer an online trial certification test as a diagnosis
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	problem-solving strategies. This diversity fosters creativity and innovation, leading to more robust and well-rounded solutions to complex challenges. 2. Enhanced Communication Skills: Effective communication is a cornerstone of success in any workplace. In multicultural environments, individuals often need to navigate linguistic and cultural differences. This necessitates the development of strong communication skills, such as active listening, empathy, and adaptability. These skills not only improve our professional lives but also enrich our personal interactions. 3. Global Reach and Market Expansion: For businesses and organizations, multicultural teams provide a competitive advantage in an increasingly globalized economy. These teams can better understand and cater to diverse markets, establishing a broader customer base and increasing market share. In essence, multiculturalism is not just a reflection of the world; it's also a sound business strategy. 4. Personal Growth and Empathy: Working alongside individuals from diverse backgrounds encourages personal growth. It challenges our preconceptions, broadens our horizons, and fosters empathy. By understanding and appreciating different cultures, we become more compassionate and open-minded individuals, both at work and in our daily lives. Conclusion: In conclusion, the importance of working in multicultural environments cannot be overstated. It enriches our perspectives, enhances our communication skills, opens up global opportunities, and promotes personal growth and empathy. As we move forward in our careers, let us embrace diversity, for it is not merely a virtue but a necessity in today's world. By doing so, we not only contribute to the success of our organizations but also to a more harmonious and inclusive global community. Thank you.		
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	Online Resources https://eslide.com/revamp-your-presentations-using-color-psychology-infographic/#:~:text=Color%20psychology%20is%20the%20study,to%20business%20studies%20and%20cooking Importance of Cultural Awareness: Everything to Know (getimpactly.com) Online resources to practice for a certification test Test your English - Every level and every skill (test-english.com) Exam preparation Cambridge English https://global-exam.com/es/exam/toeic https://englishpost.org/practicar-para-el-examen-toeic/ https://toeic-testpro.com/ https://www.4tests.com/toeic https://www.examenglish.com/TOEIC/toeic_listening_and_reading.htm https://www.examenglish.com/TOEIC/TOEIC_listening_part1.htm https://www.practice-the-toeic-test.com/ https://www.bestmytest.com/toeic/test https://prepmyfuture.com/toeic-free-test https://www.pass-the-toeic-test.com/ https://www.ets.org/pdfs/toeic/toeic-listening-reading-sample-test.pdf https://www.ets.org/toeic/test-takers/prepare.html (activate cookies) https://toeicglobal.com/business- (this one requires registration)		
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Week 2	Use telecommunications for extending conversation, messaging on routinely activities, and obtaining basic services confirming the information and analyzing problems in an oral and written form.	Target Vocabulary Telephone vocabulary: answering machine, caller, receiver, dial, hang up, pick up, missed call, ring, text message, put through. Phone call phrases: hold on, this is..., How can I help you?, I'll transfer you, she/he is not available right now, May speak to?, i'll call later. believe that ... Let me see if I've understood you correctly. You ... Can I rephrase what you mean? Useful phrases for confirmation: Can I rephrase what you said/have/said? So, you mean/think/believe that ... Let me see if I've understood you correctly. You ... Can I rephrase what you mean? Chai and Lazar (2021) state that Telecommunications, also known as <i>telecom</i>, is the exchange of information over significant distances by electronic means and refers to all types of voice, data and video transmission. This is a broad term that includes a wide range of information-transmitting technologies and communications infrastructures, such as wired phones; mobile devices, such as cellphones; microwave communications; fiber optics; satellites; radio and television broadcasting; the internet; and telegraphs. (par. 1) Vocabulary: Telecommunications, technology, communication tools, email, instant messaging, video conferencing, social media, culture, privacy, security, transmission, device, distance, face-to-face, network, system, channel Verbs: communicate, connect, transmit Expressions: - I'm using (technology/communication tool) to (extend conversation/message on routine activities/obtain basic services). - Let's (schedule/have) a (video conference/phone call) to discuss ... - Can you please (send/reply to) an (email/instant message)? - I need to (verify/confirm) the (information/details).	Role-play: Have students pair up and simulate a conversation using telecommunications, such as through a phone call or video call. One student can play the role of a customer and the other can play the role of a service representative. Provide them with work-related scenarios Case studies: Provide students with case studies related to telecommunications and have them analyze and discuss the problems presented. For example, a case study can involve a customer service complaint where a customer's issue was not resolved and the student must come up with a solution and	Learners can: Use telecommunications to have relatively simple but extended conversations with people they know personally. Use telecommunications for routine messages (e.g. arrangements for a meeting) and to obtain basic services (e.g. book a hotel room or make a medical appointment). Write about advantages and disadvantages of telecom.

	- Please be (respectful/aware) of (cultural differences). - Let's make sure to (protect/maintain) the (privacy/security) of (sensitive information). - Can you (explain/elaborate) in (simple/clear) terms? - I (missed/didn't receive) your (previous/last) message. - Please (respond/get back to me) (soon/in a timely manner). When using telecommunications for extending conversations, messaging on routine activities, and obtaining basic services, it's important to consider the following factors: - Technology: Make sure you have the necessary technology, such as a smartphone, computer, or tablet, and a stable internet connection. - Communication Tools: Choose the appropriate communication tool for your needs, such as email, instant messaging, video conferencing, or social media. - Language: Ensure that you have a basic understanding of the language being used for communication and have the necessary language skills to communicate effectively. - Culture: Be aware of cultural differences and communicate in a way that is respectful of other cultures. - Privacy and Security: Make sure to protect sensitive information by using secure communications tools and following privacy policies. - Clarity: Be clear and concise in your messages, and avoid using technical jargon or abbreviations that may not be understood by others. - Verification: Always sure to verify information received through telecommunications, and analyze problems in an oral and written form by using critical thinking skills and seeking additional information if necessary. - Timeliness: Respond to messages and request in a timely manner to maintain effective communication. Language Structure	communicate it effectively.	
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<i>must, mustn't, can, can't, don't have to</i>	
We use must and mustn't for obligations.	You must come to work on time. You mustn't be late.
We use can and can't for possibility and ability.	He can use Word but he can't use Excel.
We use have to for something that is necessary.	I have to log in using my password.
We use don't have to for something that is not necessary.	We don't have to work at the weekend.

Infinitives for reasons (Infinitives of purpose)

Infinitives of Purpose.

Main clause + to infinitive for reason

- I have to go online **to find a flight**
- I'm going to Brisbane **to see my relatives**

To infinitive in a response.

- Why are you going to Brisbane?
- **To see my relatives.**

Sample Language

Useful phrases for confirmation: Can I rephrase what you said/have/said? So, you mean/think/**A:** ring ring...ring ring...ring ring...

B: Hello, Inteltec, this is Peter speaking. How may I be of help to you today?

A: Yes, this is Ms. Janice Anderson calling. May I speak to Mr. Franks, please?

B: I'm afraid Mr. Franks is out of the office at the moment. Would you like me to take a message?

A: Uhm...actually, this call is rather urgent. We spoke yesterday about a delivery problem that Mr. Franks mentioned. Did he leave any information with you?

B: As a matter of fact, he did. He said that a representative from your company might be calling. He also asked me to ask you a few questions...

A: Great, I'd love to see this problem resolved as quickly as possible.

B: Well, we still haven't received the shipment of iPads that was supposed to arrive last Tuesday.

A: Yes, I'm terribly sorry about that. In the meantime, I've spoken with our delivery department and they assured me that the products will be delivered by tomorrow morning.

B: Excellent, I'm sure Mr. Franks will be pleased to hear that.

A: Yes, the shipment was delayed from France. We weren't able to send it along until this morning.

		B: I see. Mr. Franks also wanted to schedule a meeting with you later this week. A: Certainly, what is he doing on Thursday afternoon? B: I'm afraid he's meeting with some clients out of town. How about Thursday morning? A: Unfortunately, I'm seeing someone else on Thursday morning. Is he doing anything on Friday morning? B: No, it looks like he's free then. A: Great, should I come by at 9? B: Well, he usually holds a staff meeting at 9. It only lasts a half-hour or so. How about 10? A: Yes, 10 would be great. B: OK, I'll schedule that. Ms. Anderson at 10, Friday Morning...Is there anything else I can help you with? A: No, I think that's everything. Thank you for your help...Goodbye. B: Goodbye. Online Resources https://www.youtube.com/watch?v=zNpmtVZFXS0 https://www.teach-this.com/functional-activities-worksheets/telephoning-language Telecommunications (futurelearn.com) What is Telecommunications (Telecom)? Definition from SearchNetworking? (techtaraget.com)		
Week 3	Catch the main points and important details of meetings, videos narratives, films, and advertisements to report their content orally and written.	Target Vocabulary Reported Speech phrases: According to..., (Name) mentioned that..., (Name) said that..., (Name) explained that..., (Name) reported that..., (Name) suggested that..., (Name) informed me/us that... Verbs for reporting: explain, mention, describe, report, state, clarify, illustrate, elaborate, reveal, assert Vocabulary for main points and important details: crucial, key, essential, vital, relevant, significant, pertinent, noteworthy, prominent, salient	Have students watch a short video or read a news article and then summarize the main points in their own words. Encourage them to use key words and phrases like the ones in the Target Vocabulary Section	Learners can: Understand clear, standard speech on matters directed at them. Follow what is said and, when necessary, repeat back part

	Expressions for summarizing and clarifying: In other words..., to put it simply..., What (Name) means is..., Let me summarize... If I understand correctly..., Just be clear... When catching the main points and important details of a co-worker's narrative at work to report them orally and in writing using reported speech, there are several aspects to consider: - Listening actively: It's important to actively listen to the co-worker's narrative, paying attention to the main points, key details, and any important context. - Taking notes: It can help you remember key points of the narrative and ensure that you have an accurate record of the information. - Summarizing the narrative: After listening to the co-worker's narrative, summarize the main points and important details in your own words. This can help ensure that you've understood the information correctly. - Using reported speech: When reporting the narrative, use reported speech to indicate that the information is coming from a secondhand source. This involves changing the tense and possibly other aspects of the original statement. - Being clear and concise: When reporting a narrative, be clear and concise, focusing on what really matters. Avoiding including unnecessary information or details that are not relevant to the main points. - Checking for accuracy: Before submitting the report, double-check the accuracy of the information to ensure that you've captured the main points and important details correctly. Language Structure Consider the Reported Speech structures previously studied* S/he said (that)... S/he told (that)... S/he asked me if... /She asked what/where/when/etc S/he meant... S/he wanted to say / know / ask / etc What did he/she say? / What did he/she tell you?	to help them remember the important details. Graphic organizers, Venn diagrams, and flowcharts can help students organize information and identify the main points of a narrative, film, etc. Have them use these tools to take notes and make connections between ideas. After taking notes, students have to present orally the summary of it, using reported speech Watch a short film or TV program as a class and then discuss the main points. Have them share their opinions and interpretations of the material. Read a professional's blog related to your area of expertise and write a report of the content.	of what someone has said to confirm mutual understanding. Understand what is said clearly and report it. Write a report about a video, film or any advertisement.
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“know” + wh – clause

- Do you know what he/she said, mentioned, stated, explained?
- Do you know what the TV Program was about?

Reported Speech

Direct Speech	Reported Speech
Simple Past <i>Luis: The presentation <u>was</u> about Hardware Requirements.</i> <i>Lisa: I <u>wait</u> patiently for the new servers and laptops.</i>	Past perfect <i>He said (that) the presentation <u>had been</u> about Hardware requirements.</i> <i>Lisa said (that) she <u>had waited</u> patiently for the new servers and laptops.</i>
Present Perfect <i>Boss: He <u>has made</u> a good technical report.</i> <i>Pedro: She <u>has attended</u> a meeting twice.</i>	Past Perfect <i>The boss told me (that) he <u>had made</u> a good technical report.</i> <i>Pedro said that she <u>had attended</u> a meeting twice.</i>

Sample Language

A: Yesterday, I watched a film about Bill Gates and how he created an empire. This guy is unbelievable.

B: I know, he is such a smart cookie.

A: I guess that the main point in the film is that you must work hard for your dreams and do whatever it takes to fulfill them.

B: That is so inspiring. Did you read the email I sent you where I described to you the main elements of the TV show “Silicon Valley”?

A: Of course, I had a nice time reading it.

B: It is interesting how all those software engineers work hard to fund a successful company.

A: Yes, I would like to see more stories like that on T.V.

B: Don't forget about the advertisement we have to make for work. Do you have any ideas?

A: Actually, I have. I am planning to make it base on the speech our CEO gave at the last meeting.

B: Excellent idea! We should start tomorrow.

A: No problem, see you tomorrow at work.

		Online Resources Reported Speech – Part 2 – WMEA Reported Speech exercises Direct and indirect speech https://www.youtube.com/watch?v=1X2LwcIN878										
Week 4	Reply to an advertisement/email/report/purchase order in writing and ask for further information on issues of interest.	Target Vocabulary Advertisement: is the means of communication in which a product, brand or service is promoted to a viewership to attract interests, engagement, and sales. Idioms: Across the board, bring something to the table, go viral, in the works, payoff, put something on the map. Examples of advertisements that workers might come across and wat to reply for more information: - Job advertisement - Training course advertisement - Business service advertisement Formal email parts: Subject line / greetings / body / closing paragraph/ closing phrase /signature Expressions: Subject line: it must be short and clear -Openings and closing phrases for an e-mail <table><tr><th>Dear</th><th>Yours</th></tr><tr><td>Dear Sir or Madam (To a company)</td><td>Yours faithfully</td></tr><tr><td>Dear Mr/Ms/Mrs/Miss Smith (last name)</td><td>Yours sincerely</td></tr><tr><td>Dear John (Informal)</td><td>Best wishes / Best regards (Informal)</td></tr></table> Expressions:	Dear	Yours	Dear Sir or Madam (To a company)	Yours faithfully	Dear Mr/Ms/Mrs/Miss Smith (last name)	Yours sincerely	Dear John (Informal)	Best wishes / Best regards (Informal)	Read an advertisement about a professional event in their field and write a short email asking for specific information about the event. Have learners practice writing responses to sample advertisements, focusing on the language and style used to request additional information or ask specific questions. Provide feedback. Suppose you bought something you need at work. Write a chat message to the seller asking for an	Learners can: Compose basic e-mails/letters of a factual nature (e.g. to request information or to ask for and give confirmation). Reply to an advertisement/e-mail/report/purchase order in writing, and ask for further information on issues of interest.
Dear	Yours											
Dear Sir or Madam (To a company)	Yours faithfully											
Dear Mr/Ms/Mrs/Miss Smith (last name)	Yours sincerely											
Dear John (Informal)	Best wishes / Best regards (Informal)											

	Introduction: - I am writing to inquire about... - I am interested in the (product/service) advertised in (publication/website, etc.) - I would like to learn more about... Showing interest: - I was impressed by... - The (specific item/service) caught my attention because... - I am interested in... Requesting information: - I'd like to ask/enquire about... - Could you tell me more about the features? - What is the price range for this product/service? - Are there any discounts or promotions currently available? - What are the delivery options for this product/service? Closing the email/letter: - Thank you for your time and consideration. - I look forward to hearing back from you soon. - Please feel free to contact me at (email/phone number) if you have any questions or require further information Signature: you should include your name, company's name, job position, and contact information When replying to an advertisement in writing and asking for further information on items that interest you, there are some important aspects to consider: - Start with a clear introduction: Begin your email/letter by introducing yourself and expressing your interest in the product or service advertised.	update on your order. Encourage students to read and analyze real-world advertisements in newspapers, magazines, or online. Have them identify the main points, key details, and persuasive language used in the ad. Discuss how they might respond to it in writing.	
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- **Be specific about the items that interest you:** Mention the specific items or services you are interested in and explain why they caught your attention.
- **Ask for more information:** Clearly state that you would like more information about the items or services you are interested in, and ask for specific details such as price, features, and availability.
- **Provide contact information:** Make sure to include your contact information, such as your email address or phone number, so that the advertiser can easily get in touch with you.
- **Close politely:** End your letter by thanking the advertiser for their time and expressing your interest in hearing back from them soon.

Language Structure

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

Would (I'd like)

Passive voice

Active voice	Passive voice
Tells us what a person or thing does. The subject performs the action (verb) on the object.	Tells us what is done to someone or something . The subject is being acted upon.
Subject + verb + object	Object + verb + subject
Example: • Anna painted the house. • The teacher always answers the students' questions. • Ali posted the video online.	Example: • The house was painted by Anna. • The students' questions are answered by the teacher. • The video was posted online by Ali.

The advertising video **was posted by** your company.

The giveaway **was released** yesterday.

The brochure **was created** to share information about your service packages

Sample Language

		Ana Velma Carrillo Rojas reply of the advertisement. Dear Ana: Based on the advertisement you posted on social media, I would like to apply for the position of software developer. I have plenty of experience in the area; moreover, I personally consider that I can contribute to the growth of the company. Finally, find attached my resume for your reference. I look forward to hearing from you. Sincerely M.Ed. Diego Aguilar Arce Online Resources Microsoft Word - Cover Letter Sample with Bullet Points.docx (nrpl.org) Replying to an Advertisement Impact Executive Solutions https://www.adjust.com/glossary/advertisement/ https://www.youtube.com/watch?v=i0-Vi_WTZtM		
Week 5	Organize a collaborative task, state its aim, and explain the main issues to be resolved, including a short instructional/informational text with a list of points..	Target Vocabulary Common verbs to give instructions: push, press, use the (tool / design software) to_____, turn on , turn off, backup, pop up, log in, pull down, click on, scroll up/down, print out, etc. Phrases used to state goals: Our aim is to generate an eye catchy logo that inspires customers to buy the service The purpose is to create a poster to attract people for the event We are determined to...	Have students brainstorm ideas to highlight the importance of collaboration and teamwork in achieving common goals and objectives and aspects to consider when working collaboratively.	Learners can: Follow clearly articulated speech directed at them in everyday conversation, though will sometimes have to ask for repetition of particular

		Brainstorming, project management (<i>the process of planning, organizing, and managing resources to complete a specific task or project</i>), teamwork, delegation, interpersonal skills, task allocation (<i>dividing tasks and responsibilities among team members based on their skills and experience</i>), accountability (<i>the responsibility for the success or failure of a project or task</i>), deadlines, collaboration software (<i>tools or software that allow team members to work together remotely</i>), progress report, conflict resolution (<i>the process of resolving conflicts or disagreements that may rise among team members</i>), prioritization, time management, performance metrics (<i>standards used to measure the success or failure of a project or task</i>), team building (<i>activities or exercises designed to improve teamwork and collaboration among members</i>) When organizing a collaborative task at work, there are several additional factors to consider: - Align the task with company goals: Ensure that the aim of the task aligns with the overall goals of the company. This will help ensure that the collaborative effort is meaningful and contributes to the success of the organization. - Assign roles and responsibilities based on expertise: Assign roles and responsibilities to team members based on their expertise and skills sets. This will help ensure that everyone is working on tasks that are well-suited to their abilities. - Communicate expectations clearly: Make sure to communicate expectations clearly including deadlines, milestones, and specific tasks. This will help team members understand what is expected of them and prevent confusion or misunderstanding. - Establish communication protocols: Establish communication protocols that are appropriate for the task and team members. This could include regular check-ins, daily stand-ups, or project management software or communication platforms (teams, Google Meet, Zoom) that allows for easy collaboration and communication. - Provide resources and support: Make sure team members have access to the resources and support they need to complete their tasks. This could include access to technology, training, or additional team members who can provide support. - Monitor progress and provide feedback: Regularly monitor progress and provide feedback to team members to ensure that the task is on track	Divide the class into groups and assign each group a specific task to complete. Encourage them to work together and carry it out. Then ask each group to present their findings and solutions. Based on the previous activity, have them reflect on the collaborative task as a class and discuss the skills and strategies that were used to successfully complete the task. Encourage students to share their insights and experiences and to identify areas for improvement. Use a collaborative online tool like Padlet, Genially, Lino, Trello, etc. Solve the issue given including a list of written points.	words/signs and phrases. Use collaborative online tools like Padlet, Genially, Lino, Trello, etc. to organize work tasks. Give and understand instructions at work.
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and that everyone is working collaboratively towards the main issue to be resolved.

Language structure

Imperative forms

Imperative Verbs	
$\oplus$ <i>verb</i>	$\ominus$ don't + <i>verb</i>
Speak English!	Don't speak Arabic.
Drive carefully.	Do not drive fast.
Sleep early.	Don't sleep late.

Some useful vocab for instructions

(Do not) create a spreadsheet.	Attach the files to your email.
(Don't) restart your computer.	Prepare the tax returns.
Download and install <<name of software or program>>.	Audit the financial information.
Go to <<website address>>	Interview candidates.
Edit the document.	Train new employees.
Print the document.	Google the procedure.
Scan the document.	Do some research about that.
Send the information on an email.	Read the manual.
	Call the company in charge.

Time order words: First, second, third, next, after (that), finally. (They can be used in the instructional manuals. Check position in the sentence, and punctuation)

Write a "to do list" with different tasks at work.

Write an instructional manual with instructions on how to use special software / tools for tasks at work. .

Give instructions orally

Propose solutions for conflicts at work in a collaborative way.

	Infinitives Our aim is to generate an eye catchy logo that inspires customers to buy the service The purpose is to create a poster to attract people for the event We are determined to... We have to create different layouts The company needs to update the InDesign license to create digital visual elements Should used to give advice we should prioritize our tasks we should plan team building activities We should establish communication protocols We should make sure that everyone has access to the resources Sample Language Good morning team. I am glad all of you showed up early today. On the other hand, today we are going to start with the project for Sony. As you may know this is one of the biggest projects of this current year, everything must be perfect. As a consequence of that and as the CEO of this company I have organized a series of collaborative tasks, all this with the intention of meeting the deadline. The following is a list with the names and responsibilities of each team: • Ryan and Laura, you are going to be in charge of analyzing the user requirements, send an email to me when you have it ready. • Karen and David, you guys are going to be in charge of designing the new system software. • Monica and Carlos, when the first part is ready, you have to look for malfunctions. • Erick and Gerardo, you are going to be in charge of preparing a presentation of the final product. I'll be in my office, feel free to come in case you have questions or doubts. Online Resources Institute for Collaborative Working - What is Collaborative Working What is collaborative working? NCVO		
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		How to create a collaborative work environment (proofhub.com) https://www.teacherspayteachers.com/Browse/Search:teamwork%20worksheets https://www.youtube.com/watch?v=KWpGEj2dSR0		
Week 6	Collaborate on shared tasks by defining them, asking others to contribute with their expertise, asking/answering questions, and giving suggestions	Target Vocabulary Same vocabulary as previous week When collaborating in shared tasks at work, it's important to consider the following aspects: - Define the task clearly: Clearly define the task or project goals, objectives, and timeline. This helps everyone involved to understand what they need to accomplish and how they can contribute to the task. - Assign roles and responsibilities: Identify team members' areas of expertise and assign tasks accordingly. Encourage team members to share their ideas and knowledge to enhance the project's success. - Encourage open communication: Encourage open communication and create a safe and supportive environment where everyone feels comfortable sharing their ideas and opinions. - Be respectful: Be respectful of others' opinions and consider alternatives viewpoints. Avoid criticizing or dismissing others' ideas. - Be an active listener: Listen actively to others' ideas and suggestions. This involves paying attention, asking clarifying questions, and summarizing what has been said. It helps to build a shared understanding and encourage participation. - Ask questions: Ask open-ended questions to gain a deeper understanding of the task and the roles of each team member. Ask for clarification if necessary and seek feedback on ideas and suggestions.	Role-play: Have students work in small groups to role-play different scenarios where they need to collaborate on a task. This could include scenarios like planning an event, creating a presentation, or solving a problem. Peer feedback: Encourage students to give and receive feedback on their work in a constructive way. Teach them how to give feedback that is specific, actionable, and focused on improvement. Case studies: Provide students	Learners can: Understand clear, standard speech on familiar matters directed at them. Give information about collaborative work. Follow instructions. Ask and answer questions about projects at work. Give suggestions

- **Provide feedback:** Provide feedback on others' ideas and suggestions in a constructive and positive way that encourages collaboration and creativity.
- **Collaborate effectively:** Collaborate effectively with team members by keeping track of progress, documenting milestones, and regularly updating project plans.
- **Celebrate success:** Celebrate team successes and milestones achieved along the way. This helps to build morale, foster a positive team environment, and encourage continued collaboration.

Language structure

Making suggestions

Subject + should + verb.

- You should study listening more if you want to improve your English.
- He should quit his job.

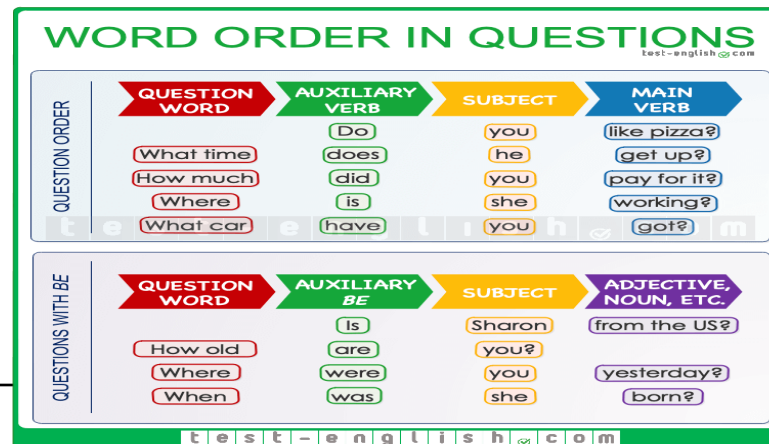
Subject + could + verb...

- You could try out my new laptop if you want.
- We could go to Thailand for the next vacation.

I suggest/recommend that + sentence

- I suggest that you study grammar more.
- I suggest that he think more about it before he makes a decision.

Grammar structures for questions



with case studies of successful collaborative projects and have them analyze the factors that contributed to their success. This can help them identify best practices and apply them in their own collaborative work.

Round tables to talk about projects and ideas.

Teamwork building activities.

Create memorandums to report collaborative project advancements and problems.

and advice to work collaboratively.

Write down the tasks they were in charge of.

Auxiliary verbs to give advice and suggestions

Asking for advice:

What do you think I should do? (Indirect questions review)

What **should** I do?

What **could** I do?

Giving advice:

You should... You could... You have to... I suggest (that) you +verb-ing

I recommend (that) you +verb-ing

Have you thought about....?

Have you tried...?

Sample Language

A: This new project is driving us insane.

B: Yeah! It's a lot of work, you all should take it slow.

A: I know, but also, we want to finish it as soon as possible.

B: Can I help you with something?

A: Actually, I was about to ask for help, I think that with your expertise in the area I can end it faster.

B: Ok, I can join the team of course, but I recommend you talk with the boss first.

A: You are right. I will stop by his office during the afternoon.

B: Great, I will be in the laboratory, if the boss says yes, you know where to find me.

A: Thank you so much for your help.

B: You're welcome.

Online Resources

[What Is Collaborative Task Management? | Wrike Guide](#)

[Collaborative Task Management Guide for Beginners \(officetimeline.com\)](#)

https://www.youtube.com/watch?v=Sse2FKrC_DE

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

Week 7	Interview #1 20%			
Week 8	Gather information from different texts and formal correspondence by scanning relevant/needed information suitable for their interest, studies, and tasks to execute specific work related activities. Take and leave messages conveying main points when communicating enquiries, explaining problems, performing professional tasks, or personal errands. (previous week 9)	Target Vocabulary Skimming: Is a reading technique that it will give you an overview or main points of a text. The reader reads fast to get general idea of a text. Scanning: Is a technique that readers use when they already know what they want to look for. They may look for specific words, numbers, names, etc. Defining the task: - Can you tell me more about the scope of the project? - What specific information do we need to gather for this task? - What is the purpose of this task? Identifying relevant sources: - I think we should start by looking at industry reports and publications. - Have you checked our company's internal databases for relevant information? - Let's use search engines and databases to identify relevant sources quickly. Scanning for relevant information: - Let's start by scanning the heading and subheading for relevant information. - We can quickly identify key information by skimming and scanning for keywords and phrases. - Don't forget to look for bullet points and other formatting elements that highlight important information. Organizing information:	Have students collect different types of texts and correspondence they may encounter in their studies or professional life, such as academic papers, business letters, emails, memos, etc. Then carry out a class discussion to highlight important aspects to consider when gathering information from different texts. Provide students with practice exercises in scanning texts for specific information. For example, you could give them a set of questions to answer based on a given text, or ask them to underline or highlight key	Learners can: Read and explain information about their field. Skim information from different sources. Scan information from documents. Gather information to provide a report. Identify relevant sources of information by scanning the documents. Organize information to prepare different tasks.

		- Let's categorize the information we gather by theme or topic. - We can use software tools to organize and manage our research. - It's important to take notes and keep track of our sources to avoid confusion later on. Gathering information at work from different texts and formal correspondence can be a challenging task, but there are some strategies that can help make the process more efficient and effective. Here are some tips to keep in mind: - Identify your purpose: Before you start gathering information, it's important to have a clear understanding of your purpose on the specific task you need to fulfill. This will help you focus your search and scan relevant information more effectively. - Scan for relevant information: When scanning texts and correspondence, try to look for key words and phrases related to your purpose or task. Use headings, subheadings, and bullet points to identify important information quickly. - Skim-read the texts: Skimming is a technique that involves reading quickly to get an overall sense of the text. It can be useful when you need to get a general understanding of the text or identify specific pieces of information. - Take notes: As you scan texts, take notes on the information that is relevant to your purpose or task. Organize your notes by topic or theme to make them easier to reference later. - Use electronic tools: Electronic tools like search engines, databases, and software can help you find and organize information more efficiently. Learn how to use these tools effectively to save time and improve the accuracy of your research. - Verify your sources: When gathering information, it's important to verify the credibility and accuracy of your sources. Use reputable sources and cross-check information to ensure that you have a complete and accurate picture of the topic. - Stay organized: Keep your notes and sources organized in a way that makes sense to you. This will make it easier to avoid duplication of effort.	information related to a specific topic. Students select a topic to investigate, and look for information. Ask students to scan a document and to provide an oral summary. Organize pieces of information to create a document. Write a summary of the information selected. Create visual aids to present the information they read about, using an online tool. Listening activities: Play recordings of phone conversations or voicemails where messages are being taken. Ask students to listen carefully and take notes of the important details. Then, have them share their notes and	Learners can: Identify the main points of messages when communicating inquiries, explaining problems, performing professional tasks, or personal errands. Describe in an oral and written form the main points of messages when communicating inquiries, explaining problems, performing professional tasks, or personal errands. Ask and answer questions about the main points of messages. Take and leave messages,
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Language Structure

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

Present continuous tense

Present perfect

Future perfect to talk about tendencies in graphic designs for the future, AI, motion graphics, etc

compare them to check for accuracy.

Writing activities: Provide students with sample messages and ask them to write down the main points. Ask them to practice

explaining problems, performing tasks and for personal errands.

FUTURE PERFECT TENSE



+

S + will + have + past participle + ...
He will have done it by this evening.

-

S + will + not + have + past participle + ...
He will not have done it by this evening.

?

Will + S + have + past participle + ...
Will he have done it by this evening?

Usage

Example

To talk about an action that will finish before a certain time in the future

By eight o'clock tomorrow, I will have taken off for Japan.

To talk about an action that will be completed before another event takes place

She will have learnt Chinese before she moves to China.

To express conviction that something happened in the near past

The guests will have arrived at the hotel by now.

Summarizing the messages in their own words, while still conveying the significant details.

Group work: Divide the class into groups and ask them to take turns taking messages and conveying essential information to their peers.

Express

By the time
I will have

By + verb -ing

Let's start **by scanning** the heading and subheading for relevant information

By with adjectives

Let's categorize the information we gather **by theme or topic**

Sample Language

A: Randall, how are you doing?

	B: I'm good...what about you? It's been a while. A: I'm fine, you know, just trying to enjoy life. B: I guess we all do that pal. A: Listen! I read your article about artificial intelligence; I really enjoyed reading it. B: Thank you! I'm glad you could understand it. A: Even though it is not my area, I'm interested In the topic. B: Nice! What are you reading? A: It's just a magazine about software developers. B: Interesting! A: For example, the title of this article is "New tools for programming". I always look for innovation in my field, so this is my cup of tea. B: Cool! Ooh.. this is interesting, scanning the text I found that software engineering is one of the most well-paid jobs in the world. A: You are right! Man let me tell you I really love my major. B: Me too! Online Resources https://www.youtube.com/watch?v=albibQDQxd4 https://ielts-up.com/reading/skimming-scanning.html What Is Collaborative Task Management? Wrike Guide Collaborative Task Management Guide for Beginners (officetimeline.com) https://www.uopeople.edu/blog/ultimate-student-guide-to-finding-credible-sources/ https://www.speedreadinglounge.com/skimming-and-scanning Target Vocabulary		
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**Leaving and taking a message:
vocabulary**

- 1-Can you tell him/her to call....?
- 2-I will let him/her you called.
- 3-Can I leave a message?
- 4-Can I give him/her a message?
- 5-Would you like to leave a message?
- 6- Can I take a message?
- 7- Could you ask him to call me back?
- 8- Tell Mr. Mrs. Ms. That

Phrases to give explanation: What I mean is, the reason for this is, let me explain, the thing is, the main problem is.

- Could you please provide me with your name?
- May I have your contact information?
- Could you give some background on the issue?
- What seems to be the concern?
- Could you explain the issue in more detail?
- When did you first notice the issue?
- Could you provide me with any additional information that might be helpful?
- Let me make sure I understand correctly...
- I will pass this message along to the appropriate department / person.
- We will investigate and get back to you as soon as possible.
- Thank you for bringing this to our attention.
- Is there anything else you'd like to add?
- Could I have your order number / reference number?
- I will check with our team and get back to you with a solution.
- Could you confirm that I have the correct information?

		- Thanks for your patience. - We apologize for any inconvenience this has caused. - We appreciate your business and will do our best to resolve this issue. When taking messages at the workplace in order to communicate enquiries, explain problems and convey the main points, there are several points to consider: - Active listening: It's important to listen actively to the caller, paying attention to what they are saying and asking relevant questions to clarify any details that are unclear. - Tone and Language: Use a polite and professional tone and language, avoiding slang, jargon, or technical terms that the caller may not understand. Use simple and clear language that is appropriate for the caller's level of understanding. - Ask relevant questions: Ask relevant questions to ensure you have all the information you need to convey the message accurately. This includes asking for the caller's name, contact information, and any other details related to the issue. - Take accurate notes: Take accurate notes of the caller's message, including their name, contact information, and any relevant details related to the issue. This will help ensure that you can convey the message accurately to the relevant department or person. - Confirm information: Confirm information with the caller to ensure that you have accurately captured the details of their message. - Provide solutions: Provide solutions to the caller if possible or assure them that the issue will be forwarded to the relevant department or person who can assist them. - Follow-up: Follow up with the caller to ensure that the issue has been resolved and they are satisfied with the outcome. Language Structure Consider the language structures from the current and previous PIT courses* May and could: Auxiliaries verbs for requesting Sample Language		
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		A: Good morning, AMP services. How can I help you? B: Thanks. May I speak to Mr. Gomez? A: I'm sorry, but he is in a meeting. Can I take a message? B: Sure. Please tell him to call me back. It is Susan Alfaro from DH services. There is a problem with the delivery of some products. A: Sure. No problem. Does he have your number? B: I guess, but it is 2296-7496 A: I'll give him the message. B: Thanks. A: You're welcome. Have a good day! Online Resources Message Taking in Business English: The 6-step Guide for Flawless Phone Skills FluentU Business English Blog How to Take Messages for a Boss (chron.com) https://www.youtube.com/watch?v=AWHI2dMkaec https://www.learn-english-today.com/business-english/telephone.htm		
Week 9	Engage in real time online conversations, taking into consideration cross-cultural principles, recognizing the communicative intentions of participants, including people from other backgrounds, showing empathy, asking questions and giving suggestions.	Target Vocabulary Social media vocabulary: backup, browsing, content, crashing, database, feed, filtering, follower, GIF, hacking, inbox, likes, memes, post, podcasting, reposting, reviews, trending. Showing empathy - I understand how you feel. - That must be difficult for you. - I'm sorry to hear that. - Thank you for sharing your story. Giving suggestions - Have you considered trying...? - Perhaps you could try... - I would suggest that you...	Have students discuss in groups the importance of cultural awareness and understand when engaging in online communication with people from other backgrounds. Also, ask them to mention aspects to consider when engaging in real-time online	Learners can: Engage in online collaborative or transactional exchanges. Interact online with a partner or small group working on a project. Accept cultural differences,

		- Maybe you could look into... Acknowledging cultural differences - I'm not familiar with that cultural practice. Can you tell me more? - I understand that cultural values can differ from place to place. - It's important to be respectful of cultural differences. - Let's keep an open mind and learn from each other. When engaging in real-time online cross-cultural exchanges, there are several aspects to consider: - Cultural differences: Be aware of cultural differences and avoid making assumptions about participants' backgrounds or beliefs. Respect cultural diversity and show a willingness to learn about different perspectives and practices. - Active listening: Listen actively to other participants, paying attention to their language, tone, non-verbal cues. Respond appropriately and respectfully to their ideas, opinion, and questions. - Empathy: Show empathy by trying to understand the feelings and perspectives of other participants, especially those from different cultural backgrounds. Be open-minded and respectful of their views, even if you do not agree with them. - Asking questions: Ask questions to clarify the meaning of statements or to show interest in other participants' views. Be respectful and tactful in your questioning, avoiding any tone of judgment or condescension. - Giving suggestions: Give suggestions or recommendations only when appropriate and in a respectful manner. Avoid imposing your views on others or giving unsolicited advice. - Social events: When posting online accounts of social events, be respectful of participants' privacy and cultural sensitivities. Avoid making any derogatory or insensitive comments or posting inappropriate photos or content. - Language: Be aware of the language you use, especially if English is not the first language of other participants. Use simple and clear language	cross-cultural exchanges. Role-play: Engage students in role-playing activities where they can practice active listening and communicating with others from different cultural backgrounds. Provide scenarios that are relevant to their lives, such as work-related communication or communication with friends and family. Post a comprehensible contribution in an online discussion on a familiar topic of interest, provided they can prepare the text beforehand and use online tools to fill gaps in language and check accuracy.	showing empathy. Use Active listening in real-time online conversations.
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		and avoid using idioms or cultural references that may not be understood by all. Language Structure Consider the language structures from the current and previous PIT courses* Sample Language A: Hi there, I'm Michael from the marketing team. Nice to meet you. B: Hi Michael, I'm Sonia from the sales team. Nice to meet you too. A: I wanted to talk to you about the recent sales figures. Our team has noticed a drop in sales in the South Asian market. B: I see. I think there might be some cultural differences that we're not taking into account. What strategies have you tried so far? A: We've been advertising our products on social media and sending out emails to our customers in the South Asian market, but we're not seeing much engagement. B: Have you considered localizing your content for that market? A: No, we haven't thought of that. Can you give us some tips on how to do that effectively? B: Sure, I can connect you with our team in South Asia who can help you with that. They are well-versed with the local language and culture and can give you some valuable insights. A: That would be great. Thank you for your suggestion. B: No problem, happy to help. Well, thanks for chatting with me today and I hope we can work together to improve our sales in the South Asian market. A: Thanks for your help and suggestion, Sara. I'm looking forward to collaborating with your team. B: No problem, Michael. It was nice talking to you too. Take care! Online Resources 6 Ways to Keep Remote Workers Engaged - businessnewsdaily.com https://www.chrysos.org.uk/blog/top-ten-tips-for-effective-cross-cultural-communi		
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Week 10	Explain why something is a problem, discuss how to solve the problem, what to do next, then compare and contrast alternatives.	Target Vocabulary Explaining why something is a problem - The issue here is... - The problem we're facing is... - The challenge we're dealing with is ... - This is problematic because... - It's a concern because... Describing what to do next - Let's brainstorm some solutions. - What are some potential options? - How can we address this issue? - Let's evaluate our alternatives. - What's our next step? When explaining why something is a problem, consider the following: - Clearly define the problem: Start by identifying the problem and clearly articulating what it is. - Provide evidence: Support your explanation with specific examples and data that illustrate the impact of the problem. - Explain the consequences: Discuss the potential consequences of the problem, including how it could affect people, processes, or systems. When discussing what to do next, consider: - Brainstorm possible solutions: Encourage everyone involved to share their ideas and perspectives. - Evaluate the options: Consider the pros and cons of each potential solution. - Identify the best course of action: Work collaboratively to determine the best course of action and assign responsibility for carrying it out.	Provide real-life scenarios to help students understand the importance of explaining problems, give them examples of everyday situations that require problem-solving: a customer is unhappy with a product or service and they need to explain why and what can be done to resolve the issue. Debate activities: Organize debates on current social or political issues and have students take turns presenting their arguments, explaining why something is a problem, and suggesting solutions. Role-play: Assign roles to students and have them act out scenarios where they have to explain a problem, discuss what to do next, and	Learners can: Explain why something is a problem. Discuss how to solve the problem and what to do next. Compare different alternatives.
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Language Structure

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

● Adjectives with one syllable: add '-er' or '-r' + 'than'		
cold	colder than	"In Canada, winter is colder than summer."
nice	nicer than	"Chocolate ice-cream is nicer than strawberry ice-cream."
● Adjectives with two or more syllables: add 'more' + 'than'		
boring	more boring than	"I think golf is more boring than baseball."
expensive	more expensive than	"This restaurant is more expensive than that restaurant."
● Adjectives with two syllables that end in '-y': change '-y' to '-i' and add '-er' + 'than'		
early	earlier than	"He arrived at school earlier than I did."
happy	happier than	"John looks happier than David."
● Adjectives that end with a single vowel and a consonant: double the final letter before adding 'than'		
big	bigger than	"Russia is bigger than Canada."
hot	hotter than	"In my country, August is hotter than January."

Sample Language

A: Hey, we have a problem with our current system for managing inventory.

B: What's the issue?

A: The problem is that it's very time-consuming to manually input all the data, and there have been some errors that have caused delays in fulfilling orders.

B: That's definitely a concern. What do you think we should do?

A: I think we need to evaluate some alternatives. We could upgrade our software, hire more staff to manage the process, or outsource the task.

B: Those are all potential options, but they come with their own pros and cons. Upgrading our software might be expensive, but it could streamline the process. Hiring more staff would be costly as well, but it could improve our overall

compare and contrast alternatives.

Apply problem solving skills in different work-related scenarios.

		efficiency. Outsourcing could be more cost-effective, but it might not provide the level of control we need. A: That's true. We'll need to weigh our options carefully and determine the best course of action. Additionally, we'll need to assign responsibility for implementing the chosen solution. B: I agree. Let's prioritize this issue and come up with a plan. Online Resources Decision-making and Problem-solving Cuesta College San Luis Obispo, Paso Robles, Arroyo Grande https://www.netacad.com/careers/career-advice/essential-skills/six-steps-becoming-better-problem-solver 6 Ways to Keep Remote Workers Engaged - businessnewsdaily.com		
Week 11	Develop an argument well enough by giving reasons to justify a viewpoint on work-related topics by using suitable phrases to get the floor, in written and oral ways.	Target Vocabulary Phrases to present the most important point: This argument/idea is of paramount importance, The most important argument for ... is ... The main idea/thing is ... The most important idea is ... Most importantly, I want to mention that ... The primary argument for ... is ... Two/three ... important arguments support my point of view ... Conceding an argument: It's true/obvious/evident that ... However, ... While you might say that ..., it's important to remember that ... I agree with you that ... On the other hand, ... Although/even though it is true that ... I believe that ... I agree/admit/concede that ... , but we must remember that ... I can understand that ... Nevertheless, ... Sequencing a list of arguments: First of all, I'd like to state ... Firstly, ... Secondly, ... Thirdly, ... The second argument in favor of ... To begin with, ... I'd start by ... For a start, ... The next argument I'd like to state is ... Introducing your opinion / viewpoint - In my opinion, ... - From my perspective, ...	Have students brainstorm the components of an argument. They need to understand what makes up an argument. (a statement, supporting evidence, counterarguments) Have students analyze arguments they encounter in the news or in advertisements. Ask them to identify the statement, supporting evidence,	Learners can: Develop an argument well enough by giving reasons to justify a viewpoint on work-related topics. Use suitable phrases to argue well. Express orally the argument in a debate. Write with the correct

		- I believe/think that... - Personally, I feel that... - As far as I'm concerned, ... - It seems to me that ... Supporting your argument - The reason I say this is ... - One major factor to consider this is ... - Another point to keep in mind is... - It's important to remember that ... - Evidence shows that... Conceding a point - I see your point, but... - That's a valid argument, but... - I can understand where you're coming from, but... - While I agree to some extent, ... - That may be true, but ... When developing an argument well enough by giving reasons to justify a viewpoint and using suitable phrases to get the floor, here are some aspects to consider: - Clarity of thought: It's essential to have a clear idea of your viewpoint and the reasons that justify it before you start to develop your argument. - Evidence and examples: To support your viewpoint, you'll need to provide evidence and examples that are relevant, reliable, and compelling. - Counterarguments: Consider counterarguments that someone might raise against your viewpoint and prepare responses to them. - Using suitable phrases: Use suitable phrases to signal that you want to speak, such as "if I may", "if I could just add", or "if I could interject". - Active listening: Active listening is essential when developing an argument. Listen carefully to the other person's points, and respond thoughtfully to them.	and any counterarguments Role-play: Have students engage in role-playing exercises where they take on different perspectives and defend a particular argument. They should provide evidence to anticipate counterarguments. Debate: Host a classroom debate on a controversial topic. Have students research and develop their arguments in advance. Students write their arguments about a studied topic related to their field.	supporting expressions the argument of any situation.
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- **Nonverbal communication:** Pay attention to your nonverbal communication, including your posture, facial expressions, and gestures. These can all impact how your argument is perceived.

Language Structure

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

Sample Language

Alonso: Hey everyone, I wanted to bring up a topic for discussion today. As you all know, our company is considering switching to a new project management software. I have some concerns about this change and I wanted to share them with you all.

Bruno: Go ahead, Alonso. What are your concerns?

Alonso: Well, first of all, I think it's important to consider the cost of switching to a new software. We would need to invest in training our team, and there could be unexpected expenses that arise during the transition.

Carlos: I see your point, Alonso, but I think the benefits of switching to a more efficient software outweigh the initial costs.

Alonso: I understand your perspective, Carlos, but I also think we need to consider the potential disruption to our workflow during the transition. It could take some time for everyone to get up to speed with the new software, and this could impact our productivity.

Bruno: That's a valid concern, Alonso. But I think we can mitigate this by implementing a phased approach to the transition and providing ample training and support for the team.

Alonso: I agree, Bruno. That's a good idea. Another thing to consider is the compatibility of the new software with our current systems and processes. We don't want to introduce something that will create more problems than it solves.

Carlos: That's a good point, Alonso. But I think we should also consider the long-term benefits of having a more streamlined and integrated software solution.

Alonso: I agree, Carlos. I think it's important to weigh the pros and cons of this decision carefully and come to a decision as a team.

Bruno: Definitely, Alonso. Do you have any other concerns or suggestions?

Alonso: No, that covers everything for now. Thank you all for listening to my concerns and for your input.

		Online Resources 11.2 Persuasive Speaking – Communication in the Real World (umn.edu) https://www.myenglishpages.com/english/communication-lesson-useful-expressions-for-debating.php https://www.scu.edu/mobi/business-courses/business-expansion/session-5-develop-negotiating-skills/		
Week 12	Take a trial certification test; then analyze results, strategies to cope with this kind of test, and how to interpret feedback.	Target Vocabulary Some general strategies for taking a certification test may include: - Familiarize yourself with the test format: Understanding the structure and format of the test will help you to manage your time effectively and to know what to expect. - Practice your language skills: Practice reading, writing, listening, and speaking in English as much as possible in the weeks leading up to the test. This will help you to become more confident in your abilities and to improve your performance on the test. - Focus on key language structure and vocabulary: Brush up on important language structures and vocabulary that are commonly tested at the A1, A2, and B1 levels. This will help you to communicate your ideas more effectively and to avoid common mistakes. - Read instructions carefully: Make sure to read all instructions carefully before beginning each section of the test. This will help you to understand what is expected of you and to avoid mistakes. - Manage your time: Make sure to pace yourself throughout the test to ensure that you have enough time to complete all sections. - Stay calm and focused: Try to stay calm and focused throughout the test, even if you encounter challenging questions or sections. Language Structure Consider the language structures from the current and previous PIT courses*	Carry out different online practices for certification tests. Analyze the obtained results and provide feedback on how to improve. Provide strategies on how to cope with this kind of test.	Learners can: Answer a trial certification test. Analyze their results. Develop some strategies to perform well on this kind of test.

	Online Resources Test your English - Every level and every skill (test-english.com) Exam preparation Cambridge English https://global-exam.com/es/exam/toeic https://englishpost.org/practicar-para-el-examen-toeic/ https://toeic-testpro.com/ https://www.4tests.com/toeic https://www.examenglish.com/TOEIC/toeic_listening_and_reading.htm https://www.examenglish.com/TOEIC/TOEIC_listening_part1.htm https://www.practice-the-toeic-test.com/ https://www.bestmytest.com/toeic/test https://prepmyfuture.com/toeic-free-test https://www.pass-the-toeic-test.com/ https://www.ets.org/pdfs/toeic/toeic-listening-reading-sample-test.pdf https://www.ets.org/toeic/test-takers/prepare.html (activate cookies) https://toeicglobal.com/business- (this one requires registration)		
Week 13	Interview #2 20%		