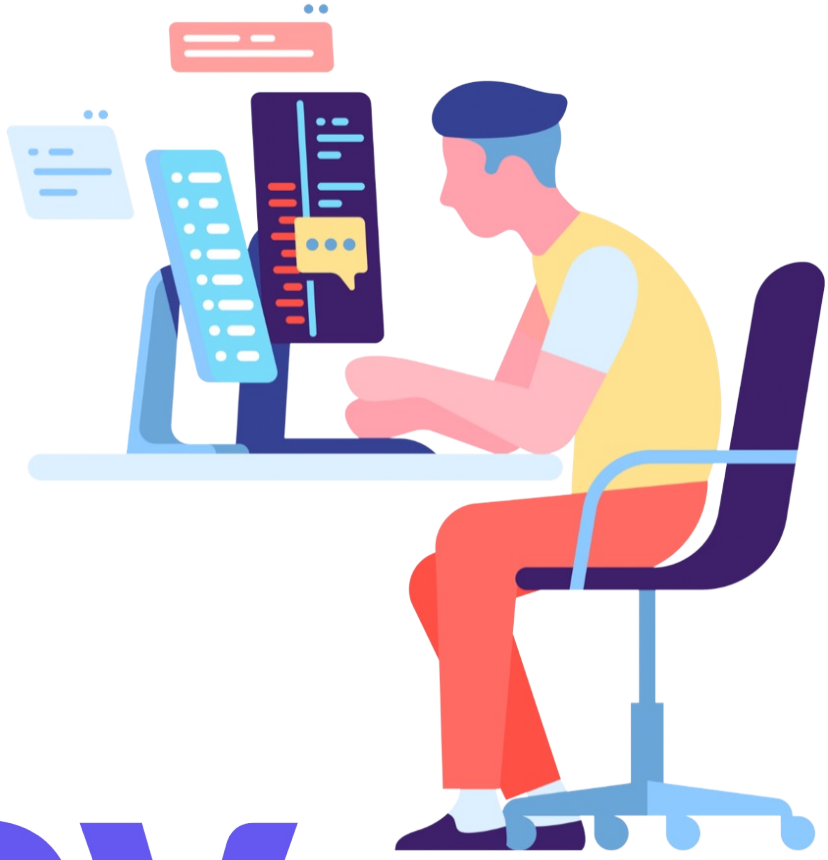

<Dev Speak/>

ACADEMY

Book 1

Cronograma

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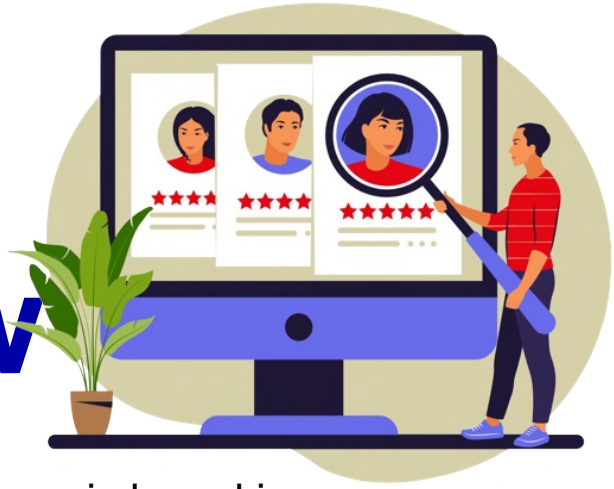
Unit 1
Job interview



1- Role play:

The best way for an interviewer to get to know us is by asking some questions. And you need to be prepared for it. In this exercise, you will need to write a brief description about you and your job. Your interviewer will ask the questions:

- Can you tell me about yourself?
- Tell me about your last work experience.
- What programming languages do you work with?
- Do you have any experience with databases, DevOps, Front-end, or Back-end?

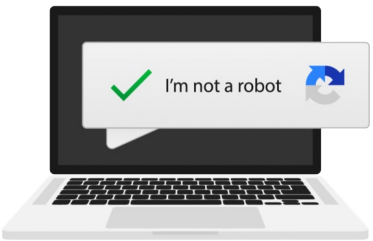
Verb to be

The irregular verb “to be” is the most used of all the English verbs. The verb means to exist, like “I **am** here” , to occur, like “The meeting **is** today”, or to have the characteristics of something, like “You **are** a quiet person”. It is the most common verb in English.

In its basic form, and in the simple present, “to be” has three main forms: **am**, **is**, and **are**. These forms are used to show different types of subjects in a sentence.

Pronoun	Positive	Positive contraction
I	I **am**	I**’m**
You	You **are**	You**’re**
He	He **is**	He**’s**
She	She **is**	She**’s**
It	It **is**	It**’s**
We	We **are**	We**’re**
You	You **are**	You**’re**
They	They **are**	They**’re**

Pronoun	Negative	Negative contraction
I	I **am not**	I**’m not**
You	You **are not**	You**’re not / aren’t**
He	He **is not**	He**’s not / isn’t**
She	She **is not**	She**’s not / isn’t**
It	It **is not**	It**’s not / isn’t**
We	We **are not**	We**’re not / aren’t**
You	You **are not**	You**’re not / aren’t**
They	They **are not**	They**’re not / aren’t**



The verb “to be” can be used in affirmative, negative, and interrogative sentences. Here are some examples:

*“I **am** a software developer.”*
*“He **is** a great team worker.”*
*“You**’re** doing an amazing job.”*

*“We **are not** working on this project.”*
*“It **isn´t** the correct code.”*
*“I **am not** online right now.”*

*“**Is** he working for this company?”*
*“**Are** they developing the system?”*

The verb “to be” can also be used to describe states, conditions, or characteristics of someone or something. For example:

*“The computer **is** slow today.”*

2- Complete the sentences with the correct form of “to be”:

1. I _____ a team worker.
2. One of the most important skills for a software developer _____ problem-solving.
3. He _____ an expert in database management.
4. The latest version of the software _____ more user-friendly and intuitive. (negative)
5. Technology _____ changing fast.
6. As a software developer, you _____ responsible for writing clean and efficient code.
7. _____ they constantly looking for ways to improve the software? (question)
8. When she _____ working on a team, communication and collaboration are key.
9. _____ virtual reality technology becoming increasingly popular in the gaming industry? (interrogative)
10. The latest software update _____ more stable and secure than the previous version. (negative)

Verb to have

The verb “to have” is another very important verb in English. When used as a main verb, the meaning of the verb “to have” indicates possession and ownership, like in the sentence “I have a bike”. It can also be used to perform an action, for example, “Lisa has breakfast every morning”, where the “to have” verb is used to talk about the action of eating breakfast.

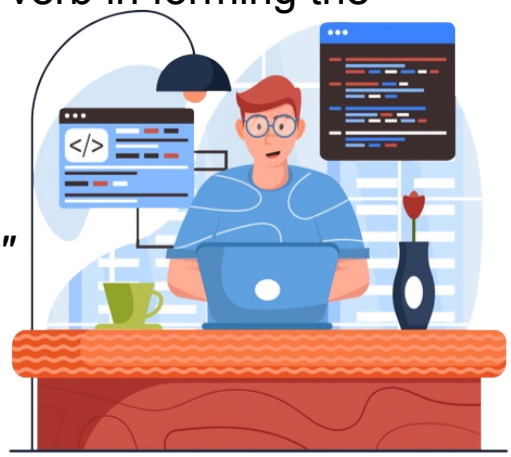
In its basic form, and in the simple present,”to have” has two main forms: have, and has. These forms are used to show different types of subjects in a sentence.

Pronoun	Positive	Negative	Negative contraction
I	I **have**	I **do not have**	I **don’t have**
You	You **have**	You **do not have**	You **don’t have**
He	He **has**	He **does not have**	He **doesn’t have**
She	She **has**	She **does not have**	She **doesn’t have**
It	It **has**	It **does not have**	It **doesn’t have**
We	We **have**	We **do not have**	We **don’t have**
You	You **have**	You **do not have**	You **don’t have**
They	They **have**	They **do not have**	They **don’t have**

The verb "to have" can be used in affirmative, negative, and interrogative sentences.

In negative and interrogative sentences, we use the auxiliary verb "to do" with the main verb "to have" in order to create the negative and interrogative forms, which is a helping verb that assists the main verb in forming the sentence. Here are some examples:

*“I **have** a laptop for work.”*
*“She **has** a strong Wi-Fi signal at the office”*
*“They **have** a smart house system installed."*



*“He **doesn't have** a smartphone.”*
*“They **don't have** enough memory on their computer.”*
*“I **do not have** a smart watch.”*

*“**Does** she **have** a webcam for video conferencing?”*
*“**Do** you **have** any experience with programming languages?”*
*“**Does** the company **have** a data security policy?*

3- Complete the sentences with the correct form of “to have”.

1. We _____ the knowledge and the technology.
2. He _____ a high-speed internet connection. (negative)
3. I _____ a new gaming mouse.
4. _____ she _____ a backup for her important files? (interrogative)
5. They _____ access to the company's internal network. (negative)
6. It _____ a touch screen display.
7. You _____ a lot of storage space on your phone.
8. _____ you _____ a password manager installed on your computer? (interrogative)
9. She _____ a printer at home. (negative)
10. _____ they _____ any experience with coding? (interrogative)

4- Combine the abilities and work experiences with the correct description:

a. Python
b. Experience with databases
c. Knowledge of algorithms
d. Strong teamwork skills
e. Familiarity with web development

( ) A programming language often used in data analysis and web development.
( ) The ability to work effectively with others to achieve a common goal.
( ) Understanding of step-by-step procedures used to solve problems in computer programming.
( ) Experience in working with organized sets of data, usually in management systems like SQL or NoSQL.
( ) Experience in creating websites and applications for the internet, including HTML, CSS, and JavaScript.

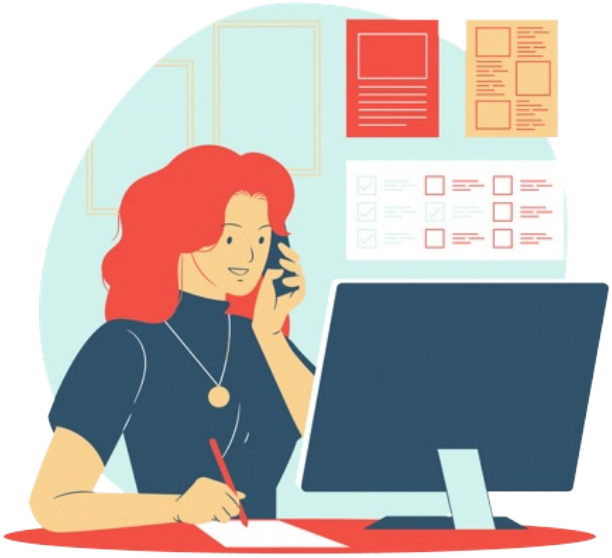
5- Now it is with you! Imagine that you are in a job interview and create 5 short sentences talking about yourself, your abilities or work.

1. _____
2. _____
3. _____
4. _____
5. _____

Pronoun	Positive	Negative
I	**Am** I	**Am** I **not**
You	**Are** you	**Are** you **not**
He	**Is** he	**Is** he **not**
She	**Is** she	**Is** she **not**
It	**Is** it	**Is** it **not**
We	**Are** we	**Are** we **not**
You	**Are** you	**Are** you **not**
They	**Are** they	**Are** they **not**

Pronoun	Positive	Negative
I	**Do** I **have**	**Don't** I **have**
You	**Do** you **have**	**Don't** you **have**
He	**Does** he **have**	**Doesn't** he **have**
She	**Does** she **have**	**Doesn't** she **have**
It	**Does** it **have**	**Doesn't** it **have**
We	**Do** we **have**	**Don't** we **have**
You	**Do** you **have**	**Don't** you **have**
They	**Do** they **have**	**Don't** they **have**

Unit 2
Working day



1- Role play:

John is finishing high school and is trying to decide which college he wants to go to. Because you are a Dev, he asked about your day to day job. Give him a brief explanation about your tasks and responsibilities.

Simple present

The simple present is a verb tense with two main uses. We use the simple present tense when an action is happening right now, or when it happens regularly. The other is to talk about habitual actions or occurrences. Depending on the person, the simple present tense is formed by using the **root form** or by adding **-s** or **-es** to the end.

Here are some examples:

*"I **develop** software applications using Java."*
*"The team **follows** Agile methodologies for project management."*
*"We **collaborate** on GitHub for version control."*

How to form the simple present

In the simple present, most regular verbs use the **root form**, except in the **third-person singular** (which ends in s).

*First-person singular: I **write**.*
*Second-person singular: You **write**.*
*Third-person singular: He/she/it **write<u>s</u>**.*
*First-person plural: We **write**.*
*Second-person plural: You **write**.*
*Third-person plural: They **write**.*

For a few verbs, the third-person singular ends with es instead of s. Typically, these are verbs whose root form ends in o, ch, sh, th, ss, gh, or z.

*First-person singular: I **go**.*
*Second-person singular: You **go**.*
*Third-person singular: He/she/it **go<u>es</u>**.*
*First-person plural: We **go**.*
*Second-person plural: You **go**.*
*Third-person plural: They **go**.*

How to make the simple present negative

The formula for making a simple present verb negative is

Subject + **do/does** + **not** + **[root form of verb]** + sentence

You can also use the contraction don't or doesn't instead of do not or does not.

*"I **don't work** with outdated programming languages."*
*"The team **doesn't skip** code reviews for quality assurance."*
*"We **do not ignore** software bugs; we prioritize their resolution."*

How to ask a question

The formula for asking a question in the simple present is

Do/does (not) + [subject] + **[root form of verb]** + sentence

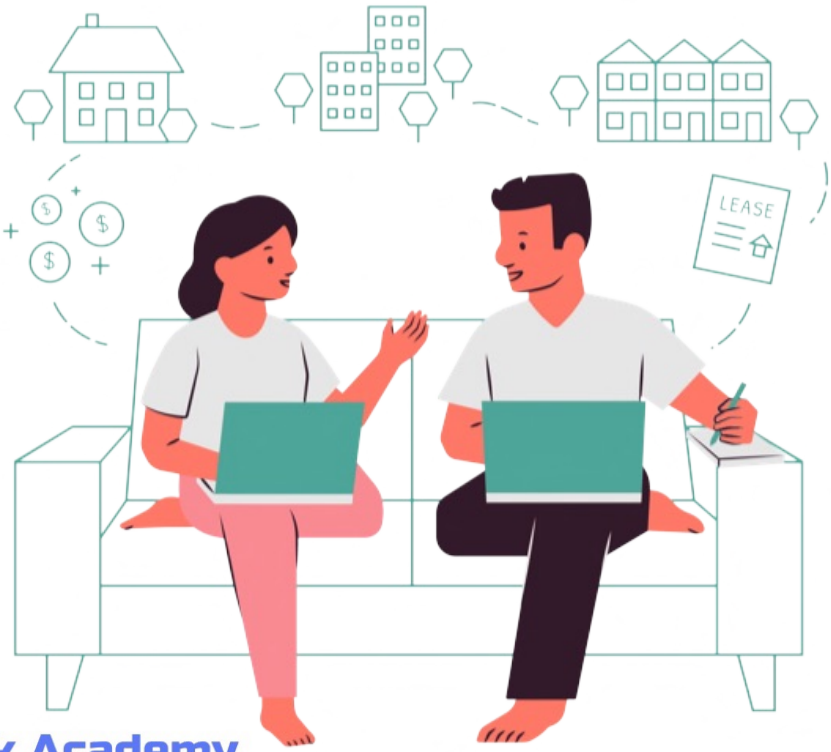
*"**Do** you **work** on frontend or backend development?"*
*"**Does** he **participate** in hackathons or coding competitions?"*
*"**Do** you **collaborate** with remote developers?"*

2- Complete the sentences with the correct form of the verb given in parentheses:

1. Our team _____ (use) agile methodologies for project management.
2. The software _____ (run) on multiple operating systems. (negative)
3. How often _____ you _____ (attend) coding meetups? (interrogative)
4. He _____ (work) on frontend development projects.
5. The company _____ (provide) training programs for new hires.
6. We _____ (follow) coding standards to ensure code quality.
7. The team _____ (collaborate) on GitHub for version control.
8. How frequently _____ you _____ (update) your development environment? (interrogative)
9. The developer _____ (write) clean and efficient code. (negative)
10. The company _____ (invest) in the latest software development tools.

3- Read the conversation below between two software developers, John and Lisa. Fill in the gaps with the appropriate form of the verb in the Simple Present tense.

John: Hey, Lisa! How (1) _____ (you/to be) doing in your new project?
Lisa: Hi, John! I (2) _____ (to be) working on a web application. It (3) _____ (have) some cool features.
John: That sounds interesting! What programming language (4) _____ (you/to be) using for the project?
Lisa: We (5) _____ (use) Python and JavaScript. They (6) _____ (be) perfect for our requirements.
John: Great! How often (7) _____ (you/have) team meetings?
Lisa: We (8) _____ (have) team meetings twice a week. It (9) _____ (help) us stay aligned and discuss any challenges.
John: I agree. Collaboration (10) _____ (play) a crucial role in software development.
Lisa: Definitely! By the way, (11) _____ (you/have) attend any coding conferences recently?
John: Yes, I (12) _____. Last month, I attended a conference on machine learning.
Lisa: That's awesome! I (13) _____ (to be) planning to attend a frontend development conference next month.
John: Sounds like a great opportunity to learn and network.



4- Based on you knowledge about Software Engineer, fill the gaps with the correct activities:

Software Development	Collaboration	Testing and Debugging
Design and Architecture	Documentation	Maintenance and Upgrades
Coding and Implementation		Continuous Learning

1. Write code according to the design specifications,employ various programming languages, frameworks, and tools to implement the required functionality, and ensure the code is well-structured, and efficient _____
2. Write code using programming languages,project managers, business analysts, and designers _____
3. Perform unit testing, integration testing, and other testing methodologies _____
4. Monitor its performance, address any issues that arise, and release updates or patches as needed _____
5. Actively participate in meetings, discussions, and code reviews to share knowledge, provide insights, and ensure the overall quality of the software _____
6. Create the overall structure and system architecture of applications, ensuring it meet the necessary standards and best practices _____
7. Need to stay updated with the latest trends, learn new skills, and adapt to changing industry standards to enhance their proficiency _____
8. Document their code and create technical documentation to help other developers understand the functionality, structure, and usage of the software _____

5- Now that you know how to use the Simple Present, write about your daily routine and share with your classmates.

Homework

For the next class, create 5 sentences on the Simple Present and/or Present Continuous, talking about the tools you use at work.

Unit 3
Tools and Technology

1- Role play

John was really interested in the things you describe about your daily routine, with that in mind, tell him 5 different tools or technologies that you use on your work.

Present Continuous

The present continuous verb tense indicates that an action or condition is happening now, frequently, and may continue into the future.

To form the present continuous, follow this formula:

Subject + **To Be** [Am, Is, Are] + **Verb -ing** (affirmative)

Subject + **To Be** [Am, Is, Are] + **Not** + **Verb -ing** (negative)

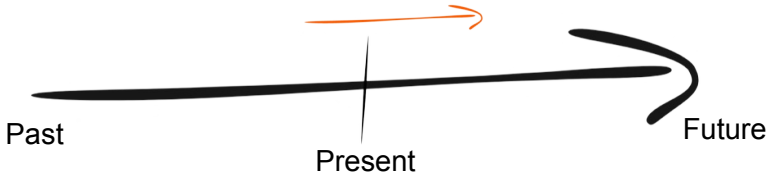
To Be [Am, Is, Are] + Subject + **Verb -ing** (interrogative)

When to Use the Present Continuous Tense

Use the present continuous tense with the appropriate "**to be**" verb and a **dynamic verb**. A dynamic verb shows action and/or process. For example:

*"The developers **are coding** a complex algorithm for data analysis."*
*"Our team **is not experiencing** any major software bugs right now."*

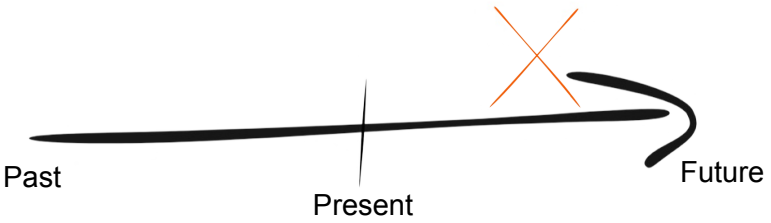
Use the present continuous with normal verbs to express the idea that something is happening now, at this very moment. It can also be used to show that something is not happening now.



*" I **am studying** English now."*
*" They **aren't fixing** the bug this week."*
*" **Are** you **working** on the project beta?"*

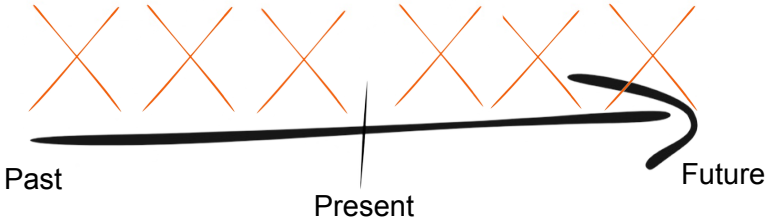
In English, now can mean different things: this second, today, this month, this year, this century, and so on. Sometimes, we use the present continuous to say that we are in the process of doing a longer action which is in progress; however, we might not be doing it at this exact second.

Sometimes, speakers use the present continuous to indicate that something will or will not happen in the near future.



*"We **are implementing** the latest cybersecurity measures after finishing this bug."*
*" I **am not participating** in any meeting this week."*

The present continuous with words such as *always* or *constantly* expresses the idea that something irritating or shocking often happens. Notice that the meaning is like simple present, but with negative emotion. Remember to put the words always or constantly between be and verb+ing.



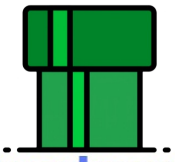
*" You **are** **always** **trying** to fix this code."*
*"Our company **is** **constantly** **having** problems with this."*

2- Complete the sentences with the correct form of the verb given in parentheses:

1. I _____ (code) a new feature for the software.
2. They _____ (integrate) an API to improve the functionality.
3. He _____ (neglect) documentation for his projects. (negative)
4. _____ the team _____ (use) any specific libraries or frameworks for this project? (interrogative)
5. The team _____ (skip) any code reviews for quality assurance. (negative)
6. They _____ (rely) solely on one programming framework. (negative)
7. _____ you _____ (attend) any coding meetups to network with other developers? (interrogative)
8. She _____ (work) on improving the user interface design.
9. _____ the company _____ (invest) in cybersecurity measures for software security? (interrogative)
10. We _____ (go) to a software development conference this week.

3- Did you hear that there will be another Mario Bros' game? Of course it is not true, but imagine if two Devs from Nintendo are talking about that. Complete the gaps using the verbs in brackets, don't forget to use the simple present or present continuous

Dev A: Hey, have you heard about the new Mario Bros game we're working on?
Dev B: Yes, I _____ (be) really excited about it! What's the latest progress on the development?
Dev A: Well, currently, we _____ (implement) new levels and _____ (add) interactive elements to enhance the gameplay experience.
Dev B: That sounds great! _____ the company _____ (incorporate) any new features or power-ups for Mario?
Dev A: Absolutely! We _____ (introduce) a new power-up called the Super Mushroom Boost, which _____ (give) Mario an extra jump height and increased speed.
Dev B: That's awesome! I think players _____ (go) to love that. _____ we also _____ (work) on improving the graphics and animations?
Dev A: Definitely! Our team _____ (be) dedicated to creating stunning visuals and smooth animations to bring the game to life. I _____ (use) the latest rendering techniques to achieve that.
Dev B: Fantastic! What about the multiplayer mode? _____ our team _____ (implement) it?
Dev A: Yes, we are! We _____ (design) an exciting multiplayer mode where players _____ (can) team up and _____ (compete) against each other or _____ (join) forces to overcome challenges together.
Dev B: That's going to be a hit! How about the music and sound effects? _____ anyone _____ (create) original compositions?
Dev A: Absolutely! We _____ (have) a talented sound design team working on creating catchy tunes and immersive sound effects that will enhance the gaming experience.
Dev B: I can't wait for the game's release! It _____ (sound) like it _____ (go) to be a phenomenal addition to the Mario Bros franchise.
Dev A: I agree! With our dedicated team and innovative ideas, this game will definitely delight Mario fans worldwide.



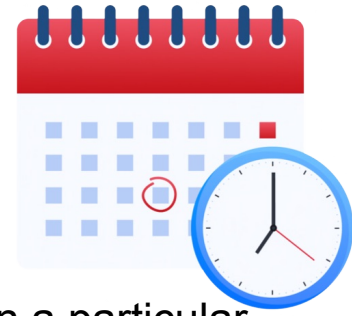
4- Now that we know what Nintendo is planning for the next Mario Bros' game, tell us something different or interesting about the work you are developing. Don't forget to talk about the tools you are using.

Homework

For the next class, create a small essay, just 3 to 5 lines, about your work project planning and tasks that you have.

Unit 4
Planning Projects and Tasks

1- How do you plan your projects or tasks? Write a small essay, 3 to 5 lines, about the planning and the tasks you are following for the project that you are working on.



Preposition of time

A preposition of time is a preposition used to indicate when a particular action takes place. The most common prepositions of time are **at**, **in** and **on**.

The three prepositions seem to confuse many English language users as they have the same function. What you should know is that they cannot be used interchangeably as they refer to different time frames.

- The preposition '**at**' is used to refer to a specific time. This preposition of time is used to discuss clock times, holidays and festivals, and other very specific time frames including exceptions, such as "at night."

  *"We won't have a meeting **at** 2 PM; it has been rescheduled."*
  *"**At** what time is the project deadline?"*

- The preposition '**on**' is used to refer to a particular day or date, such as on Sunday, on May 25th. This preposition of time is used to discuss certain days of the week or portions of days of the week, specific dates, and special days such as "on New Year's Day."

  *"We will work **on** the weekend coding tasks for the software development phase."*
  *"The deadline for the project deliverables is not **on** Sunday; it's **on** Wednesday."*

- The preposition '**in**' refers to a broader time frame, such as a month or a year, a decade, etc. This preposition of time is used to discuss months, seasons, years, centuries, general times of day, and longer periods of time such as "in the past."

  *"The project will be completed **in** two weeks."*
  *"The bug was discovered **in** the testing phase."*

Connectors

Connectors in English grammar are basically conjunctive words that are used for connecting similar elements present in a sentence. There are different connectors in English that can be used for expressing your thoughts in a better way. Smart use of linkers can omit the requirement of single sentences and help in connecting the sentence in a more logical way.

- The connector '**and**' is used to connect words and sentences. It acts as a link between words and phrases that follow each other, involve parallel actions or discourses and is one of the main connectors used for fluent speech.

  *"We need to prioritize our tasks **and** avoid unnecessary distractions."*
  *"We need to conduct user research **and** gather feedback to inform our design decisions."*

- The connector '**or**' is used to connect situations or ideas that report alternatives in the sentence.

  *"You can choose to work remotely **or** come to the office, depending on your preference."*
  *"You cannot delay the task any further, **or** it will impact the overall timeline."*

- The connector '**but**' is preferred to explain the correct subject and generally indicates contrast. It usually indicates an unexpected situation after the first sentence. In some cases it is also used to mean excluding.

  *"The team has limited resources, **but** we will make the most of what we have."*

2- Complete the sentences with the correct form of preposition of time (at, on, in).

1. We will meet _____ 9 AM to discuss the project timeline.
2. You won't be able to finish the task ____ a week; it requires more time.
3. The event won't take place _____ Monday; it has been postponed.
4. _____ which week will the training session begins?
5. We won't have a meeting _____ midnight; it's too late.
6. The deadline for the report is _____ Friday.
7. _____ what time is the project kickoff meeting?
8. The task won't be completed _____ a day; it requires more time.
9. _____ which day is the project presentation scheduled?
10. The team will work on the project _____ 10 am in their conference room.

3- Complete the sentences with the correct connector (and, but, or).

1. The team will work on coding, _____ we also need to test the software.
2. You need to research the demand _____ create a project plan.
3. We need to analyze the requirements, _____ we shouldn't rush into implementation.
4. Are you available to work on the coding tasks, _____ do you have other commitments?
5. You can't submit the report tomorrow, _____ it will be marked as late.
6. Are you proficient in both programming languages _____ database management?
7. Should we focus on optimizing performance _____ enhancing user experience in this iteration?
8. The project deadline is approaching, _____ we won't compromise on quality.
9. You can choose to complete the task independently _____ collaborate with a teammate.
10. The project requires both technical expertise _____ effective communication skills.

4- Talk about your work planning for the week. Don't forget to use the preposition of time and connector that you learned.

GOALS!

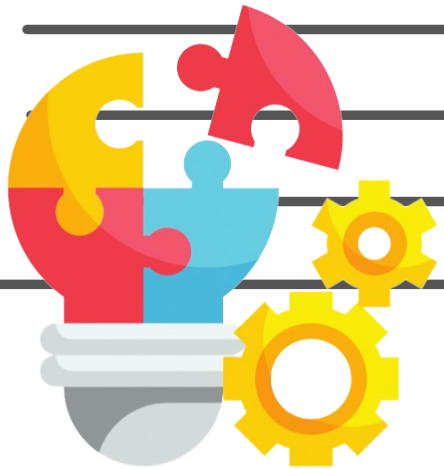
Homework

All projects have problems that you need to fix. Maybe is a bug or a code that doesn't want to work.

Write about the the common problems you encounter during the software development and how you try to solve them.

Unit 5 Problems and Solutions

1- In our work we encounter a lot of problems. Think about a problem that you had and how were you able to fix it.



2- What is the most common problem you find at work? Share with your classmates and discuss the possible solutions.

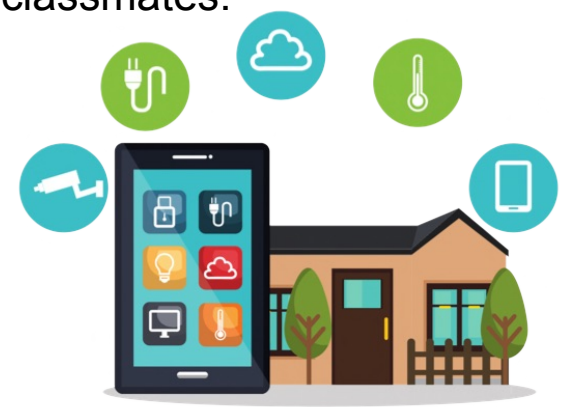
404

NOT FOUND

3- Have you ever had a problem with a co-worker? What happened? Talk about it with the other students

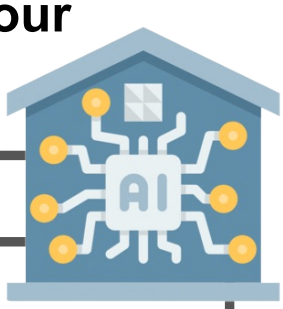
Homework

What is your opinion about smart homes? Do you think is something good or not? Is it going to make people more sedentary? Share your opinions with your classmates.



Unit 6
Ask and give opinion

1- With the evolution of technology, every aspect of our lives are benefiting, even our homes. Share with your classmates your opinion about smart homes.



Modal verbs: ‘can’, ‘could’, and ‘might’

Modal verbs are words that accompany the main verbs in a sentence to express a specific meaning. They add a second idea, which can be of possibility, ability, or permission.

CAN and CAN’T/ CANNOT

It means that something can indeed be done, and the person is capable of doing it.

- shows ability:

  *“ We **can** optimize the database queries to improve performance.”*

- shows permission:

  *“ You **can** debug the code after I finish the application"*

- offers or ask something:

  *“ **Can** I help you with the coding?"*
  *“ **Can** you do the review for me?*

COULD and COULDN’T

It is used to express possibility as well as to make suggestions and requests.

- shows possibility:

  *“We **could** implement automated testing for better code quality.”*

- shows suggestion:

  *“ We **could** enhance the security by implementing encryption techniques.”*

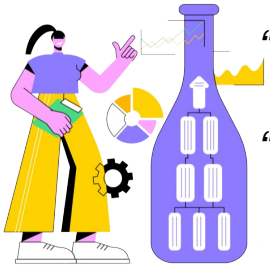
- polite request:

  *“ **Could** you estimate the time required to complete this task?”*

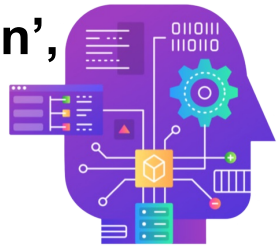
MIGHT

It means possibility, but, because it is on the past, brings the sense of less probability.

- When there is uncertainty about the time, whether it will happen in the present or future:



*"The algorithm **might** require fine-tuning for optimal performance."*
*"We **might** experience performance bottlenecks during peak usage."*



2- Put the sentences in the correct order, using 'can', 'could', and 'might':

1. write/ algorithms/ I/ for/ data/ can/ processing./ efficient

_____

2. please/ my code/ Could/ review/ provide/ and/ feedback?/ you

_____

3. need/ the client/ to consult/ We/ for/ clarification./ might/ further/ with

_____

4. use/ the user/ could/ a different/ to enhance/ He/ library/ interface.

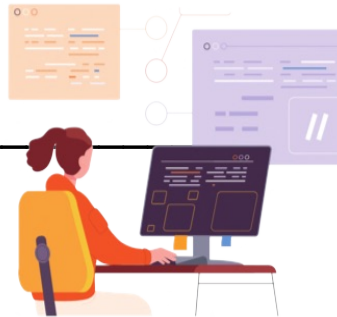
_____

5. integrate/ with/ APIs/ Can/ for added/ the module/ external/ functionality?/ you

_____

6. might/ The development team/ the QA team/ for testing./ with/ collaborate

_____



7. language/ support/ cannot/ multiple/ The programming/ paradigms.

_____

8. they/ risks/ this approach?/ discuss/ associated/ the potential/ Could/ with

_____

9. generate/ reports/ on user/ The software/ input./ reposts/ can/ detailed/ based

_____

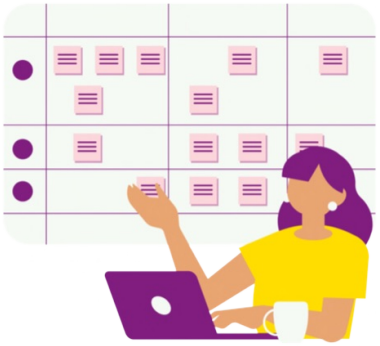
10. third-party/ The bug/ be caused by/ library./ might/ a conflicting

_____

3- Read about the new app and answer the questions with your opinions.

A new productivity application called "TaskMaster" has been developed to help users manage their tasks and increase their efficiency. The application allows users to create, organize, and prioritize tasks, set reminders, and track their progress. It also provides data visualization and analytics to help users analyze their productivity patterns.

1. What do you think about the concept of the "TaskMaster" application?
2. Could you suggest any additional features that might enhance the functionality of the application?
3. Can you think of any potential challenges or limitations that users might face while using the application?
4. Can you envision any potential integration possibilities with other applications or platforms that could enhance the overall user experience?
5. Could you provide any suggestions on how the developers could market and promote the "TaskMaster" application effectively?

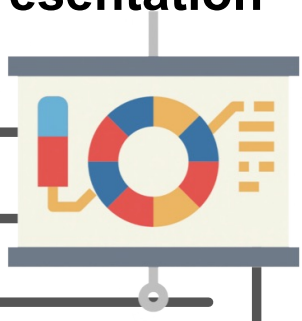


Homework

Now that the app “TaskMaster” is ready, you need to present it in a meeting for the final client. What are you going to say? Imagine that your classmates are the clients and prepare a little oral presentation about the product. Use your imagination to make this app really appealing to the public.

Uni 7 Meeting and updates

1- Imagine that you are having a meeting to present the app "TaskMaster" to the client. Prepare a small oral presentation about the product and share it with your class.



Past simple

The simple past is a verb tense that is used to talk about things that happened or existed before now. Imagine if someone asks you what you did last week.

*" I **analyzed** the data to identify performance issues in the system."*
*" I **had** a meeting with the team about the new app."*

The simple past tense shows that you are talking about something that has already happened. It indicates that the action occurred at a certain time and then was completed.

You can also use the simple past to talk about a past state of being, such as the way someone felt about something. This is often expressed with the simple past tense of the verb to be and an adjective, noun, or prepositional phrase.

*" He **was** mad after the last meeting."*

Regular verbs

Regular verbs follow a consistent pattern when forming the Past Simple. To form the Past Simple of regular verbs, you usually add "**-ed**" or "**-d**" to the base form of the verb.

*"We **created** a new module for the application."*
*"He **developed** a mobile app for iOS and Android platforms."*
*"They **refactored** the codebase to enhance maintainability."*

How to make the simple past negative

Fortunately, there is a formula for making simple past verbs negative, and it's the *same* for *both regular and irregular verbs* (except for the verb to be). The formula is **did not + [root form of verb]**. You can also use the contraction didn't instead of did not.

*"They **did not implement** the feature based on customer feedback."*
*"The developer **didn't debug** the code to fix the software bug."*
*"We **didn't upgrade** the framework to the latest version."*

How to ask a question

The formula for asking a question in the simple past tense is **did + [subject] + [root form of verb]**.

"Did you test the software extensively to ensure its stability?"
"Did they modify the database structure to improve efficiency?"
"Didn't she automate the testing process using specialized tools?"

Some commonly used regular verbs by Devs

analyse	implement	optimize	deploy	validate
create	test	refactor	maintain	integrate
design	debug	document	upgrade	customize
develop	modify	collaborate	automate	troubleshoot

2- Complete the sentences using the regular verbs on the parentheses:

1. We _____ (test) the software carefully before release.
2. She _____ (debug) the program due to time constraints. (negative)
3. _____ he _____ (attend) the team meeting this morning? (interrogative)
4. They _____ (collaborate) with other developers on the project.
5. _____ you _____ (review) any code yesterday? (interrogative)

Irregular verbs

You could say irregular verbs are verbs that “follow their own rules.” They use completely original words for their different verb forms when they’re the main verb of a sentence.

To show you what we mean, let’s “test” and “send!” This pair is a good example to see the differences: “test” is a regular verb, but “send” is an irregular verb.

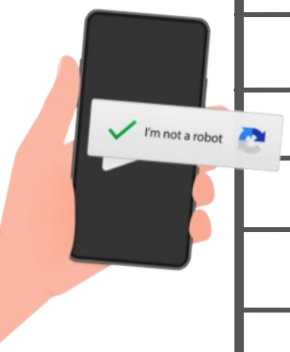
To conjugate “test,” there’s no big surprise or trick; you just use the same formula as with most other verbs. To create both the simple past tense and past participle forms, you simply add “-ed,” or in this case only “-d” because the base form ends in e already.

Test ⟶ ***Tested***

“Send,” however, is irregular, so the normal rules don’t work. You can’t use “sended” because that’s an incorrect form for this verb. Instead, “send” has a unique past tense. The only way to know how to conjugate “send” is to memorize its special forms.

Send ⟶ ***Sent***

The simple present tense is conjugated the same no matter whether the verb is regular or irregular. This includes adding an “-s” or “-es” for the third-person singular. Be aware that certain exceptions, like the verb “be,” have special present tense forms as well.



Pronoun	Present tense	Past tense
I	I **am**	I **was**
You	You **are**	You **were**
He	He **is**	He **was**
She	She **is**	She **was**
It	It **is**	It **was**
We	We **are**	We **were**
You	You **are**	You **were**
They	They **are**	They **were**

Some commonly used irregular verbs by Devs

lead	→	led	meet	→	met	speak	→	spoke	quit	→	quit
cost	→	cost	send	→	sent	spell	→	spelt	deal	→	dealt
forget	→	forgot	read	→	read	choose	→	chose	find	→	found
tell	→	told	get	→	got	write	→	wrote			

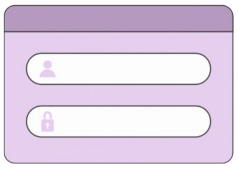
Please note irregular verbs that take a prefix (e.g., “resell” or “undo”) use the same irregular forms as their base word (e.g., “resold” or “undid”).

Also, you’ll notice that some irregular verbs don’t change at all — the base, and simple past tense forms are all the same word.

3- Complete the sentences using the irregular verbs on the parentheses:

1. I _____ (write) a new algorithm for the project.
2. You _____ (run) sufficient tests, leading to error. (negative)
3. _____ she _____ (build) the user interface from scratch?
4. They _____ (deal) with a critical bug in the code.
5. We _____ (meet) with clients to discuss project requirements.

5- Three Devs are talking about the updates they did on the new app they are working on. Read the conversation and complete the gaps with the correct tense of the verbs, simple present, present continuous, and past simple.



Dev 1: Hey guys, _____ you ____ (see) the latest update on our new app?
Dev 2: Yes, I've ____ (check) it out. The user interface _____ (look) great! I think it's a big improvement from the previous version.
Dev 3: I agree. The design team _____ (do) an excellent job. And _____ you _____ (notice) the new feature they added? It _____ (allow) users to customize their profiles.
Dev 1: That's awesome! I remember we _____ (discuss) implementing that feature a few weeks ago. I'm glad it's finally in place.
Dev 2: Absolutely. It _____ (take) some time to develop, but it _____ (be) worth it. Users will have a much better experience now.
Dev 3: I think so too. By the way, _____ you guys _____ (fix) the bug that _____ (be) causing crashes in the last release?
Dev 1: Yes, we _____ (do). It _____ (be) a tricky one, but we _____ (manage) to identify and resolve the issue. The app _____ (run) smoothly now.
Dev 2: That's a relief. We _____ (receive) some user complaints about it. It's important to address those issues promptly.
Dev 3: Definitely. Our goal _____ (be) to deliver a high-quality app that _____ (meet) users' expectations. Continuous improvement ____ (be) key.
Dev 1: Agreed. We need to stay proactive and keep _____ (listen) to user feedback. It ____ (help) us identify areas for enhancement.
Dev 2: True. It's all about _____ (make) the app better with each update. I'm excited to _____ (see) how users will respond to this one.
Dev 3: Me too. Let's keep up the good work and ensure that our app _____ (become) a top choice in the market.

6- Imagine that you are back on the meeting about the app 'TaskMaster' and it is time to give the updates about the app. Create 2 possible updates and share with your classmates.

Homework

Think about a different or interesting project that you worked on, try to explain to the class the project and what you did to help build it.

Uni 8
Past projects and experiences

1- We all have a project that we are proud of telling that we were part of. Explain to the class what was your project about and what you did to help build it.

Past continuous

The past continuous tense describes ongoing actions in the past, such as *"I was writing this code all night"*. It uses the same construction as the present continuous tense except with the past tense of the verb to be.

The past continuous tense shows a continuous action that began in the past. It is the past tense version of the present continuous, which also describes ongoing actions. The present and past continuous are very similar, but the past continuous uses **was** and **were**, the past tense of to be.

The past continuous tense formula involves the past tense of to be (was or were) and the present participle of the verb, the –ing form.

Subject + **To Be** [was, were] + **Verb -ing** (affirmative)

Subject + **To Be** [was, were] + **Not** + **Verb -ing** (negative)

To Be [was, were] + Subject + **Verb -ing** (interrogative)

*"I **was attending** a webinar to learn about the latest trends."*
*"We **weren't discussing** the project requirements with the client."*

5 past continuous senses uses

1. An action in the past that gets interrupted

One of the most common uses of the past continuous tense shows a past action that was interrupted by another past action. These are often complex sentences featuring subordinating conjunctions like when, while, before, after, until, or whenever.

Put the action that was interrupted in the past continuous tense and the action that interrupts it in the simple past.

*" He **was coding** when his boss called the meeting."*
*" The Devs **were debugging** the project before the presentation."*

2. Ongoing actions at a specified time

When you mention an exact time in the past, use the past continuous tense if the action started before that time and continued afterward. If the action *begins* at the time mentioned, use the simple past instead.

*"Last year, I **was working** as a front-end dev."*
*" By the end of project, they **were** already **talking** about the next one."*

3. Habitual actions in the past

Use the past continuous tense to talk about an action that used to be done frequently in the past but is not done in the present. This form is usually used with adverbs and adverb phrases, specifically ones that suggest the action was done a lot, like those listed below:

- all the time
- always
- constantly
- continuously and continually
- forever
- perpetually
- the entire time

You can also use the main adverbs of frequency (rarely, seldom, sometimes, occasionally, often, frequently, usually).

*" We **were always fixing** the problems on this application."*
*" She **was rarely attending** any webinars to enhance her skills."*

4. Emphasizing how long a past action took

You can also use the past continuous tense to emphasize how long an action took and highlight just how much time was spent doing it. This form usually uses adverb phrases that explain the length of time, such as:

- all morning/afternoon/evening
- all day/night
- all week/month/ year
- for hours/days/weeks/months/years
- the whole time

*"We **were training all year** for the hackathons."*
*"I **was trying** to complete this project **for mouths**."*

5. Setting the background for a story

When telling a story (or writing one), you can use the past continuous tense to "set the scene," or describe exactly what was happening at the beginning of your story. We use the past continuous tense because these actions were, presumably, already happening before the story began.

*"Everybody **was working** when the blackout happened."*
*"During the development phase, I **wasn't utilizing** the latest frameworks."*

2- Look at the sentences and choose the correct option:

1. We **were conducting/ were conduct** a team meeting to discuss project updates and assign tasks.
2. Yesterday, I **am not coding/ wasn't coding** a new feature for the application.
3. **Was/ Were** she **collaborating/ collaborated** with the design team on the user interface?
4. They **were tested/ were testing** the application on various devices to ensure compatibility.
5. While debugging the software, I **weren't encountering/ wasn't encountering** any critical errors.
6. While working remotely, **were/ was** you **face/ facing** any connectivity issues?

3- On job interviews, we often need to talk about past projects and experiences. Read the conversation between an interviewer and a Dev and fill in the gaps with the appropriate form of the verbs in the present, past or past continuous tense.

Interviewer: Can you _____ (tell) me about the most interesting project you _____ (work) on in your previous role as a front-end developer?
Dev: Certainly! During my previous position, I _____ (be) involved in an exciting project that _____ (aim) to revamp the user interface of a popular e-commerce platform.

Interviewer: That _____ (sound) interesting! What _____ (be) you specifically _____ (work) on for that project?
Dev: I _____ (be) responsible for _____ (implement) the new design concepts provided by the UX team. It _____ (involve) translating the mockups into actual HTML, CSS, and JavaScript code.

Interviewer: How _____ (do) you approach the implementation process?
Dev: Well, we _____ (follow) an Agile development methodology, so I _____ (collaborate) closely with the design team, back-end developers, and product owners. We _____ (have) regular meetings to discuss progress and _____ (address) any challenges.

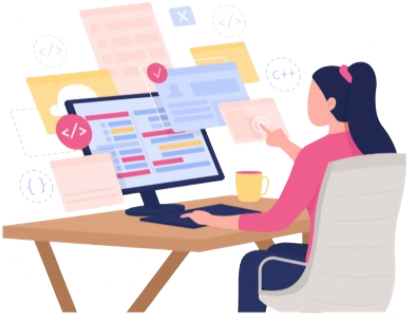
Interviewer: Can you _____ (share) some specific tasks or challenges you _____ (face) during that project?
Dev: One of the main challenges _____ (be) ensuring cross-browser compatibility and responsive design. We _____ (have) to optimize the code for different devices and browsers while _____ (maintain) consistent user experience. Additionally, _____ (implement) complex animations and interactive elements _____ (require) meticulous attention to detail.

Interviewer: _____ (do) you _____ (face) any obstacles or unexpected issues during the project?
Dev: Yes, there _____ (be) a few hurdles along the way. For instance, we _____ (encounter) performance issues with some of the animations and _____ (have) to optimize them for smoother rendering. Additionally, we _____ (have) to adapt to evolving requirements and _____ (incorporate) user feedback to enhance the overall usability of the platform.

Interviewer: How _____ (do) you and your team _____ (overcome) those challenges?
Dev: We _____ (collaborate) closely with the QA team to identify and fix any bugs or performance bottlenecks. Regular testing and iteration _____ (help) us address the issues promptly. Additionally, _____ (maintain) effective communication among team members _____ (allow) us to adapt and make necessary adjustments efficiently.

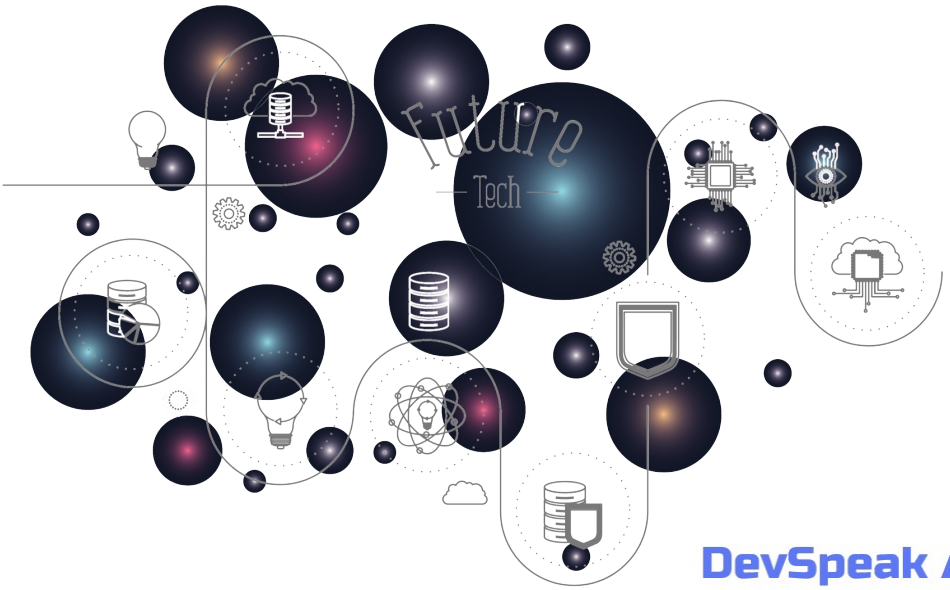
Interviewer: That _____ (sound) like an interesting and challenging project. How _____ (do) it _____ (impact) your growth as a front-end developer?
Dev: _____ (work) on that project _____ (allow) me to enhance my skills in front-end development, particularly in responsive design, performance optimization, and _____ (collaborate) within a cross-functional team. It _____ (provide) me with valuable experience and the opportunity to tackle real-world challenges.

Interviewer: Thank you for _____ (share) your experience. It _____ (seem) like you _____ (have) a solid background in front-end development. We will now move on to the next stage of the interview.

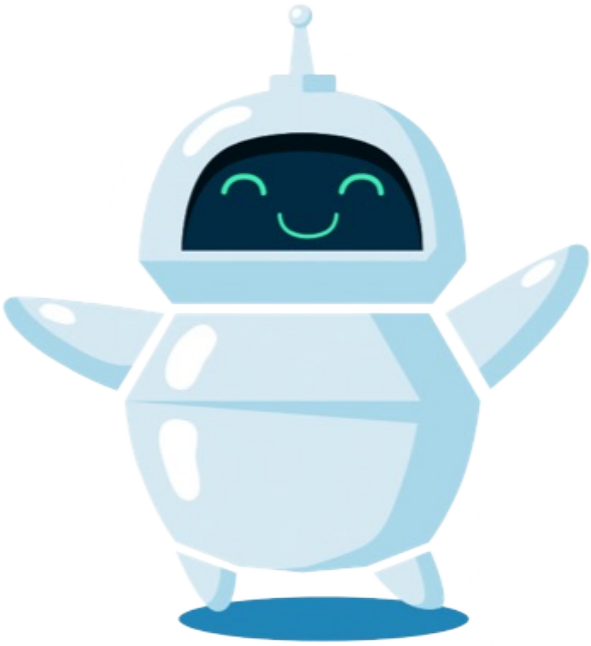


Homework

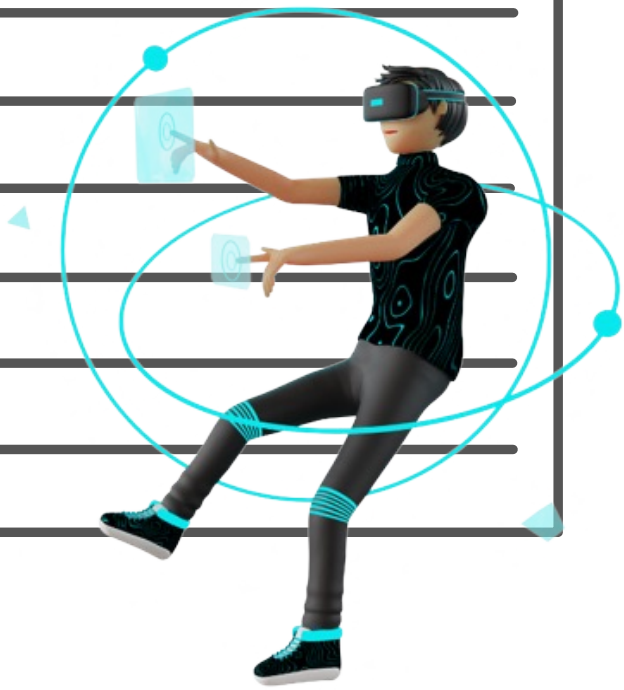
Now that we talked about the past, let's look into the future. What new technology or product that you know that already exists and wish to have, but it is not available yet?



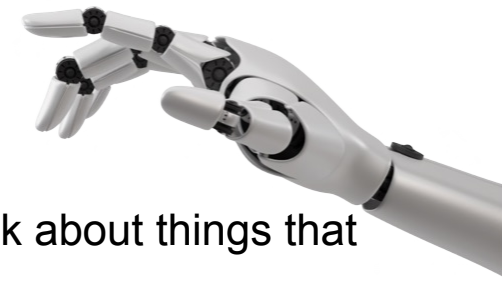
Unit 9
The future of IT



1- Technology is changing and every day there is a new launch that makes us excited. Is there any technology or product that you know and wish to have, but is not available yet?



Simple Future

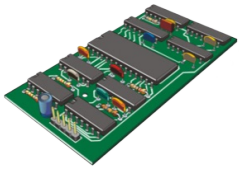


The simple future is a verb tense that's used to talk about things that haven't happened yet.

Use the simple future to talk about an action or condition that will begin and end in the future.

The formula for the simple future is:

Subject + **will** + [root form of verb]
Subject + **will not** + [root form of verb]
Will + subject + [root form of verb]



*"He **will** troubleshoot a critical bug in the system."*
*"I **will not** lead the team in implementing new features alone."*
*"**Will** you maintain regular communication with stakeholders?"*

It doesn't matter if the subject is singular or plural; the formula for the simple future doesn't change.

But there is another way to show that something will happen in the future. It follows the formula:

Subject + **verb to be** [am/is/are] + **going to** + [root form verb]
Subject + **verb to be** [am/is/are] + **not** + **going to** + [root form]
Verb to be [am/is/are] + subject + **going to** + [root form of verb]

*"They **are going to** test the application on various devices."*
*"I **am not going to** create a detailed project timeline at this stage."*
*"**Are** we **going to** integrate a third-party API into the system?"*

The going to construction is common in both speech and casual writing. Keep in mind, though, that it's on the informal side, so it's a good idea to stick to the **will + [root form]** construction in formal writing.

2- Use the words provided to you to talk about the future using ‘will’.

1. debug / program / fix / errors (she - positive)

_____

2. attend / meeting/ due/ conflicting schedule (he - negative)

_____

3. customize/ software/ according/ client/ specifications (you - interrogative)

_____

4. conduct/ performance/ testing/ without/ necessary/ resources (I - negative)

_____

5. participate/ coding/ competition (you - interrogative)

_____

3- Use the words provided to you to talk about the future using ‘be going to’.

1. create/ detailed projects/ timeline (they - negative)

_____

2. deliver/ final/ software/ product/ client (we - affirmative)

_____

3. attend/ software/ conference (you - interrogative)

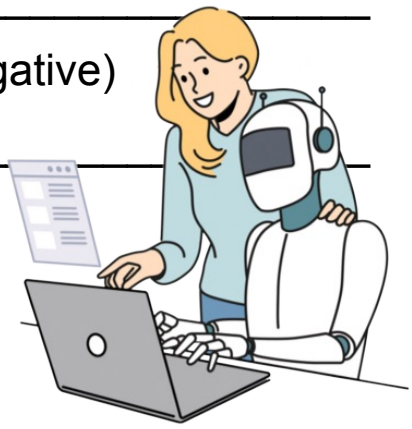
_____

4. document/ project/ requirements (I - affirmative)

_____

5. troubleshoot/ bug/ until/ further/ investigation (he - negative)

_____



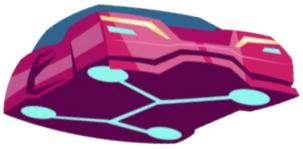
4- In 1964, Isaac Asimov predicted what the world would be in 2014. Discuss with your classmates if he got it right.

If you are interested in knowing more about the predictions, read the article at the end of this unit.

1. People will continue to live further away from nature. They will create an environment that will suit them better.

2. Robots will neither be common nor very good in 2014, but they will exist.

3. Vehicles will not be driven by people.



4. Population pressure will force people to live in desert and polar areas.

5. In the future, people won't work.

5- Based on Isaac Asimov predictions,what are your predictions about the future? Imagine what the future will be and what will be perfect for you if that exists.

Homework

Working in teams has good and bad aspects, but in IT, it is important to know how to work well in a team.

Write down the advantages and disadvantages about working in a team and working alone.

THE INDEPENDENT

Isaac Asimov's predictions of the world in 2014

Predictions made by the writer 50 years ago are all over the Internet. But Asimov wasn't right about everything.

Isaac Asimov was one of the greatest science fiction authors of the last century. In 1964, he wrote an article for the New York Times imagining the world 50 years in the future — in 2014.

Some of his ideas are accurate (for example, he predicts Skype and video-calls). But reading the article reminds you that future technology will always be difficult to predict accurately.

People will continue to live further away from nature. They will create an environment that will suit them better.

Asimov was talking about a world in which it is normal for humans to live underground, with large electronic screens and ceilings.

Modern society, however, still thinks that the natural world is important. For many people, our technology world has made outdoor activities even more valuable.

However, if you think about smartphones, tablets and laptops — which always show us news from our friends, information and entertainment — then you can say that Asimov was right.

Robots will neither be common nor very good in 2014, but they will exist.

Asimov is right, and he even predicts that we will see a large, slow-moving robot cleaner that is able to pick things up, clean and manipulate different machines.

Specialised robots that work in industry are normal in the modern world.

Vehicles will not be driven by people.

Although these are not common, driverless cars developed by Google are certainly coming in the future. The dull but necessary work of testing their safety and discussing the laws are some of the problems that are currently slowing the cars' progress.

Population pressure will force people to live in desert and polar areas.

His estimate of the world population in 2014 was close (he guessed 6.5 billion and the real number is closer to 7.1bn), but Asimov was wrong about the deserts and polar regions.

In the future, people won't work.

Asimov believed that in 2014, people will not need to work. Instead, machines will do all the work and we will suffer from "the disease of boredom."

In reality, machines are certainly taking human jobs, but there are still a lot of jobs.

Adapted from The Independent, Friday, 03 January 2014, by James Vincent

Unit 10
Team work

1- In IT, working in a team is something inevitable, but we know that there are some advantages and disadvantages to it. White down your opinion about working in a team and alone.

Personal pronouns

A personal pronoun is a short word we use as a simple substitute for the proper name of a person. Each of the English personal pronouns shows us the grammatical person, gender, number, and case of the noun it replaces. *I, you, he, she, it, we,* and *they* are all personal pronouns.

*"**I** attend team meetings to discuss project updates."*
*"**It** is difficult to work on multiple projects simultaneously."*
*"**She** communicates with clients to gather requirements."*

With personal pronouns, a paragraph becomes much easier, and much less annoying, to read.

Possessive pronouns

As their names imply, both possessive adjectives and possessive pronouns show ownership. The independent possessive pronouns are *mine, ours, yours, his, hers, its,* and *theirs*. The possessive adjectives, also called possessive determiners, are *my, our, your, his, her, its,* and *their*.

Independent possessive pronouns

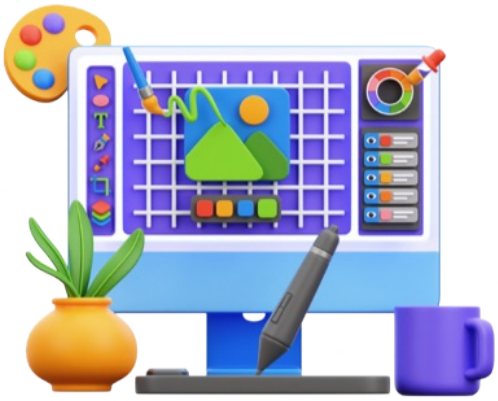
Possessive pronouns are a type of possessive noun. They simplify constructions that show possession of a noun by replacing it—in other words, independent possessive pronouns must stand alone and be used without a noun. To understand how possessive pronouns can make things simpler and clearer, first take a look at this example of a sentence that does not use a possessive pronoun:

"The software's documentation should be clear; the software's documentation clarity affects usability."

It sounds repetitive and feels a little unnecessary to state "software's documentation" twice in this sentence. Rewriting with a possessive pronoun simplifies things:

"The software's documentation should be clear; its clarity affects usability."

Here are some more examples:



*"**Ours** is a user-friendly interface."*
*"Is this requirement specification **yours**?"*

Possessive adjectives

Possessive adjectives also clarify who or what owns something. Unlike possessive pronouns—which replace nouns—possessive adjectives go *before* nouns to modify them.

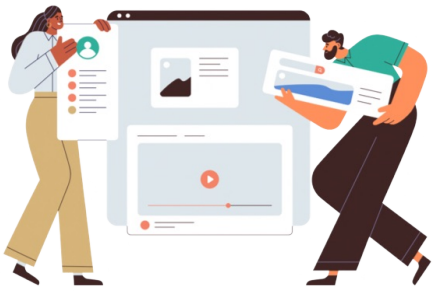
Like independent possessive pronouns, possessive adjectives can help streamline sentences. To see what we mean, take a look at a sentence that does not have any possessive adjectives—and sounds a little clunky as a result:

"Jane is doing an amazing job.
Jane's expertise in frontend development is commendable."

It sounds odd to use Jane's name twice in this sentence. A possessive adjective modifying the noun outfits solves the problem:

"Jane is doing an amazing job.
Her expertise in frontend development is commendable."

Thus, possessive adjectives are quite handy and are used frequently in the English language.



*"**His** contributions to the project are valuable."*
*"**Their** project's scope needs to be clarified."*

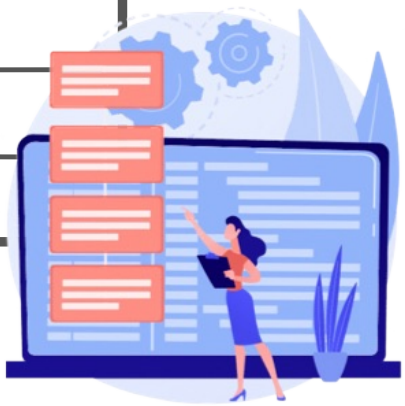
Reflexive pronouns

Reflexive pronouns are words ending in -self or -selves that are used when the subject and the object of a sentence are the same (e.g., I believe in myself). They can act as either objects or indirect objects. The nine English reflexive pronouns are *myself, yourself, himself, herself, oneself, itself, ourselves, yourselves,* and *themselves*.

*"I challenge **myself** to think creatively while coding."*
*"They reward **themselves** after successfully deploying new features."*
*"She motivates **herself** by setting ambitious project goals."*

Subject	Object	Possessive adjective	Possessive pronoun
I	me	**my**	**mine**
you	you	**your**	**yours**
he	him	**his**	**his**
she	her	**her**	**hers**
it	it	**its**	**-**
we	us	**our**	**ours**
you	you	**your**	**-**
they	them	**their**	**theirs**

Subject	Object	Reflexive pronouns
I	me	**myself**
you	you	**yourself**
he	him	**himself**
she	her	**herself**
it	it	**itself**
we	us	**ourselves**
you	you	**yourself**
they	them	**themselves**



2- Fill up the gaps using the correct pronouns and possessive adjectives:

1. The project is _____, and I am responsible for its development.
2. You should believe in _____ and your abilities.
3. _____ programming skills are exceptional. (he)
4. They reward _____ after completing a successful deployment.
5. Is this code snippet _____? (you)
6. She motivates _____ by setting ambitious goals.
7. _____ project is a high-performance application. (we)
8. _____ approach to problem-solving is impressive. (she)
9. He pushes _____ to meet project deadlines.
10. The software's functionality is essential; it should meet _____ requirements.
11. _____ project received positive feedback from clients. (they)
12. We constantly challenge _____ to innovate.
13. _____ is a well-structured and organized codebase. (we)
14. I challenge _____ to think creatively while coding.
15. My job on the project is to code, _____ is to test the code.

3- Tom is a software developer working for a big IT company, and he is going to share a little bit about his job working with his team.

As a software developer, I am responsible for creating and maintaining software applications. My primary focus is on coding and programming. I work closely with a team of developers, and together, we collaborate on various projects.

Use the prompts below to continue talking about Tom's work. Don't forget that he works in a team, so some of the responsibilities he needs to divide with his team workers.

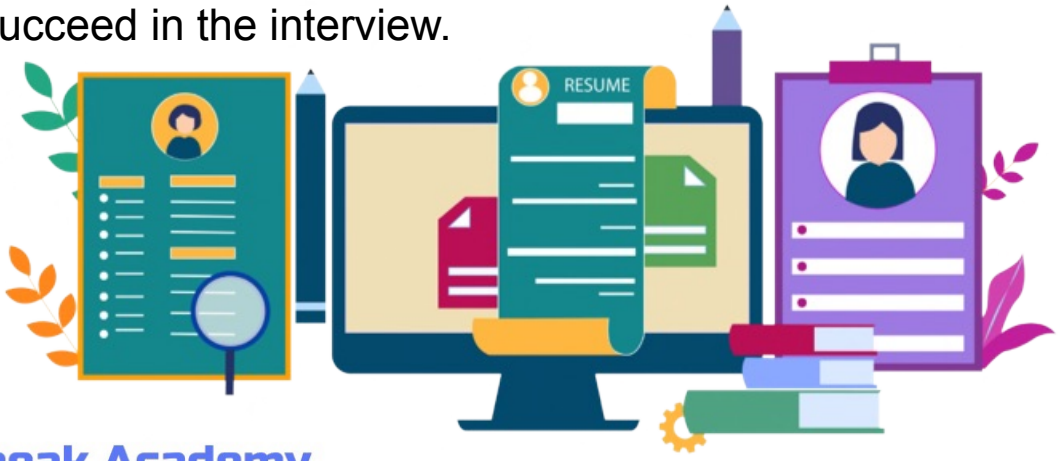
- writing and reviewing code
- conduct testing, identify and fix any bugs or errors
- participate in team meetings
- document code
- face challenges or complex problems
- work with clients or stakeholders
- improve and deliver high-quality software products

4- Now it is time to share a little bit about your job working in a team. Talk about yours and your team responsibilities during a project.

Homework

Every now and then we need to do job interviews and we need to be prepared to do it.

Share how you prepare yourself to do one, and what are the things you need to succeed in the interview.



Uni 11 Preparing for a job interview I

1- Do you have any preparation that you do before a job interview? Share with the class what is your way to ace it.

Modal verbs: ‘should’, ‘ must’, and ‘have to’

Modal verbs are words that accompany the main verbs in a sentence to express a specific meaning. They add a second idea, which can be of advice, suggestion or obligation.

SHOULD and SHOULDN’T

We use should ho give, or ask for advice or an opinion in the present:

"— I don't know how to fix this bug.
*— You **should** talk with your team lead."*

*“**Should** I do a MBA to get more qualification?”*

*“He **shouldn't** take so much time in this code."*

*“You **should** prepare yourself for the job interview."*

HAVE TO

‘Have to’ is used to show that a person is obliged to do something, usually by an outside force, have to can also be used to give your opinion:

*"I **have to** regularly update my skills to keep up with the ever-evolving technology landscape."*

*“He often **have to** meticulously analyze code to identify and rectify any errors and bugs."*

*“You **don't have to** work on weekends, but if you are behind the schedule, you should do it."*

MUST and MUSTN'T

'Must' is used to talk about obligation and used in written rules and instructions:

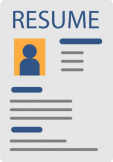
*"You **must** submit your project by the end of the day."*
*"You **must** not use this code on the application"*

'Must' is also used to give a strong recommendation:

*"She **must** create the code by scratch."*
*"You **mustn't** be late for work on your first day."*

2- Susan is having a job interview and you are going to give her some advice. Complete the sentences below with must or have to:

1. **Research the Company**: You _____ research the company thoroughly before the interview. Understand their products, services, and values.
2. **Understand the Role**: You _____ have a clear understanding of the role you're applying for. Tailor your answers to showcase how your skills match the job requirements.
3. **Practice Coding**: You _____ practice coding problems regularly to sharpen your problem-solving skills. Coding challenges are often a part of technical interviews.
4. **Review Your Resume**: You _____ be ready to discuss your resume in detail. Highlight your achievements and projects you've worked on.



5. **Prepare for Behavioral Questions**: You _____ prepare for behavioral questions. Think of situations where you've demonstrated teamwork, leadership, and problem-solving.
6. **Practice Whiteboarding**: If whiteboarding is part of the interview, you _____ practice explaining your thought process clearly while solving problems.

7. **Ask Thoughtful Questions**: You _____ ask insightful questions about the company, team, and projects. It shows your genuine interest.
8. **Dress Appropriately**: You _____ dress professionally for the interview. Your appearance leaves a lasting impression.
9. **Arrive Early**: You _____ arrive early for the interview. Being punctual reflects your commitment and respect for the process.
10. **Prepare for Technical Questions**: You _____ be ready to answer technical questions related to your skills and experience. Revise coding languages, frameworks, and tools.
11. **Show Enthusiasm**: You _____ demonstrate enthusiasm for the role and the company. Employers want to see your genuine interest.
12. **Discuss Problem-Solving**: You _____ discuss your approach to problem-solving. Explain how you tackle challenges and arrive at solutions.
13. **Highlight Collaboration**: You _____ emphasize your ability to work in a team. Highlight instances where you've collaborated successfully.
14. **Follow Up**: After the interview, you _____ follow up with a thank-you email. Express gratitude for the opportunity and reiterate your interest.
15. **Stay Confident**: You _____ stay confident during the interview. Believe in your skills and experiences.

3- Write more advices for a job interview using the modal verb should and the phrases provided:

practice problem-solving and familiarize yourself with various types of coding challenges	understand the job role. This will help you align your experiences with the requirement.
explain your thought process clearly.	review your technical skills, algorithms, and coding.
believe in your abilities and trust that your skills and experiences make you a valuable candidate	practice clean and concise communication, explaining complex concepts in simple terms.
prepare examples of your past project or challenges you've overcome.	take deep breaths to stay calm and composed.

1. Review Your Skills

You_____

2. Prepare Examples:

You_____

3. Practice Problem-Solving:

You_____

4. Understand the Role:

You_____

5. Explain Your Approach:

You_____

6. Practice Communication:

You_____

7. Relax and Breathe:

You_____

8. Believe in Yourself:

You_____

4- Be prepared for a job interview is not an easy job. Go back to the exercises number 2 and 3 and share with the class the advice that you never used before but will for now on. If you have any other advice, don't forget to say it.

Homework

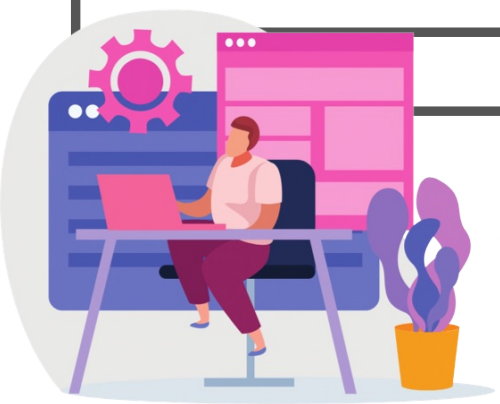
Now that you know how to prepare for a job interview, you nice to do your best perform at the interview to get the job.

For the next class, prepare your script for a mock interview.

Uni 12 Preparing for a job interview II

There are some common questions that recruiters ask in a job interview. And you need to be prepared to answer them! Here are some examples on what you can expect from the recruiter. Read the questions carefully and answer as you would in a job interview.

1- How would you ensure data backup and recovery in your system design?



2- What are the advantages and disadvantages of a microservices architecture?

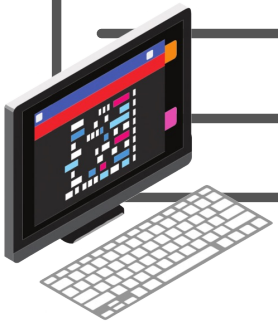
3- Why is monitoring and logging crucial in system design, and what tools might you use?

4- Why is rate limiting important, and how would you implement it?

5- What principles of Clean Code do you consider most important?

6- What are the primary considerations when building a secure web application?

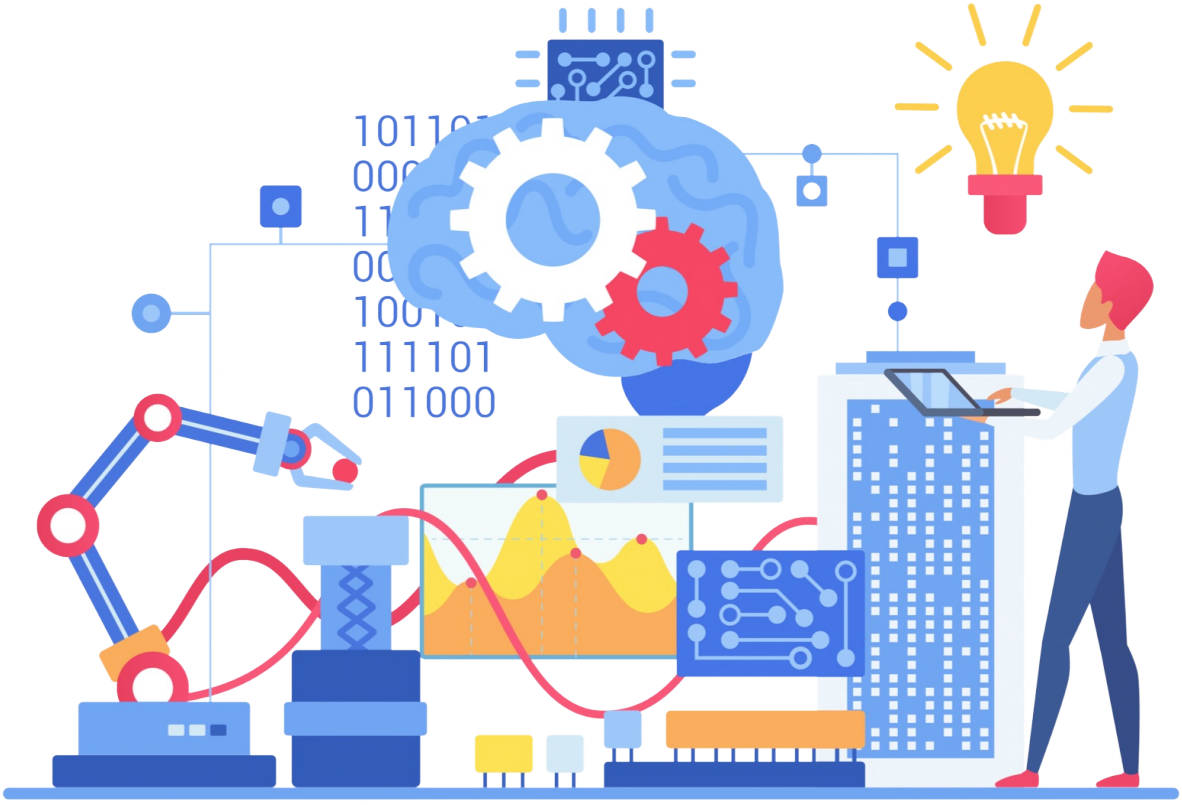
7- What's the importance of CI/CD in modern web application development?

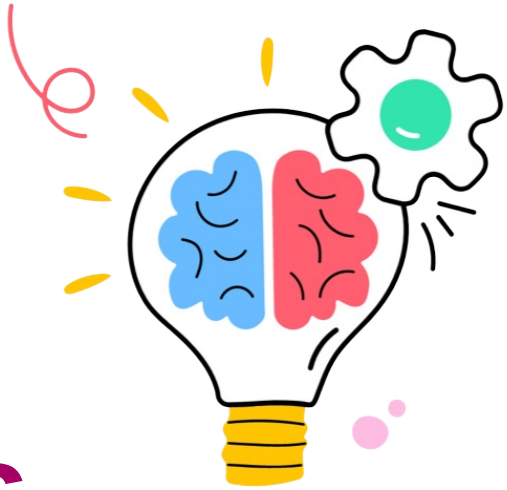


8- How do you stay updated with the latest web technologies, and how do you decide whether to integrate them into your projects?

Homework

How good are you at programming? Share with your classmates what are the programs and softwares that you are best at.





Uni 13
Technical skills

1- During a job interview, we need to show that we are the best at what we do. Share with your classmates which programs and softwares you are best at your job.

Comparative adjective

Comparative adjectives are a form *adjectives* take when comparing two (and only two) things, such as “she is **older** than him” or “he is **more serious** than them.” For most short adjectives, we simply add the **suffix *-er*** at the end of the word, while for longer adjectives we usually add the adverb **more** directly before the word.

The easiest way to use comparative adjectives in a sentence is this:

[Noun A] + [**be or another linking verb**] + [**comparative adjective**] + **than** + [Noun B]

In this construction, Noun A has more of the comparative adjective’s trait than Noun B.

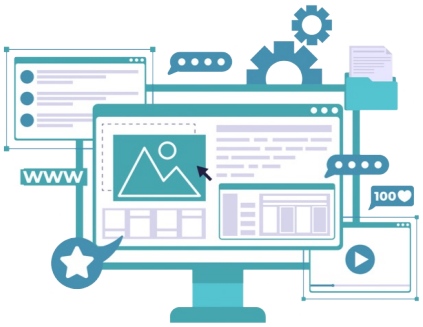
*“Debugging code can be **more challenging than** writing it initially.”*
*“Adopting agile methodologies often leads to **quicker** project delivery.”*
*“Efficient algorithms tend to be **faster than** inefficient ones.”*

When to use more with comparative adjectives

For most *short adjectives*, we simply add the suffix **-er** at the end of the word, while for *longer adjectives* we usually add the adverb **more** directly before the word. That is a little vague, so here are the specific adjectives that use more:

- All adjectives with three or more syllables
- Adjectives with two syllables except those that end in **–er**, **–ow**, **–le**, or **–y**

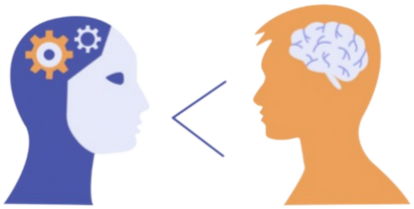
So if an adjective has two or more syllables, it will probably use more. The only exceptions are two-syllable adjectives with the endings –er, –ow, –le, and –y—those use special spelling rules with the suffix –er, explained below.



5 spelling rules for forming comparative adjectives

1. One-syllable adjectives

For most adjectives with one syllable, simply add the suffix **–er** at the end of the word without changing the spelling.



smart -> smart**er**
fast -> fast**er**

2. One-syllable adjectives ending in –e

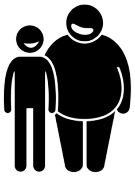
If a one-syllable adjective already ends in -e, just add an **-r** at the end. You don't need to add another e.

large -> larg**er**
free -> fre**er**

3. One-syllable adjectives ending in consonant-vowel-consonant

Be careful of one-syllable adjectives with the last three letters in a consonant-vowel-consonant format, like big or thin. For these, you have to **double the last consonant** and then add **–er**.

big -> big**ger**
thin -> thin**ner**



4. One- or two-syllable adjectives ending in –y

If an adjective with either one or two syllables ends in a -y, first change the y into an **i** and then add **–er**.

dry -> dri**er**
likely -> likel**ier**

5. Two-syllable adjectives ending in –er, –ow, or –le

If an adjective with two syllables ends with -er (like bitter) or –ow (like narrow), you can just add –er to the end without changing the spelling (bitterer or narrower). If a two-syllable adjective ends in –le, you can just add –r without adding a second e.

clever -> clever**er**
shallow -> shallow**er**
simple -> simpl**er**

Irregular comparative adjectives

Not all adjectives follow the rules above. Try memorizing these irregular comparative adjectives so you always know the right word to use.

Standard form	Comparative form
good	better
bad	worse
far	farther or further
many	more
polite	politer
quiet	quieter

2- Write comparative sentences using the ideas you are given.

1. Working on complex algorithms / interesting / routine tasks

_____

2. Regular code reviews result / clean / neglecting them

_____

3. Well-documented code / maintainable / poorly documented code

_____

4. Version control system / organized / manual file management

_____

5. Well-structured code / maintainable / spaghetti code

_____

6. Meeting tight deadlines can be / stressful / having ample time

_____

7. Through testing / reliable / minimal testing

_____

8. Attention to detail / critical in debugging / in coding

_____

9. Solving intricate problems can be / satisfying / routine tasks

_____

10. Optimized code runs / fast / unoptimized code

_____

3- With your classmates, choose the software you are working on or create a fictional project. Discuss and compare different aspects of the software using comparative adjectives.

Practice making sentences to describe how one aspect is better, worse, more challenging, or more efficient than another. An example of a project you can use: building a Mobile App

Aspects to Compare:

User Interface (UI)
Code Efficiency
Collaboration
Project Planning
Debugging Process

Examples of sentences you can use:

Dev A: "Our app's user interface is more user-friendly than the previous version."
Dev B: "But I think the code efficiency in the previous version was better."
Dev A: "Our collaboration on this project has been more effective than on the web app project."
Dev B: "Yes, but the project planning for the web app was more structured."
Dev A: "Debugging the mobile app is proving to be more challenging than we anticipated."
Dev B: "True, but I find the debugging process here more educational."

Homework

Do you know how to manage your time working at home? How do you do it? Do you use any app or webpage like Trello? Write down your strategies to share with the class.

Unit 14 Time and Priority

1- One of the challenges of working at home is time management, do you know how to do it? Do you use any app to help you?

Preposition of place

Prepositions of Place are used to show the position or location of one thing with another. it answer the questions that starts with “Where…?”

*“ **Where** is the doc from the last meeting?*
*It is **on** the drive, **in** the ‘Project X’.”*

Below we have some examples of Prepositions of Place:

In front of

He is in front of the computer

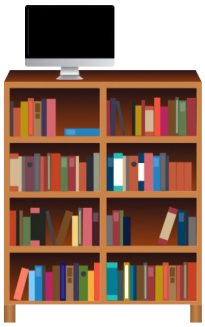
Behind

The whiteboard is behind him

Next to

The camera is next to the computer

Over



Below

The computer is over the bookcase
The book case is below the computer

Above

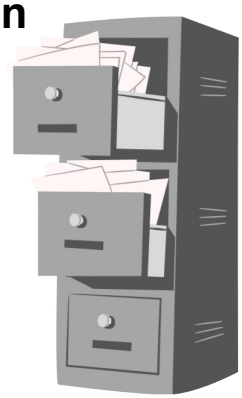
Under

The plant is above the desk.
The desk is under the chair

Between

The computer is between the printer and the notes.

In



The file is in the cabinet.

On

The laptop is on the table.

In front of

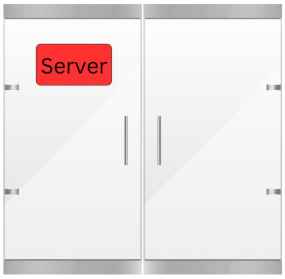
In front of refers to on object that shows first when we look at two objects.

“ Our boss is going to do a presentation ***in front of*** *a big audience."*
“ I can't see you. My monitor is ***in front of*** *your face."*

Behind

Behind is the opposite of In front of. It means at the back (part) of something.

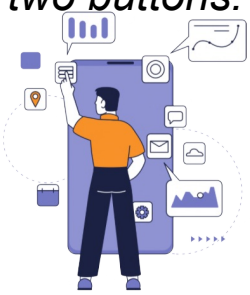
“ The new server is ***behind*** *that door"*
" I have a big screen ***behind*** *my notebook"*



Between

Between normally refers to something in the middle of two objects or things (or places).

“At the office, I sit ***between*** *John and Kate."*
" In this app design, we can put the image ***between*** *those two buttons."*



Next to / Beside

Next to and *Beside* mean the same thing. It usually refers to a thing (or person) that is at the side of another thing.

“ The team conduct their daily ***beside*** *the agile board."*
“ This code fits better ***next to*** *line 10."*

In

In refers to someone or an object that is inside something.

*“Debbugging sessions often occur **in** the quiet cornor."*
*“The team gathers **in** the huddle room for quick discussions."*

On

On means that something is in a position that is physically touching, covering or attached to something.

*“The codebase is hosted **on** the company's server."*
*“The meeting minutes are documented **on** the shared drive."*

Above / Over

Above and *Over* have a similar meaning. The both mean "at a higher position than X" but above normally refers to being directly (vertically) above you.

*“The dev places sticky notes **above** the monitor to track important tasks"*
*“The team’sgoals are written **above** the project board as a reminder. "*

Under / Below

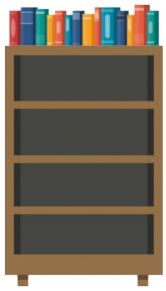
Under and *Below* have a similar meaning. They mean at a lower level. (Something is above it).

*“The developer’s chair has wheels for easy movement **under** the desk."*
*“The coding books are stocked neatly **below** the bookshelf."*

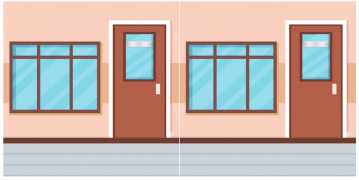
2- Look at the image and put the correct preposition of time on the sentence:

1. The developer's computer is _____ the desk.
2. The developer keeps important notes _____ the keyboard.

3. The coffee machine is _____ the microwave.

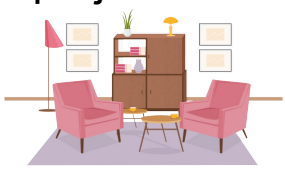


4. The coding books are _____ the bookshelf.

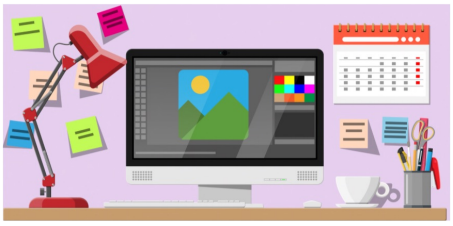


5. The project manager's office is _____ the development team's area.

6. The whiteboard with project sketches is _____ the team room.



7. The lounge area is _____ the break room.



8. The coffee mug is _____ the keyboard.

3- Complete the conversation with the correct sentences

in the quiet corner	on the server	stand beside you
above the line 65	in front of the project board	near the share workstation
	on the desk	

Conversation 1: Morning Meeting

Alex: Good morning, everyone! Let's gather _____ for our daily stand-up meeting.
Sarah: Sounds good, Alex. I'll _____.
Mark: I'll join you too, but I left my notes _____.

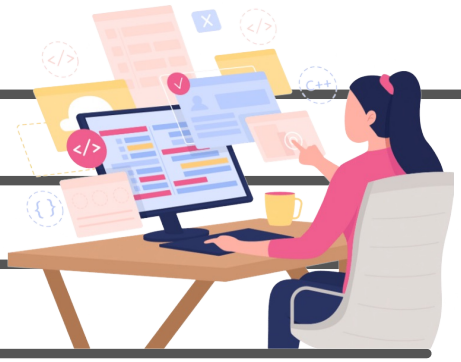
Conversation 2: Coding Session

Laura: I'm having some trouble with this code. Can someone help me? I'm _____.
John: Sure, Laura. I'm _____. Let's work on it together.

Conversation 3: Testing and Deployment

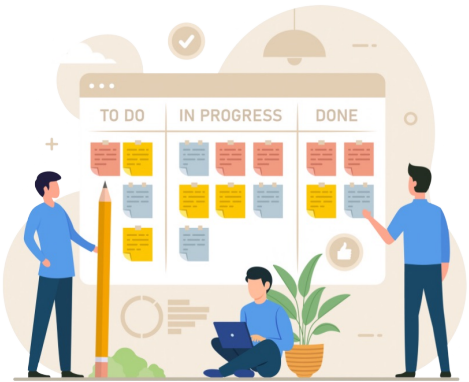
David: We need to test the codes _____ to make sure that there is no bug.
Emily: Agreed, David. And once that's done, we can deploy the updates _____.

4- How do you maintain productivity and efficiency in a work environment? Describe your workspace and desk and explain how this can help with your time management at work.

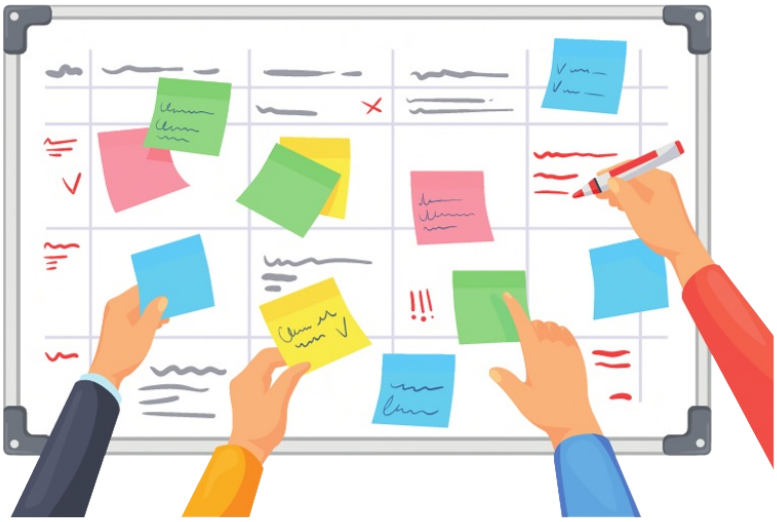


Homework

Your time management affects directly on the projects that you are working on. Do you think being organized and knowing the time you will spend in each part of the project reflects on the quality of your final work?



Unit 15 Sprints and Agile



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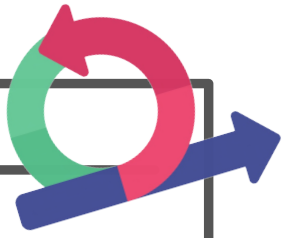
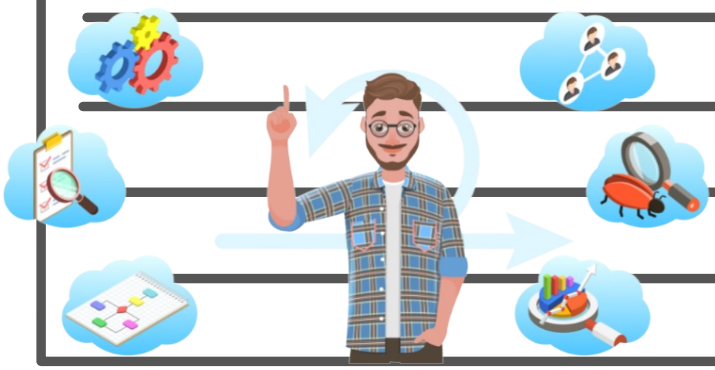




Superlative adjectives

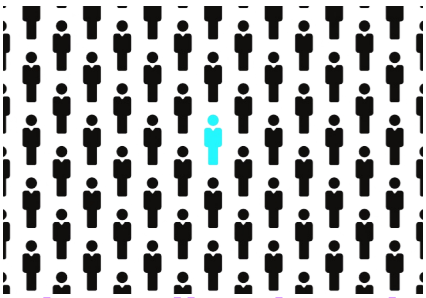
Superlatives make *the greatest* adjectives! They are *the best* words for comparisons of three or more! If you want to put a noun at the top of its category, superlative adjectives are the most helpful words you can use!

What are superlative adjectives?

Superlative adjectives are a form adjectives take when comparing three or more things, such as "**the cleanest** code " or "**the most popular** game." Generally, superlatives are used to show something is in the top of its category, with no others having more of that adjective's trait.

You can make any adjective into a superlative. For short adjectives, simply add the suffix **–est** at the end of the word. For long adjectives, add the adverb **most** before the word.

Just be careful of an adjective's meaning because some words can't be compared; for example, something cannot be the ~~most unique~~ because all unique things are **equally** unique.



How to use superlative adjectives in a sentence

Superlative adjectives modify nouns just like other adjectives. Most of the time they come directly before the noun they modify.

> *"Our coding standards ensure that we maintain **the highest quality** codebase."*

Have you noticed that most superlative adjectives use the definite article the? That's because only one thing can be at the top of its category, so we use the to show we're talking about one specific thing.

*"Continuous learning is the most **essential** skill for a developer."*

However, instead of the, you can also use a possessive adjective like *my* and *their* or a possessive noun like *teacher's* and *Cody's*.

"Meeting client expectations is our highest priority."
*"Problem-solving skill is my most **valuable** asset."*

When to use most with superlative adjectives

One key to knowing how to use superlative adjectives is understanding when to use the suffix *–est* and when to use the adverb *most*. In general, short adjectives use –est and long ones use most, but the details get a little more precise.

Specifically, use the word *most* for:

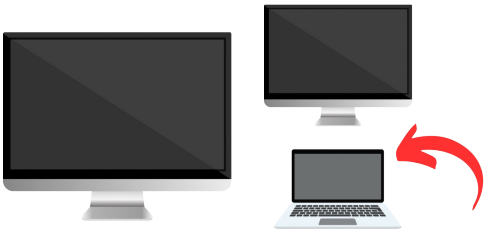
- All adjectives with three or more syllables
- Adjectives with two syllables **except** those that end in **–er**, **–ow**, **–le**, or **–y**

5 spelling rules for forming superlative adjectives

1. One-syllable adjectives

If an adjective has only one syllable, most of the time you can simply add the suffix –*est* to the end of the word without changing the spelling.

cool -> coolest
small -> smallest



2. One-syllable adjectives ending in –e

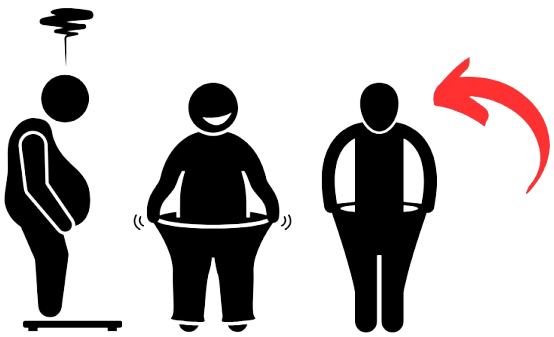
You don't need to add another e if a one-syllable adjective already ends in -e. Just add –*st* to the end.

cute -> *cutest*
free -> freest

3. One-syllable adjectives ending in consonant-vowel-consonant

If the last three letters of a one-syllable adjective follow a consonant-vowel-consonant format, like big or thin, you have to **double the last consonant** and then add –est.

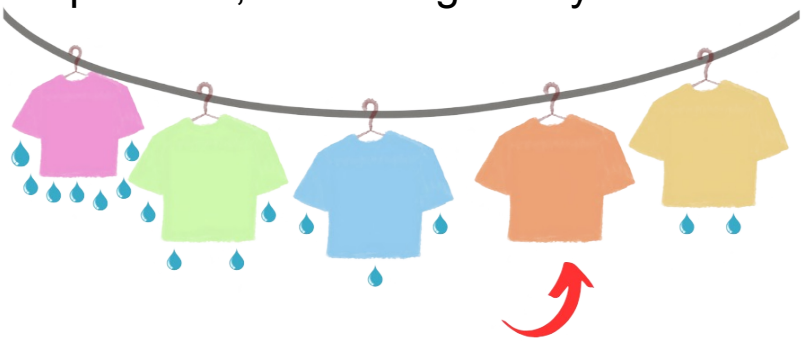
big -> biggest
thin -> thinnest



4. One- or two-syllable adjectives ending in –y

Adjectives with either one or two syllables have special spelling rules if they end in -y. To make the superlative, first change the y into an i and then add –est.

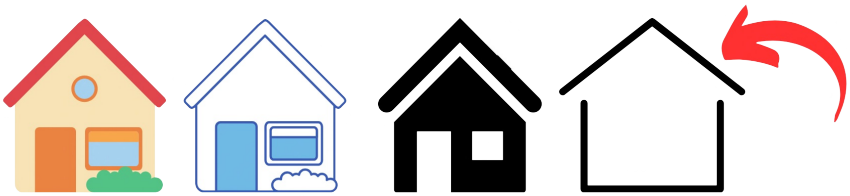
dry -> driest
likely -> likeliest



5. Two-syllable adjectives ending in –er, –ow, or –le

Two-syllable adjectives that end in *-er*, *-ow*, or *-le* don't use the adverb *most* like other long superlative adjectives. Instead, if an adjective with two syllables ends in *–er* (like **bitter**) or *–ow* (like **narrow**), add *–est* at the end without changing the spelling (**bitterest** or **narrowest**). Two-syllable adjectives that end in *–le* just take *–st*; you don't need a second e.

clever -> cleverest
shallow -> shallowest
simple -> simplest



Irregular comparative adjectives

Standard form	Comparative form
good	best
bad	worst
far	farthest or furthest
fun	funnest or most fun
handsome	handsomest
many	most
polite	politest
quiet	quietest
stupid	stupidest

2- Fill in the blanks with the correct form of the superlative adjective in parentheses.

1. Mark is the _____ (busy) software developer in the office. He always has multiple projects to handle simultaneously.

2. The team agrees that the new programming language is the _____ (difficult) one they've ever learned.

3. Laura's code is always the _____ (efficient) in terms of speed and performance.

4. The software release last month was the _____ (smooth) deployment we've ever had.

5. Sarah is known for her exceptional problem-solving skills; she's definitely the _____ (creative) developer on the team.

6. The project manager praised Alex for making the _____ (complete) project plan.

7. Our company's software is considered one of the _____ (reliable) on the market.

8. The coffee machine in the break room makes the _____ (strong) coffee I've ever tasted.

9. The team decided that this project was the _____ (important) they've worked on this year.

10. During the company's hackathon, John developed the _____ (innovative) app that won first place.

3- Look at the conversation between software developers and complete the blank spaces with the correct superlative adjective

important	effective	valuable
efficient	innovative	productive
helpful		

Dev 1: Our team recently completed a sprint, and it was the _____[1] one we've ever had. We achieved all our goals.

Dev 2: I agree, Sarah. The Agile approach is indeed the _____[2] way to manage software projects.

Dev 3: And our daily stand-up meetings are the _____[3] tool for keeping everyone on the same page.

Dev 4: Absolutely, Mike. The Agile process promotes the _____[4] collaboration among team members.

Dev 1: I also think that our sprint reviews are the _____[5] meetings because they provide insights for improvement.

Dev 2: True, Sarah. They're the _____[6] part of our Agile workflow.

Dev 3: Overall, I believe that Agile is the _____[7] methodology for software development.

4- Now it is your turn to tell what is the best methodology and the most effective for you and/ or your job.

Homework

Because we work from home it is difficult to talk with your pair by just looking at them, so how do you do it? By email, Whatsapp or other methods? Share with the class how you do it.

Unit 16 Tools for Communication

1- Working at home makes communication difficult with your colleagues and pairs, so how do you do it? Share the apps that you use.

Quantifiers

A quantifier is a word that usually goes before a noun to express the quantity of the object; for example, **a little** coffee. Most quantifiers are followed by a noun, though it is also possible to use them without the noun when it is clear what we are referring to. For example:

*"Do you want **some** coffee? – Just **a little**."*
(It's clear that I mean 'a little coffee '.)

There are quantifiers to describe large quantities (a lot, much, many), small quantities (a little, a bit, a few) and undefined quantities (some, any).

There are some quantifiers that have a similar meaning but differ because one is used with countable nouns and the other is used with uncountable nouns. *Countable nouns* are things that we can count; for example, a table, two chairs. *Uncountable nouns* are things that we cannot count and only have a singular form; for example, some furniture, some water.

MUCH, MANY and A LOT (OF)

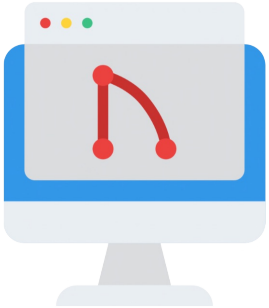
We use *many, much, a lot (of)* to refer to big quantities. We use 'many' with countable nouns and 'much' with uncountable nouns, and we can use 'a lot (of)' with both countable and uncountable nouns. In modern English it is very common to use 'a lot (of)' in affirmative sentences instead of 'many' and 'much'.

MANY + COUNTABLE	MUCH + UNCOUNTABLE
many pens	*much money*
A LOT OF + COUNTABLE/ UNCOUNTABLE	
a lot of pens	*a lot of money*

*"**Many** coders use version control systems like Git to track changes in their code."*

*"In our profession, there isn't **much** room for error; precision in code is paramount"*

"**A lot of** code reviews take place to ensure code quality."



A FEW, A LITTLE and A BIT (OF)

To talk about small quantities we can use 'a few' and 'a little'. We use 'a few' with countable nouns and 'a little' with uncountable nouns. It's also possible to use 'a bit' with uncountable nouns, but it is more informal.

A FEW + COUNTABLE	A LITTLE/ A BIT OF + UNCOUNTABLE
A few employees	A little coffee A bit of sugar

*"**A few** developers have a knack for solving complex algorithms quickly."*

*"**A bit of** stress can be part of meeting tight project deadlines."*

*"Documentation is an essential part of our work, so we dedicate **a little** time each day to keep it updated."*

SOME and ANY

When we want to refer to a plural noun or an uncountable noun, without giving a specific quantity, we use 'some' and 'any'. We use 'some' in affirmatives and 'any' in questions and negatives.

+	-	?
There is some coffee. There are some chips.	There isn't any coffee. There aren't any chips	Is there any coffee? Are there any chips?

*"**Some** software developers work remotely, while others prefer the collaborative environment of an office."*

*"Collaboration is crucial in our field, and we don't hesitate to seek help from colleagues whenever **any** questions arise."*

2- Rewrite the sentences in the correct order, using the correct quantifier:

1. but/ Developers/ night owls,/ prefer/ some/ can be/ their/ early./ to start/ day

_____

2. efficiently./ rely on/ favorite/ to write/ Many/ their/ text editors/ code/ programmers

_____

3. kickstart/ a lot of/ drink/ cup of/ To have/ in the morning,/ programmers/ coffee./ a great/ a strong

_____

4. a few/ take/ throughout/ Just/ team members/ short breaks/ the day.

_____

5. don’t have/ for code/ isn’t/ We/ much/ that/ well-documented./ patience

_____

6. don’t waste/ when/ We/ debugging./ time/ any

_____

7. stress/ part of/ tight/ deadlines./ A bit of/ can be/ meeting/ project

_____

8. creativity/ a long way/ we’re/ user interface./ A little/ can go/ when/ designing

_____

3- Complete the dialogue using the correct quantifier, the sentence can have more than one correct option.

Dev: Hey boss, I've been exploring different tools for our project management and collaboration. I've been using _____[1] Google Workspace for document sharing and real-time collaboration.

Lead: That's great to hear! Google Workspace is quite versatile. Have you found _____ [2] resistance from the team in adopting it?

Dev: Not really, actually. _____ [3] team members were initially unfamiliar with it, but they adapted quickly. Now, we use it for _____ our document collaboration.

Lead: Excellent! And what about version control for our code? Are you using GitHub?

Dev: Yes, we're using GitHub for our version control. It's been very useful, especially when we need to manage multiple branches. We haven't encountered _____ issues so far.

Lead: That's good news. How about task management? Are you using Trello?

Dev: Yes, we've integrated Trello into our workflow. It helps us manage our tasks effectively. We allocate _____ time each day to update our boards and track progress.

Lead: That sounds efficient. What about communication within the team?

Dev: For team communication, we rely on Microsoft Teams. It's been a central platform for meetings, discussions, and file sharing. We spend _____ time in virtual meetings to ensure everyone is on the same page.

Lead: I'm glad to hear that these tools are working well for us. Keep up the good work, and if you encounter _____ challenges, don't hesitate to reach out.

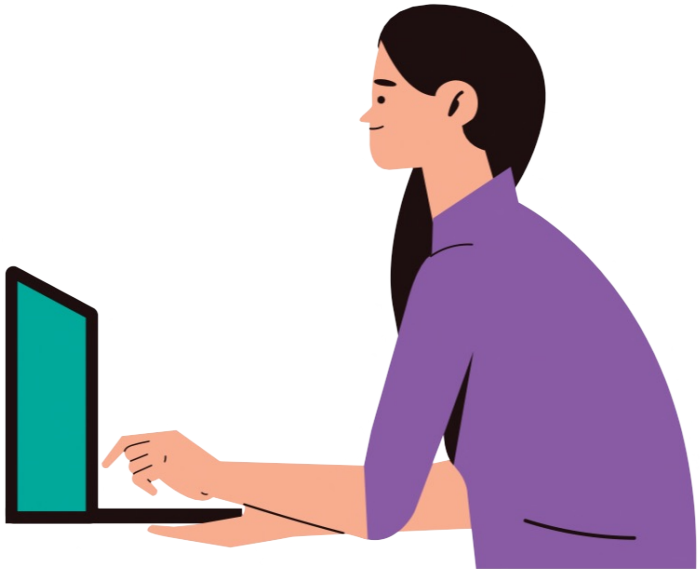
Dev: Thanks, boss! We'll continue to use these tools to enhance our productivity.

4- Which are the tools that you use to share your work with your team? Share with the class and explaining how this tool help you on you work

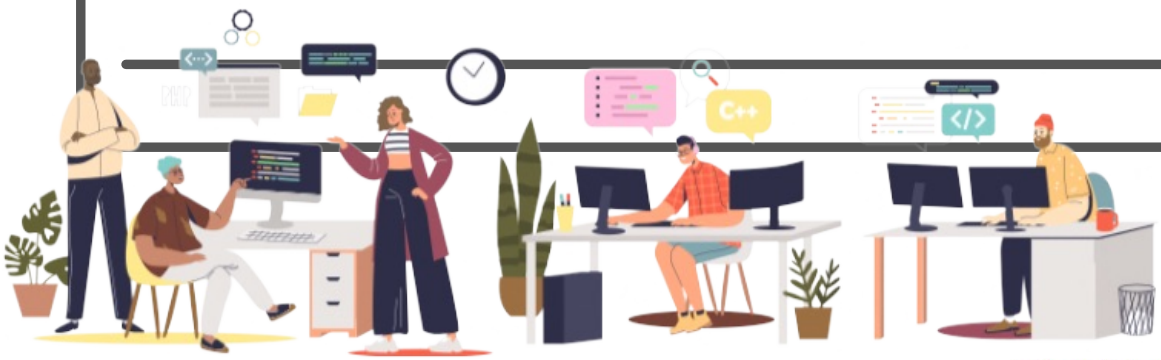
Homework

Next grammar class will be a review, so study to make sure you will be able to talk with you classmates.

Uni 17 Review

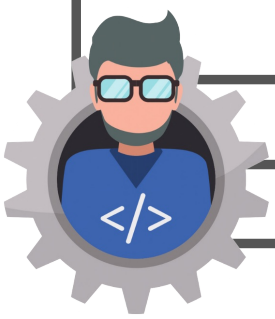


1- All jobs have obstacles and challenges. In your opinion, what is the biggest challenge working in IT?



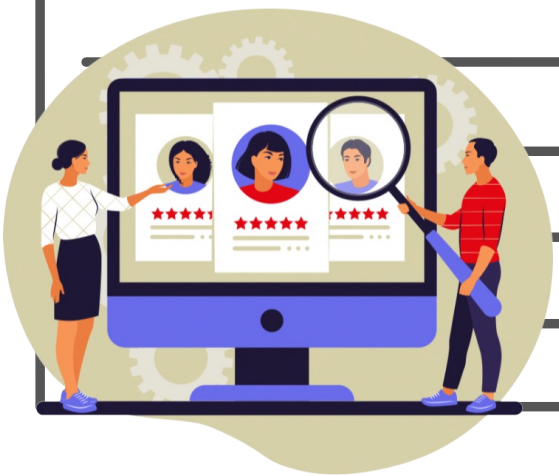
2- What was the most difficult project you have ever worked on? Why was it difficult?

3- What about the future? What's your future career plans?



4- What are the things you are good at in your job? And the ones that you need to improve?

5- How ready do you think you are for a job interview? Share what makes you feel confident or unprepared for it.

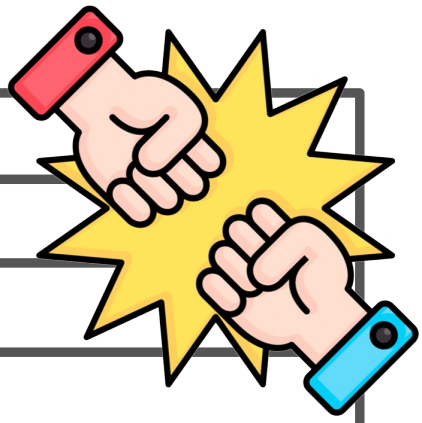


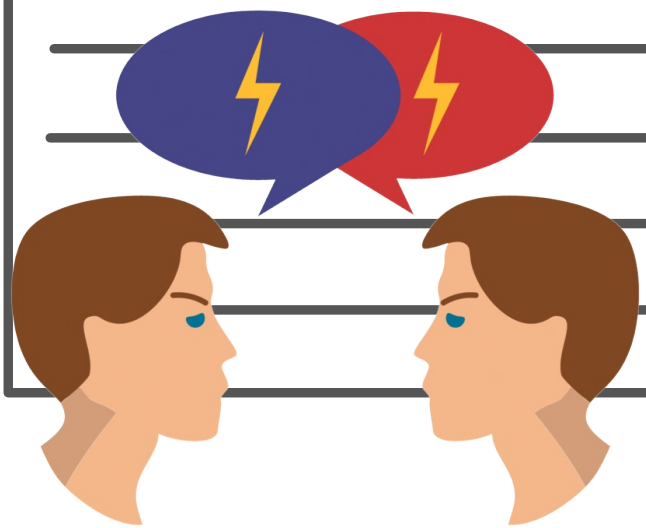
Homework

Working with teammates is not always a piece of cake, sometimes we can encounter problems. How do you deal with those problems?

Uni 18 Conflicts and Challenges

1- We often need to work with people, but with this, we encounter some problems. How do you deal with conflict created by working with your teammates?





First condition

The First Conditional is used to talk about real and possible situations in the future. It is often used to express cause and effect relationships, where one event or action leads to another. We use the following structure for the First Conditional:

If + present simple, (subject +) will + base form of the verb

Now let's look at a couple of examples to help you understand better:

"**If it rains, we will stay** at home."

Explanation: In this example, "If it rains" is the condition, and "we will stay at home" is the result. If the condition (rain) happens, the result (staying at home) will also happen.

"**If you work hard, you will win** the promotion at work."

Explanation: In this example, "If you work hard" is the condition, and "you will win the promotion" is the result. If the condition (work hard) happens, the result (winning the promotion) will also happen.

To form the negative First Conditional, we use the structure:

If + subject + do/does not + base form of the verb, (subject +) will + base form of the verb.

"**If she does not pay attention, she will not** create a good code."

Explanation: In this example, "If she does not pay attention" is the negative condition, and "she will not create a good code" is the negative result. If the condition (not paying attention) happens, the negative result (not create a good code) will also happen.

To form the interrogative First Conditional, we use the structure:

Will + subject + base form of the verb + if + subject + base form of the verb?

"**Will they go** to the meeting **if it rains**?"

Explanation: In this example, "Will they go to the meeting" is the interrogative result, and "if it rains" is the condition. The question is asking if the result (going to the meeting) will happen if the condition (rain) occurs.

2- Create your own condition using the sentences presented to you:

1. If I encounter a coding problem,

   _____.

2. If the team has a meeting,

   _____.

3. If I finish my tasks early,

   _____.

4. If I can't find a bug,

   _____.

5. If I get stuck on a complex algorithm,

   _____.

6. If I have problems with my teammates,

   _____.

7. If the server crashes,

   _____.

8. If the code review reveals issues,

   _____.

9. If the internet connection is stable,

   _____.

10. If I meet all my project milestones,

    _____.

3- Answer the following questions using the 1st condition, don't forget to explain why you will do it.

1. What will you do if you encounter a challenging bug in your code?

2. If a team member misses a project deadline, how will it affect the project's progress?

3. If a new software framework becomes popular in the industry, will you consider learning it?

4. If you have to work on a complex algorithm, how will you approach problem-solving?

5. If your team encounters resistance to adopting a new coding practice, how will you address it?

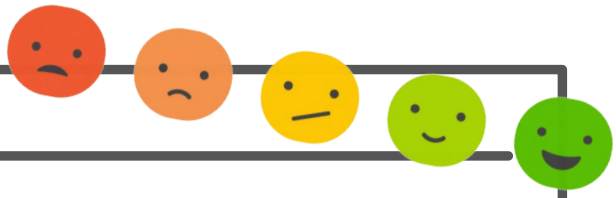
4- Imagine that you are having some conflict at work, use the grammar that you learn to create some sentences and talk about the conflict and what will you do with it.

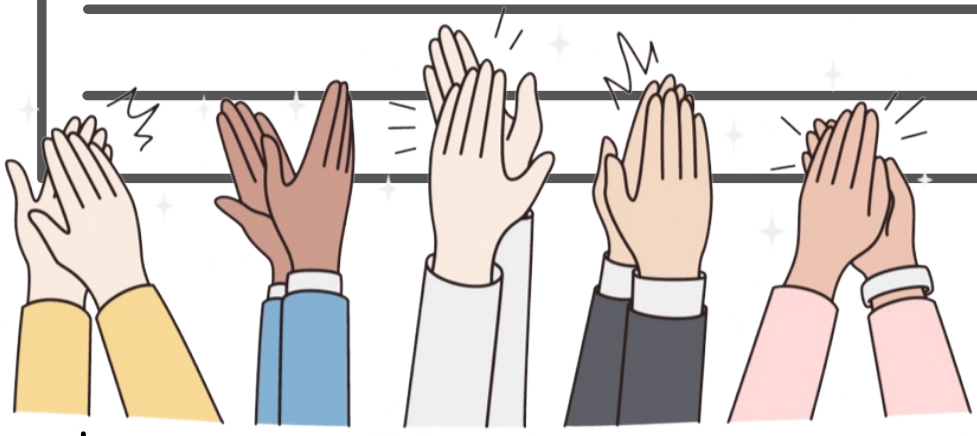
Homework

One of the good things about doing a good job at work is receiving good feedback. Share with the class some feedback that you have received during your career.

Uni 19
Feedback

1- In every job we are subject to receive good and bad feedback. Share with the class some good feedback that made the difference in your career.





Present perfect

The present perfect tense is one of the common verb tenses in English, used to show an action that happened in the past that is directly related to the present, such as actions that are still continuing or that indicate a change over time.

Don't let the name confuse you—even though the word present is there, the present perfect tense deals with actions that happened or started in the past. In fact, the present perfect tense is often used interchangeably with the simple past tense, although there are some special situations in which you can only use one or the other, also explained below.

How do you use the present perfect tense?

In the present perfect tense, the *main verbs* **always** use the *auxiliary verbs* (helper verbs) **has** or **have**. The main verb takes a participle form, specifically the *past participle*. The past participle is often the same form as the simple past form of the verb, unless it's an irregular verb, which each have their own unique past participle form. We explain in more detail how to form them in our guide to participles.

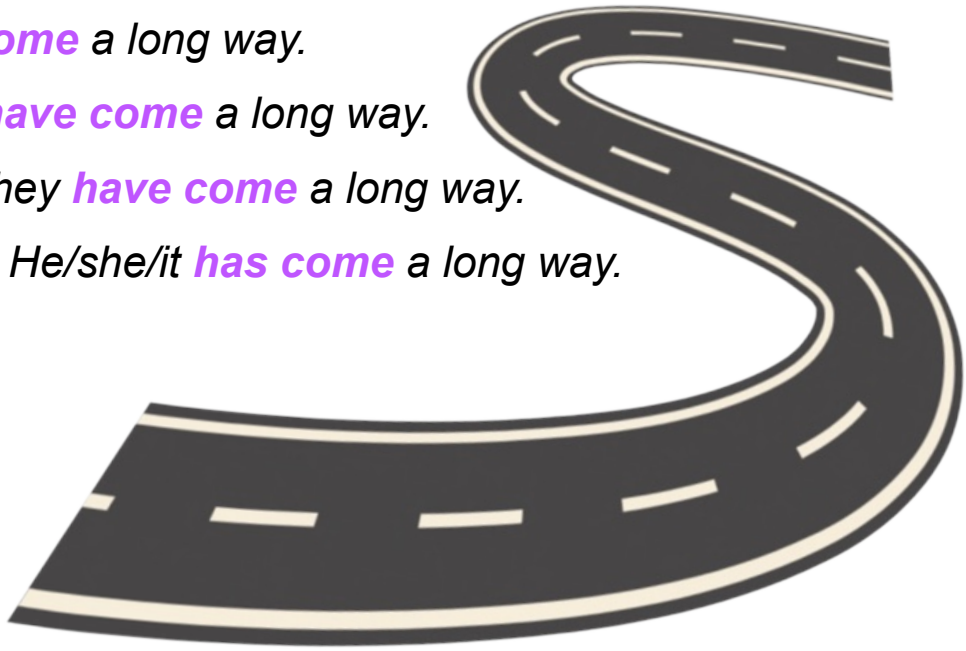
Only the *auxiliary verbs* are **conjugated** to fit the subject-verb agreement in the present perfect tense; the past participle of the main verb remains the same no matter what the subject is. Generally, you use have for all subjects except the singular third-person, which instead uses has.

First-person: *I **have come** a long way.*

Second person: *You **have come** a long way.*

Third-person plural: *They **have come** a long way.*

Third-person singular: *He/she/it **has come** a long way.*



The present perfect tense for statements

For general statements, the most common use of the present perfect, use have or has plus the past participle form of the main verb.

Subject + [have/has] + [past participle]

*"Charlotte **has become** the new CTO of the company."*

*" They **have been** working here since they finished college."*

The present perfect tense for negatives

To use the present perfect tense in the negative, simply add the negative word (like *not* or *never*) **after** the auxiliary verb but **before** the past participle.

Subject + [have/has] + [**negative**] + [past participle]

*"I **have not slept** well since I started this new project."*

*"My friend **has never encountered** a bug he can't fix."*

The present perfect tense for questions

When asking a question in the present perfect tense, the auxiliary verb comes first, followed by the subject, and then the past participle of the main verb. This follows a similar construction as questions with the auxiliary verb do, which also comes before the subject.

[have/has] + subject + [past participle]

*"**Have** you **updated** the document with the latest information?"*

*"**Has** the project **finished** in time?"*

* At the end of this unit you can find a irregular verb table

2- Complete the dialogue using the verbs in parentheses with the correct form of present perfect:

Team Lead (Alex): John, _____ you _____[1] (receive) any feedback from the client regarding the latest software update?

Dev (John): Yes, Alex, I _____[2] (be) in close contact with the client, and they _____[3] (provide) valuable feedback.

Alex: That's great to hear. _____ you _____[4] (address) the issues they raised?

John: Yes, I_____ already _____[5] (implement) most of their suggestions. The software is now more aligned with their requirements.

Alex: Excellent. I _____ also _____[6] (notice) that you _____[7] (take) the initiative to gather feedback from the end-users. How many responses _____ you _____[8] (collect) so far?

John: I'_____[9] (gather) feedback from about 50 users. The feedback _____[10] (help) us identify areas for improvement.

Alex: That's impressive. _____ you _____[11] (analyze) the feedback to find common trends or recurring issues?

John: Yes, I'_____[12] (conduct) a thorough analysis, and I _____[13] (identify) a few common trends. I believe these insights will guide our future development efforts.

Alex: That's exactly what we need. It's important that we use feedback to continuously enhance our software. _____ you _____[14] (share) your findings with the team?

John: I'_____ already _____[15] (present) the findings to the team, and we're in the process of devising a plan for further enhancements.

3- Now it is your turn to create some sentences using the present perfect:

1. I _____ last year.

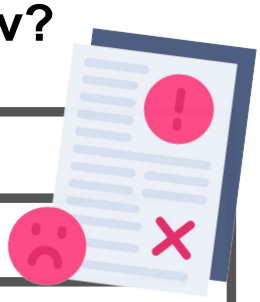
2. I _____ this morning.

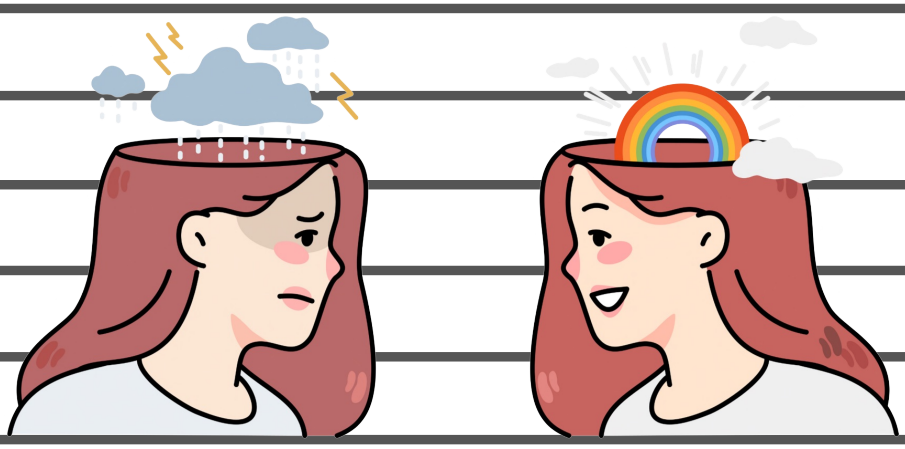
3. I _____ on my first day at work.

4. I _____ on my last job.

5. I _____ on a meeting.

4- Not all of feedbacks are good ones. Have you ever had bad feedback that helped you become a better Dev?





Homework

How do you create your network? Share you strategies to meet new people inside the IT world.

Some commonly used irregular verbs by Devs

Present	Past	Past Participle
lead	led	led
cost	cost	cost
forget	forgot	forgotten
tell	told	told
meet	met	met
send	sent	sent
read	read	read
get	got	got/ gotten
speak	spoke	spoken
spell	spelt	spelt/ spelled
choose	chose	chosen
write	wrote	written
quit	quit	quitted/ quit
deal	dealt	dealt
find	found	founded

For more verbs, use the app recommended below:

English verbs
(android and iOS)

Unit 20
Networking

1- As a Software Developer, you need to create a good network. What do you do to meet new people and build your network?

2- Put the following phrases in the correct order.

1. you / pleased / very / to / I'm / meet

_____

2. working / long / you / been / have / how / for...?

_____

3. meet / I'd / to / like / you

_____

4. introduce / I / myself / Can / name / Is... / My

_____

5. first / this / to...? / your / trip / is

_____

6. say / just / I / want / I'm ... / to / 'Hello'.

_____

7. the / in / I / work /... industry

_____

8. Interesting / how / Oh!

_____

9. with... / mainly / work / I

_____

10. introduce / to... / like / I'd / to / you

_____

3- Use the sentences you created on exercise number 2 and complete the dialogue below.

I just wanted to say 'Hello'	I'd like you to meet	Is this your first trip to
I mainly work with	Oh! How interesting!	I'd like to introduce you to
Can I introduce myself? My name is	I'm very pleased to meet you	How long have you been working
Alex works in the cybersecurity industry		

Alex: Hi there! _____ [1] Alex.
Chris: Hello, Alex! Nice to meet you. I'm Chris.
Alex: _____[2].
Chris: I can see in your badge that you work for XYZ Solutions Brazil. _____[3] there?
Alex: I've been with XYZ Solutions for about three years now. How about you?
Chris: Oh, interesting! I just joined them six months ago. I'd like you to meet my colleague, Sarah. She's over there.
Alex: Sure, _____[4] her.
Chris: Of course! Let's go.

(They walk over to Sarah)

Chris: Sarah, this is Alex. He's been with XYZ Solutions Brazil for three years.
Sarah: Hi, Alex! Nice to meet you. _____[5] our headquarters?
Alex: Yes, it is. _____[6]. I'm looking forward to getting to know the team here.
Chris: We're glad to have you. By the way, _____[7].
Sarah: _____[8] _____[9] cloud computing technologies.
Alex: That's fascinating. _____[10] our colleague, Emma. She's our lead developer.
Chris: Let's go and say hi to Emma.

4- A good way to get to know someone you've just met is to make small talk. Match the following questions and answers.

1. Is this your first trip to Canada?
2. How long have you been working for XYZ Solutions?
3. How was your trip?
4. Have you been living in Madrid for a long time?
5. So, what do you do when you're not working?
6. The weather has been intense lately, hasn't it?
7. Do you know any good places to eat around here?
8. Have you been to any other countries on business?

a. I do a lot of running. I'm actually in training for a marathon next year.
b. Only about a year or so. I'm still learning the ropes really.
c. No. I came here with my family on holiday a long time ago. I see there's been a lot of expansion in Montreal since then, but it's still a really beautiful place.
d. Yeah, if you can handle spicy food, there's a Mexican place that does the best chilli I've tasted outside of Mexico.
e. Yes, it's been very unpredictable. But I read that there's going to be a heatwave next week.
f. It was quite busy on the plane and I nearly missed my connection in Amsterdam. But otherwise, I didn't have any real difficulties.
g. I've lived here for most of my life, although I did spend a couple of years living and working in South Africa, but I found the work quite monotonous.
h. I have a lot of clients in Australia, so I've been there several times. They took me on an outing to the Outback one time which was gorgeous. I really want to go back there.

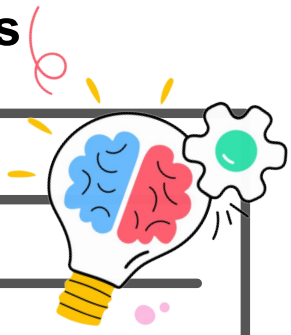
5- Now is a good time to start networking, talk with your classmates and practice.

Homework

Have you ever participated in an IT event, or maybe a conference? How was it? Share it with the class your experiences with it.

Uni 21
IT events

1- A good place to network is in IT events, have you ever been in one? Share your experience with the class



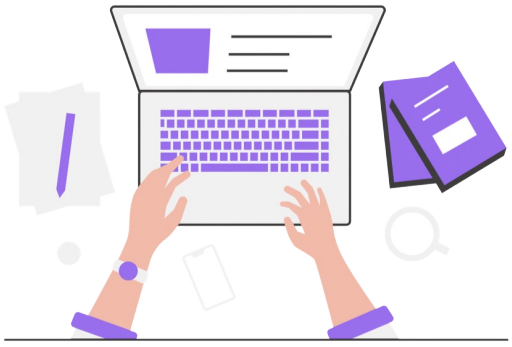
Direct and Reported speech

There are two ways to report what someone says or thinks:

Direct Speech

Direct speech shows a person's exact words. Quotation marks (".....") are a sign that the words are the exact words that a person used.

Hai asked, "What are you working on?"
Manny replied, "I'm doing the software integration."



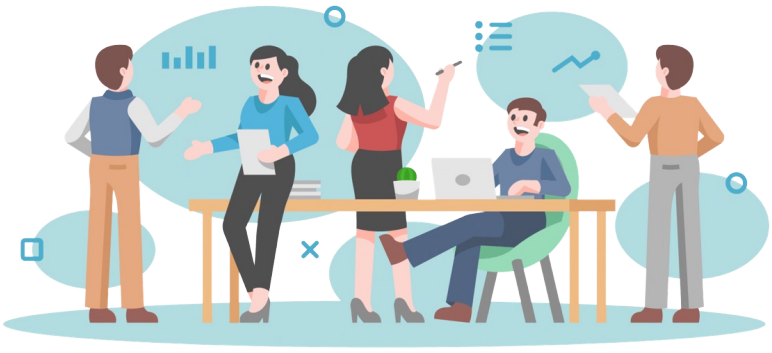
Reported Speech

Reported speech puts the speaker's words or ideas into a sentence without quotation marks. Noun clauses are usually used. In reported speech, the reader does not assume that the words are the speaker's exact words; often, they are a paraphrase of the speaker's words.

Hai asked Manny what he was working on.
Manny said he was doing the software integration.

Note: Use of the word "that" is optional in reported speech. Both of the following sentences are correct:

The boss said that the meeting is at 3PM.
The boss said the meeting is at 3PM.



Verb Tense in Reported Speech

When you report what someone said in the past, you usually shift back a verb tense from the tense the speaker used. These are some examples of verb shifts:

- simple present to simple past
- past to past perfect
- present perfect to past perfect

Quotation	Reported Speech
"I am finishing."	She stated that she was finishing.
"I saw them leave."	Aidan said that he had seen them leave.
"Where have they gone?"	Felicite wondered where they had gone.
"Will you help me?"	I asked Silvio if they would help me.
"I can't remember your name."	Mike said she couldn't remember my name.
"The final test will be next week."	Mr. Park said the final test will be next week.*

*If the reported information is still true, you may use the same tense.

Questions in Reported Speech

Word order: The word order in a reported question is the same as in a statement. The subject comes before the verb.

Question: *Are you ready?*
Statement: *I am ready.*
Question in reported speech: *She wanted to know if I was ready.*

Punctuation: If the sentence is a statement, end it with a period even if it contains a reported question.

- Statement containing a reported question: She asked me what I thought of the book.
- Question containing a reported question: Did she ask what you thought of the book?

Yes or No Questions

To change a yes/no question to a noun clause in reported speech, introduce the noun clause "if" or "whether." "Whether or not" may also be used.

Quotation	Reported Speech
"Did you turn off the laptop?"	I asked Evelyn if she had turned off the laptop.
"Is the code ready?"	Jack wanted to know whether code was ready.
"Will you be at the IT event?"	Laura asked me whether or not I would be at the IT event.
"Should I tell her the news?"	Emma wondered whether she should tell her the news. Emma wanted to know if she should tell her the news. Emma asked whether or not she should tell her the news.

Information Questions

To change an information question to a noun clause in reported speech, begin the noun clause with the question word and remember to use sentence word order.

Quotation	Reported Speech
"Where is the new design?"	Abdul wanted to know where is the new design.
"What time is the conference?"	Do you know what time the conference is?
"Why did the program stopped working?"	He asked me why the program stopped working.
"Where will you see the Ted Talk?"	Have you decided where you will see the Ted Talk?

2- Read the direct speech sentences and convert them into reported speech. Pay attention to changes in pronouns, verb tenses, and other adjustments.

1. Peter said, "I have completed the coding for the new feature."

Peter said that _____.

2. Maria asked, "Will you attend the morning stand-up meeting tomorrow?"

Maria asked if _____.

3. Tom said, "We are meeting the client at 3:00 PM."

Tom said _____.

4. Sarah said, "I am working on debugging the software."

Sarah mentioned that _____.

5. Chris asked, "Can you share your progress with the team?"

Chris inquired whether _____.

6. Emma said, "I have been learning a new programming language."

Emma mentioned that _____.

7. Michael asked, "Are you planning to deploy the updates this week?"

Michael wanted to know if _____.

8. Julia said, "I will lead the presentation during the sprint review."

Julia mentioned that _____.

9. David said, "I have already submitted the project documentation."

David stated _____.

10. Rebecca asked, "Have you reviewed the request I submitted yesterday?"

Rebecca asked whether _____.

3- Read the article about an IT event and follow the instructions:

Exciting Developments Unveiled at Global Tech Summit
By Tech Times Staff Writer - Published on October 10, 2023

In a groundbreaking announcement at this year's Global Tech Summit, industry leaders have unveiled a wave of innovations set to redefine the landscape of technology. The summit, which kicked off earlier this week, brought together experts, entrepreneurs, and enthusiasts from around the world.

Opening the Summit, CEO of InnovateTech, Laura Rodriguez, shared insights into the company's latest venture.

Laura Rodriguez: "We are thrilled to introduce a series of cutting-edge solutions designed to address the evolving needs of the tech community."

During a panel discussion on the future of artificial intelligence, Dr. Alan Foster, a renowned AI researcher, highlighted the potential impact of recent advancements.

Dr. Alan Foster: "The integration of AI into various sectors is reaching unprecedented levels. This opens up new possibilities for efficiency and innovation."

In a press conference, the lead developer of the revolutionary project, James Thornton, shared his enthusiasm about the progress made.

James Thornton: "Our team has worked tirelessly to bring this project to fruition. The positive response from early adopters is truly encouraging."

Attendees also had the opportunity to engage with the latest virtual reality (VR) experiences. In a workshop, VR developer Emma Turner spoke about the transformative power of immersive technologies.

Emma Turner: "VR has the potential to revolutionize education, healthcare, and entertainment. It's exciting to witness the growing interest in this field."

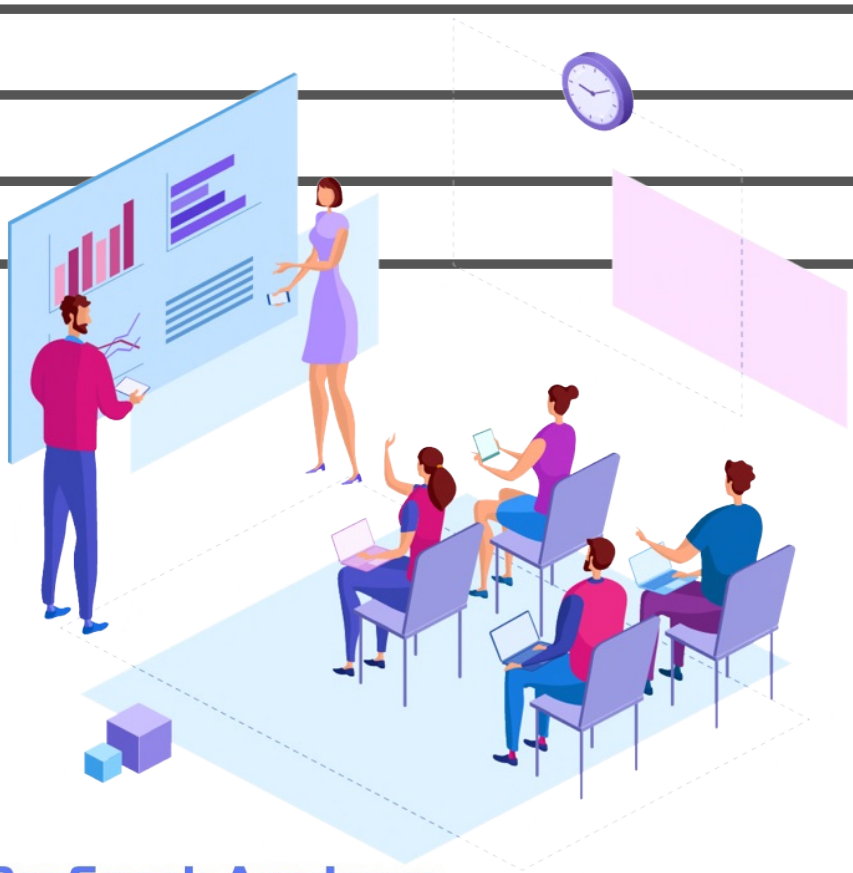
Wrapping up the summit, keynote speaker Mark Anderson addressed the crowd with a vision for the future.

Mark Anderson: "As we navigate the ever-changing tech landscape, collaboration and continuous learning will be key. This summit has been an inspiring testament to the creativity and determination of the global tech community."

The Global Tech Summit continues to serve as a catalyst for innovation, bringing together thought leaders and visionaries to shape the future of technology.

a) Find the sentences that are direct speech

b) Change those sentences to reported speech



4- Think or create a story about the time you went to an IT event and tell your classmates using reported speech.

What happened in the event?
What the event was about?
Did you talk with anyone important?
Who were they? What did they tell you?

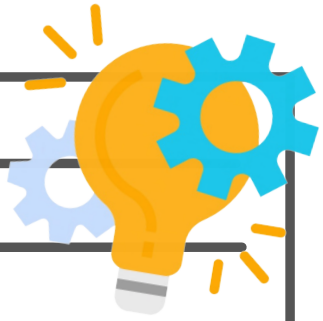
Homework

One important thing when you are in a job interview is being able to talk about a project that you have done.

Make a small presentation about the most important project you've done, or your portfolio, if you have, and share with the class.

Uni 22 Projects and Portfolios

1- Have you ever done a project that you are proud of or have a portfolio that you show at job interviews? Make a small presentation with the information you would show the recruiter.



Passive voice

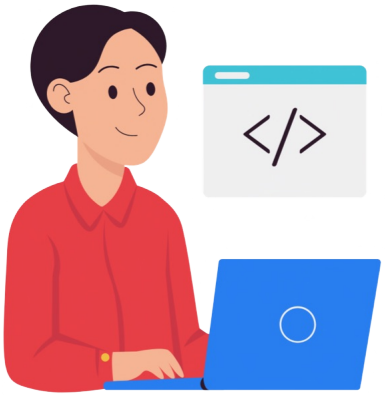
Passive voice is very common in newspaper articles since headlines often omit the doer (the agent) of an action. The verb voice can be treated as passive or active, depending on the focus given to the subject/agent (doer) or the object/patient (*receiver*).

When do we use passive voice ?

The passive voice can be used in affirmative, negative, and interrogative sentences. Its formation is expressed by:

Object + **verb to be** + **Past Participle** of the verb + complement

This structure can be used in various verb tenses of the present, past, and future. To do this, just conjugate the verb to be.



Passive voice in the Simple Present

Object + **am/is/are** + **Past Participle** + complement

- **Affirmative Form:**
  *"New features **are regularly** implemented by the development team."*

- **Negative Form:**
  *"Critical issues **are not** typically **ignored** by the development team."*

- **Interrogative Form:**
  *"**Is** the codebase regularly **reviewed** by the senior developers?"*

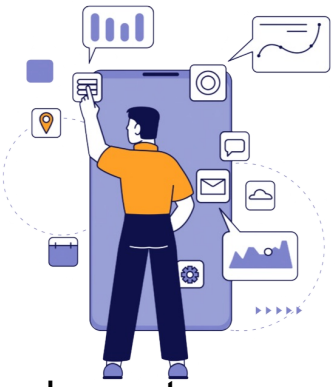
Passive voice in the Present Continuous

Object + **am being/is being/are being** + **Past Participle** + complement

- **Affirmative Form:**
  *"New features **are being implemented** by the development team."*

- **Negative Form:**
  *"Critical issues **are not being ignored** by the development team."*

- **Interrogative Form:**
  *"**Is** the codebase **being reviewed** by the senior developers?"*



Passive voice in the Present Perfect

Object + **has been/have been** + **Past Participle** + complement

- **Affirmative Form:**
  *"Many bug fixes **have been implemented** by the development team this month."*

- **Negative Form:**
  *"Critical issues **have not been overlooked** by the development team in the recent updates."*

- **Interrogative Form:**
  *"**Have** the new features **been integrated** into the system?"*

Passive voice in the Simple Past

Object + **was/were** + **Past Participle** + complement

- **Affirmative Form:**
  *"The software update **was** successfully **deployed** by the development team last night."*

- **Negative Form:**
  *"Critical issues **were not ignored** by the development team in the previous release."*

- **Interrogative Form:**
  *"**Was** the new feature properly **tested** before it was released?"*

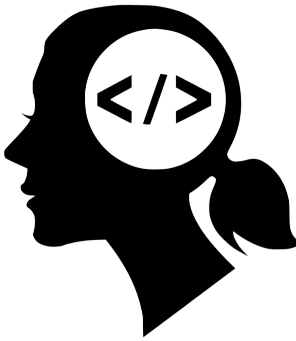
Passive voice in the Past Perfect

Object + **had been** + **Past Participle** + complement

- **Affirmative Form:**
  *"The bug **had been fixed** before the software was released to the clients."*

- **Negative Form:**
  *"Critical issues **had not been overlooked** in the project before the deadline."*

- **Interrogative Form:**
  *"**Had** the codebase **been reviewed** before the major update?"*



Passive voice in the Simple Future

Object + **will be** + **Past Participle** + complement

- **Affirmative Form:**
  *"New features **will be implemented** by the development team in the next software release."*

- **Negative Form:**
  *"Critical issues **will not be overlooked** by the development team in the upcoming project."*

- **Interrogative Form:**
  *"**Will** the codebase **be reviewed** before the final deployment?"*

2- Fill in the blanks with the appropriate form of the verb in passive voice.

1. The new feature _____ by the development team last week. (implement)

2. Important updates _____ regularly by the software engineer. (perform)

3. Code reviews _____ before the final deployment. (conduct)

4. The bug report _____ to the QA team for further testing. (forward)

5. A detailed project plan _____ by the project manager. (create)

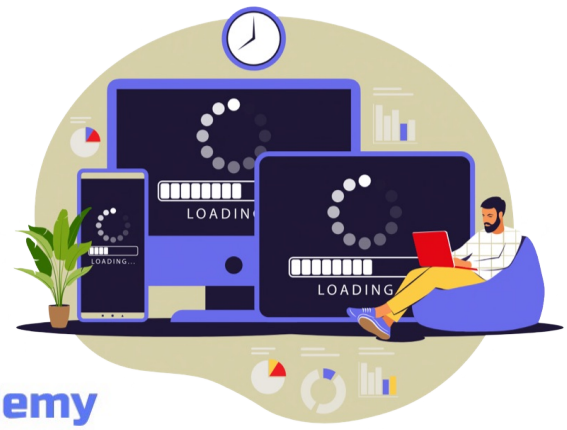
6. The programming language _____ by most developers in the company. (use)

7. The meeting agenda _____ well in advance by the team lead. (prepare)

8. The software documentation _____ by the technical writer. (write)

9. A security audit _____ to ensure the safety of the system. (conduct)

10. The latest version of the software _____ to all users yesterday. (release)



3- Rewrite the Sentences in Active Voice

1. The new coding standards were implemented by the senior developer.

_____

2. The software updates are regularly checked by the quality assurance team.

_____

3. The final approval for the project was given by the project manager.

_____

4. The error messages were analyzed by the debugging tool.

_____

5. A comprehensive review of the codebase was conducted by the lead programmer.

_____

6. The software documentation has been written by the technical writer.

_____

7. The project timeline was carefully crafted by the team lead.

_____

8. The programming language used in the project was decided by the software architect.

_____

9. The meeting minutes were recorded by the secretary.

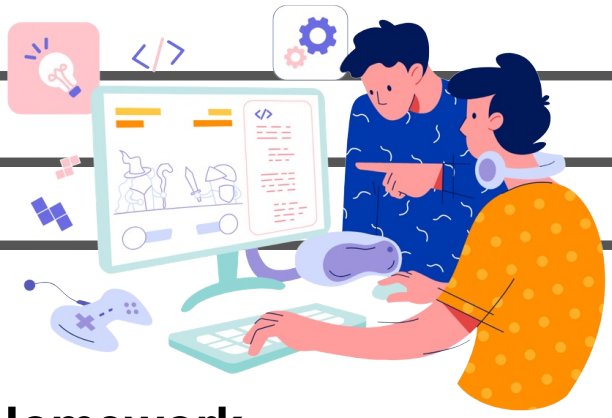
_____

10. The system requirements were defined by the client.

_____

4- Now that you learned about passive voice, think about a project that you made in a team. Describe what the team had done using the passive voice.

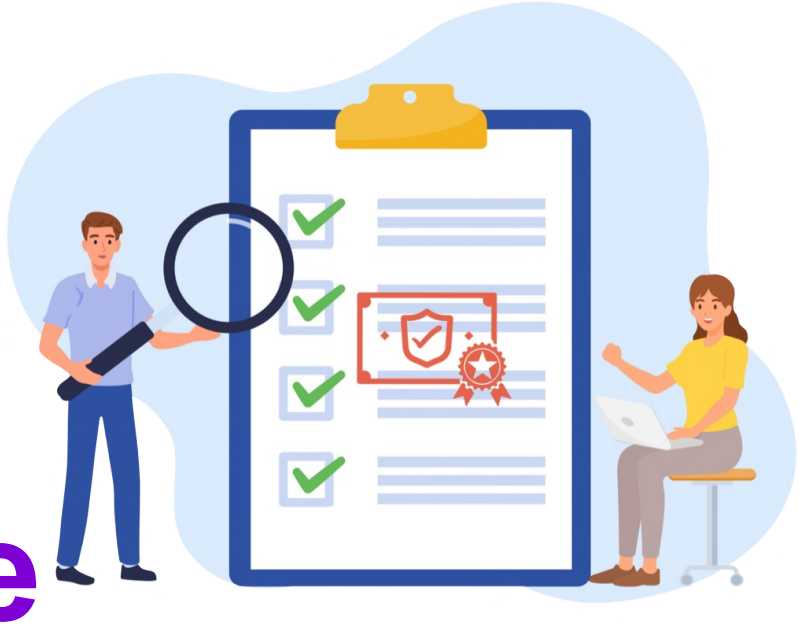
Ex: The new IT project was initiated by the team last month.



Homework

When doing a project, we need to test to make sure everything is running smoothly. What do you do to check the progress and guarantee that the application is working?

Uni 23 Quality Guarantee



1- Have you ever done a project that you needed to test to make sure it was working properly? Talk a little about it and how you check the progress and guarantee that the application is working.

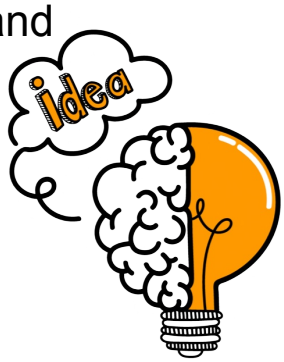
Gerund and Infinitive

What is gerund and infinitive?

Gerunds and infinitives are the types of non-finite verbs that, when added to a sentence, can be used as a **noun** and or an **object** in a sentence. They can be used in a sentence if there are many adjectives. However, this might become confusing if you do not know the rules and how to add them to a sentence.

Gerund is a verb formed by adding "*ing*" at the end of the verb and used as a noun in a sentence. It can only be used for an **activity** and cannot be used for a person or thing in a sentence. They are the extra verbs that can be used in a sentence and are not affected by the past, present or future tense.

Similarly, the **infinitive** is a type of non-finite verb formed by adding "*to*" in front of the verb, which can be used as a noun, adjective, or adverb while forming a sentence. It is mostly used when you are explaining a general instance and not any specific action. Hence, gerunds and infinitives are used as subjects in a sentence.



There are two types of infinitives: full infinitives and bare infinitives. In a full infinitive, you add "to" before the verb, like "to choose." In a bare infinitive, you don't need to add "to" in front of the verb, but there are very few, like "make" and "do."

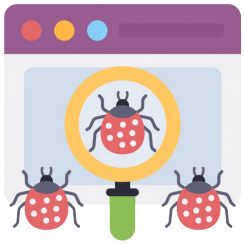
Here is the list of rules for making a verb into a gerund:

1. You have the option to add the “ing” at the end of the verb and make it a gerund.
    - Example: try, “+ing” = **trying**
2. Remove the “e” from the verb where it comes at the end and add the “ing.”
    - Example: make, “-e”, “+ing” = **making**
3. Eliminate the “ie” from the verb where it comes at an end and add the “y” and then “ing.”
    - Example: lie, “-ie”, “+ing” = **lying**
4. Keep the “ee” from the verb when it comes with “ee” at the end and add the “ing.”
    - Example: agree, “+ing” = **agreeing**
5. For monosyllabic words with a consonant-vowel-consonant format, doubling the final letter and appending “ing” at the end is a suitable approach.
    - Example: cut, “t”, “+ing” = **cutting**
6. Adding the “ing” at the end of the monosyllabic verb with consonant_vowel_consonant format, and the last word has less speaking importance.
    - Example: shift, “t” “+ing” = **shifting**

Examples of gerunds:

- ***Running*** is a part of my daily morning ritual.

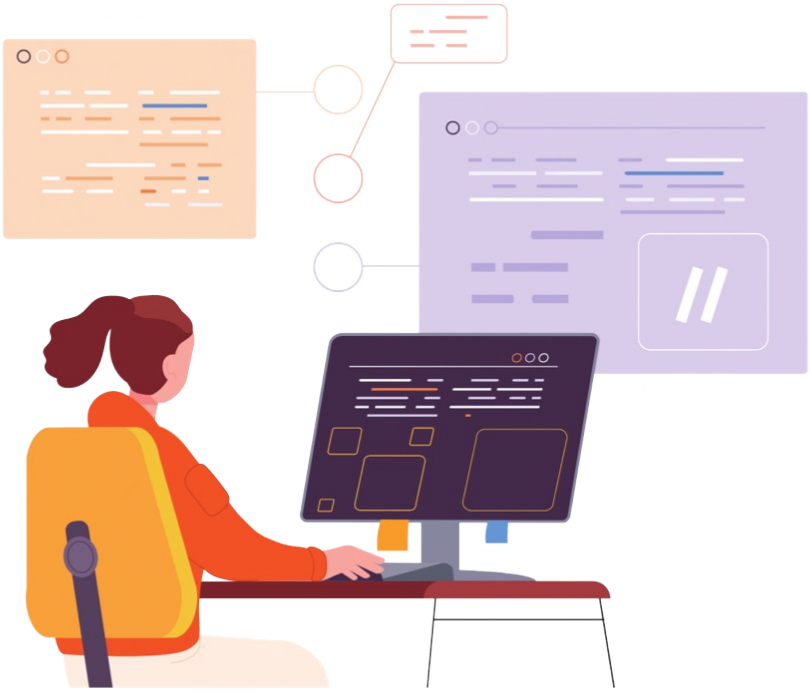
- **Debugging** complex code is a daily task for a software developer.



- **Participating** in code reviews ensures the quality of the software.

- **Collaborating** with team members enhances problem-solving skills.

- **Writing** and **optimizing** algorithms is crucial in a dev's routine.



Here is the list of rules for making a verb into an infinitive:

1. You have the option to add the “how” before “to” in front of the verb if it is used in an expressive or learning way.
    - Example: My brother taught him how **to code**.
2. Adding “for” in front of the verb and the “ing” at the end if it is used for a reason.
    - Example: My friend received a warning **for arriving** late at work.
3. Some verbs can be transformed into an infinitive only for direct objects if they are in active voice.
    - Example: My team **makes** me feel good.

Examples of infinitives:

- *Software developers need **to code** efficiently to meet project deadlines.*

- I am waiting the boss ***to come***.
- I love ***to code*** in C++.
- Devs may need **to attend** regular meetings to discuss project progress.
- Tina wants ***to learn*** Phyton.

Difference between gerund and infinitive

1. Gerunds are used in sentences for actions that are actual or complete or have been completed, while infinitives are used in sentences for actions that are not actual or that can happen in the future.

2. A gerund is used for making a noun in a sentence, while an infinitive is used for making a subject, adverb, or adjective in a sentence.

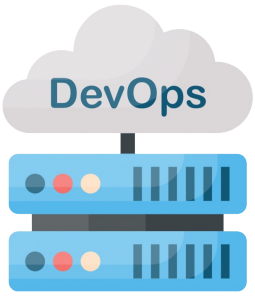
3. The gerunds are only used as the object in front of propositions and not the infinitives.

- **Example**: We are talking about ***going*** to the meeting. (Correct)
- **Example**: We are talking about to go to the meeting. (Incorrect)

4. Some verbs take direct or indirect objects and only use infinitives.

- **Example**: I promise ***to fix*** the bug. (Correct)
- **Example**: I promise fixing the bug. (Incorrect)

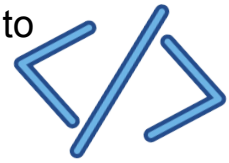
2- Read the following sentences and fill in the blanks with the correct gerunds:



1. The development team plans _____ rigorous testing procedures to ensure software quality.
2. Our manager always appreciates the effort the team puts into _____ code reviews regularly.
3. It's crucial for programmers _____ attention to detail when writing complex algorithms.
4. The IT department is considering _____ automated testing tools for better efficiency.
5. The project manager suggested _____ the software before presenting it to the client.
6. The team is dedicated to _____ new features before the official release.
7. Developers should prioritize _____ unit tests to catch errors early in the development process.
8. The company encourages its employees _____ best coding practices to maintain high standards.
9. After every sprint, the team discusses ways of _____ the software development process.
10. The quality assurance team is responsible for _____ potential issues in the software.

3- Rewrite the Sentences in the preview exercise using the Infinitive:

1. The development team plans implementing rigorous testing procedures to ensure software quality.



_____

2. Our manager always appreciates the effort the team puts into conducting code reviews regularly.

_____

3. It's crucial for programmers paying attention to detail when writing complex algorithms.

_____

4. The IT department is considering adopting automated testing tools for better efficiency.

_____

5. The project manager suggested testing the software before presenting it to the client.

_____

6. The team is dedicated to refining new features before the official release.

_____

7. Developers should prioritize writing unit tests to catch errors early in the development process.

_____

8. The company encourages its employees following best coding practices to maintain high standards.

_____

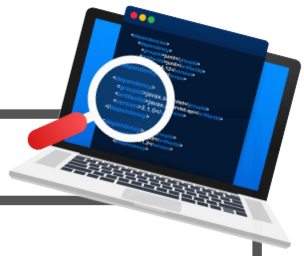
9. After every sprint, the team discusses ways of improving the software development process.

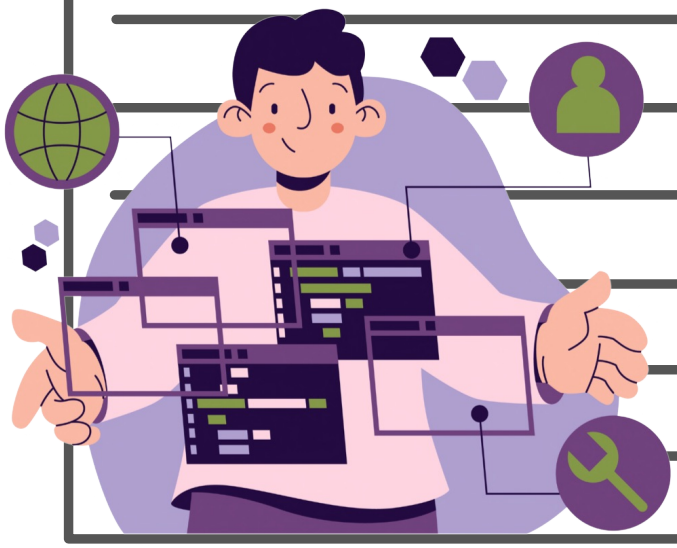
_____

10. The quality assurance team is responsible for identifying potential issues in the software.

_____

4- Now that you know the difference between gerund and infinitive, discuss how testing contributes to the overall quality of software products.



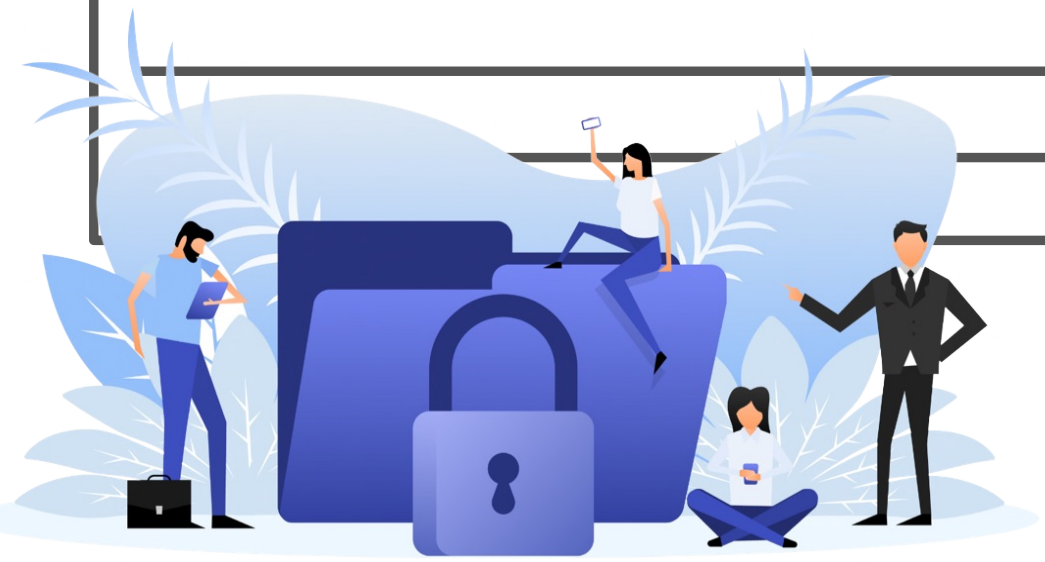


Homework

How is cybersecurity important during the creation of applications? How does it affect the process of developing the application?

Unit 24
Cybersecurity

1- How is cybersecurity important during the creation of applications? How does it affect the process of developing the application?



Second conditional

The Second Conditional is used to talk about hypothetical or unreal situations in the present or future. It is often used to express imaginary or unlikely conditions and their possible results. We use the following structure for the Second Conditional:

If + past simple, (subject +) would + base form of the verb

In the affirmative form, we express a hypothetical condition and its possible result.

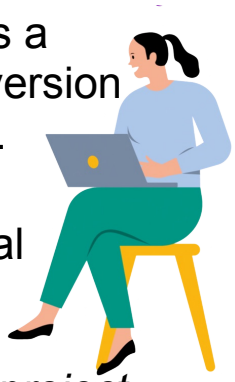
*"**If** the development team **used** more efficient version control systems, collaboration on code **would** become smoother."*

Explanation: In this example, the affirmative form is used to express a hypothetical scenario where the development team uses more efficient version control systems. The result is stated positively: collaboration on code would become smoother if this hypothetical condition were true.

In the negative form, we express a hypothetical condition that is unlikely or contrary to reality, and its corresponding negative result.

*"**If** the software developer **didn't use** version control systems, collaboration on code **wouldn't** become smoother."*

Explanation: In this example, the negative form is used to express a hypothetical scenario where the software developer doesn't use version control systems, resulting in a negative outcome for collaboration.



In the interrogative form, we ask a question about a hypothetical condition and its possible result.

*"**If** the project manager **gave** clearer instructions, **would** the project progress more efficiently?"*

Explanation: In this example, the interrogative form is employed to inquire about the potential improvement in project progress if the project manager provided clearer instructions. It frames the condition as a question.

2- Using the words that are given to you, create sentences on the 2nd conditional. For the second part of the sentence, use the modal verb would.

1. the software developer / have / more debugging tools / finding and fixing issues / be / easier.

_____

2. the team / communicate / more effectively / project timelines / not be / as challenging to meet.

_____

3. the developers / attend / additional training sessions / they / acquire / new skills.

_____

4. the company / invest / in the latest technology / the development process / become / more efficient.

_____

5. the coding standards / be / stricter / the quality of the code / improve.

_____

6. the programmers / use / more efficient algorithms / the software / run / faster.

_____

7. the team / collaborate / better / the overall productivity / increase.

_____

8. the developers / take / breaks regularly / their job satisfaction / be/ higher.

_____

9. the project / require / less overtime / the work-life balance for developers / improve.

_____

10. the software company / offer / remote work options / employees / have / more flexibility.

_____

3- Using the prompts below, complete the sentence with your opinion.

1. If the development team used more efficient version control systems,
   _____
   _____.

2. If the programmers attended regular code review sessions,
   _____
   _____.

3. If the project manager gave clearer instructions,
   _____
   _____.

4. If the software company offered flexible working hours,
   _____
   _____.

5. If the team participated in regular knowledge-sharing sessions,
   _____
   _____.

6. If the developers received timely feedback,
   _____
   _____.

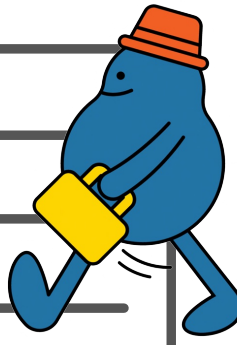
4- Everyone imagines what their life would be like if something in their job was different, what would it be for you? Share it using the 2nd conditional sentences.

Homework

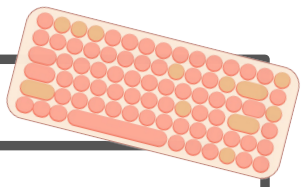
All around the world people are working remotely, hybrid and in-office, which one is your favorite and why?

Uni 25
Home office

1- What do you prefer, work remotely, hybrid or in-office? Share with your classmates which way you prefer and why.



2- What are the advantages and disadvantages of working remotely? And working in-office?



3- Match the vocabulary with the description:

1. Remote
2. Commute
3. Possibility
4. Prospect
5. Productive
6. Limitation
7. Engage
8. Welfare

a. Not near a particular place or anywhere at all.
b. A situation that may or may not happen.
c. A state of something being happy, healthy and safe.
d. In a way that achieves the goal.
e. Focus and do the task over a period of time.
f. A chance that something may happen.
g. Travel to work.
h. A control on something or a point in the past where something cannot progress.

4- Look at the statement and give your opinion about it:

With technology advancing the way it is, soon the office will become a thing of the past. There will be really no need for people to all have to work in the same building with meetings and socializing all being able to take place online. Employees and companies will all benefit enormously the sooner this is a reality.

5- How working from home impacts work-life balance. What strategies can employees and employers implement to ensure a healthy balance?

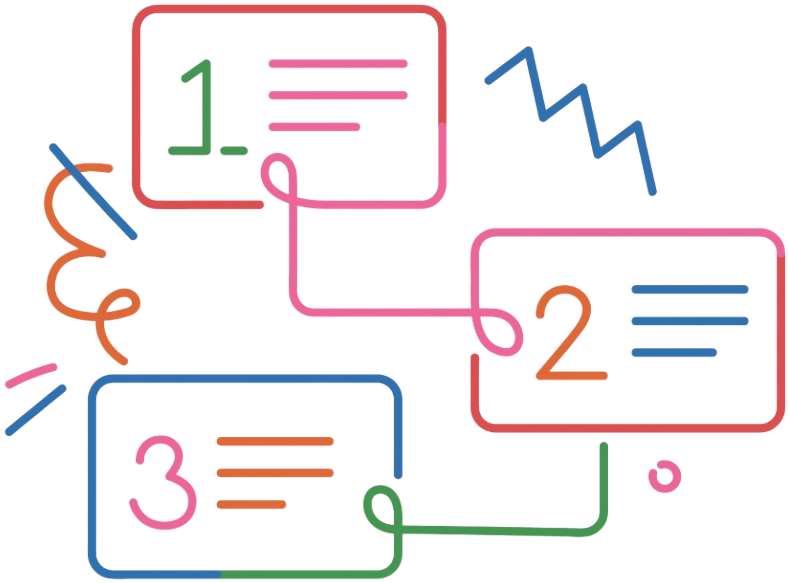
6- How does being physically present contribute to skill development and career growth?

7- How can companies empower employees to choose a work arrangement that suits their needs?

Homework

Have you ever participated in an interview from a company abroad? If so, how was your experience?

Uni 26 Interview Process



1- One of your goals is to achieve a job abroad. Have you ever participated in an interview from an international company? How was your experience? If not, what do you expect about it?

Present Perfect Continuous Tense

The present perfect continuous (also known as the present perfect progressive) is a verb tense used to talk about something that started in the past and is continuing at the present time.

*"I **have been working** on this project for three months."*

In this sentence, using the present perfect continuous conveys that working on the project is an activity that began sometime in the past and is not yet finished in the present.

How to form the present perfect continuous

The formula for the present perfect continuous tense is

has/have been + [present participle (root form of verb + -ing)]

Recently and *lately* are words that we often find with verbs in the present perfect continuous tense.

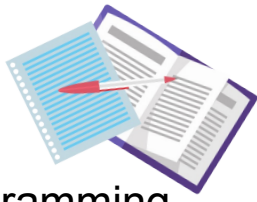
Not all verbs are compatible with continuous action. Verbs that describe states and conditions, such as to be and to own, for example, do not make sense in the present perfect continuous tense. When you want to show that what is being described by one of these verbs continues up to the present, you use the regular present perfect tense.

*"The team is feeling the pressure; they **have been debugging** the software for days."*

*"How long **have you been collaborating** with the design team on the user interface?"*

*"You **have been optimizing** the database queries."*

2- Read the following sentences and fill in the blanks with the correct form of the verbs in the present perfect continuous tense.



1. The candidate _____ (study) various programming languages for the past six months.
2. Our team _____ (search) for skilled developers for the last few weeks.
3. The company _____ (conduct) interviews with potential candidates since the beginning of the month.
4. The HR department _____ (review) resumes and portfolios for the past two weeks.
5. The applicants _____ (work) on coding assessments and projects for the last month.
6. We _____ (receive) applications from interested candidates over the past few months.
7. The hiring manager _____ (interview) candidates for the new project since last Monday.
8. The selected candidate _____ (participate) in multiple rounds of interviews recently.
9. The HR team _____ (communicate) with potential hires throughout the hiring process.
10. The developers _____ (attend) coding challenges and technical assessments over the past several weeks.

3- Look at the definition and choose the right step from the hiring process. Pay attention, the process is not in the right order.

Interviews	Technical Assessment	Probationary Period
Identifying Hiring Needs	Onboarding	Offer Stage
Reference Checks	Resume Screening	Job Posting
Negotiation and Acceptance	Initial Contact and Screening	

1. Depending on the position, HR may coordinate technical assessments, coding challenges, or tests to evaluate the candidate's technical skills.

   _____
2. HR creates and posts the job vacancy, outlining the job responsibilities, qualifications, and any specific requirements. The job posting may be shared on the company website, job portals, and social media.

   _____
3. HR facilitates any negotiations between the candidate and the company. Once both parties agree, the candidate formally accepts the job offer.

   _____
4. HR collaborates with the hiring manager or the technical team to understand the specific skills and expertise needed for the software development role.

   _____
5. If the candidate successfully clears all stages, HR extends a job offer. This includes discussing compensation, benefits, and other terms of employment.

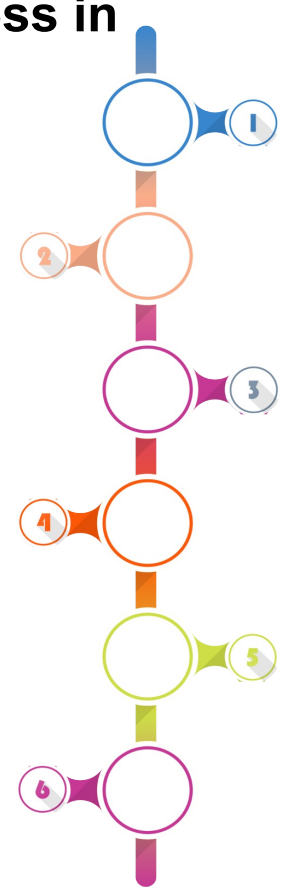
   _____
6. Some companies have a probationary period during which the new hire's performance is closely monitored. HR may conduct check-ins to ensure a smooth transition. _____
7. HR receives and reviews resumes and cover letters submitted by candidates. They shortlist candidates based on their qualifications and experience.

   _____
8. HR contacts the candidate's previous employers or references to verify their work history, skills, and overall suitability for the role.

   _____
9. HR conducts initial screenings, which may involve a phone or video interview. They discuss the candidate's background, skills, and interest in the position.

   _____
10. HR assists in the onboarding process, ensuring that the new hire completes necessary paperwork, receives training, and is introduced to the team and company culture. _____
11. HR schedules interviews with the hiring manager, technical team, and sometimes other stakeholders. These interviews assess the candidate's technical expertise, problem-solving abilities, and cultural fit within the organization. _____

4- Now that you have the definition, put the process in order:



1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____

5- Using the present perfect continuous, talk about the things that you started in the past and you are still doing in your job.

_____

_____

_____

_____

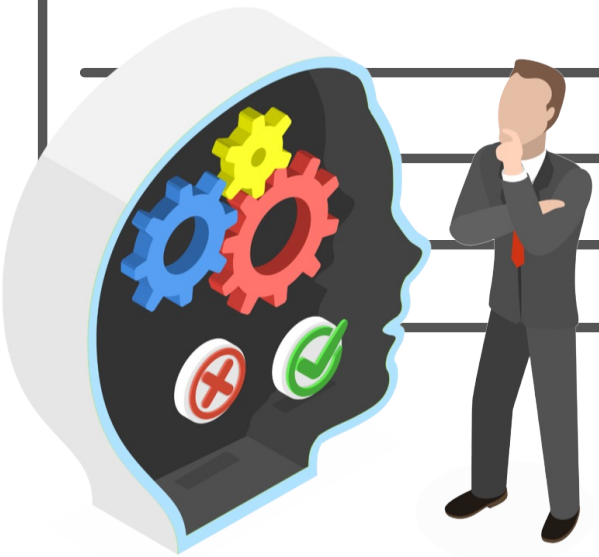
_____

Homework

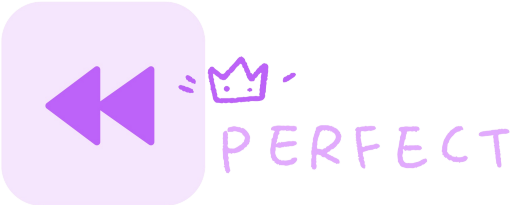
In U.S. companies, they have distinct cultures, and these cultures can shape the way the company expects you to behave. What are your expectations regarding this?

Uni 27 Company Culture

1- It is normal for companies to have their own culture, especially in the USA. Did you know that? What do you think about it? What are your expectations regarding this?

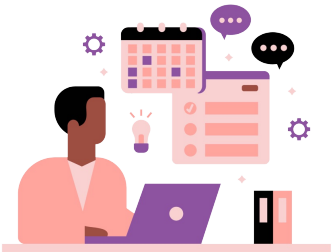


Past perfect



The past perfect, also called the pluperfect, is a verb tense used to talk about something that happened before something else that is also in the past. Imagine waking up one morning and stepping outside to grab the newspaper. On your way back in, you notice a mysterious message scrawled across your front door: “Tootles was here.” When you’re telling this story to your friends later, how will you describe this moment? You might say something like:

> *“By the time I joined the new company, I **had** already **completed** several projects at my previous job”*

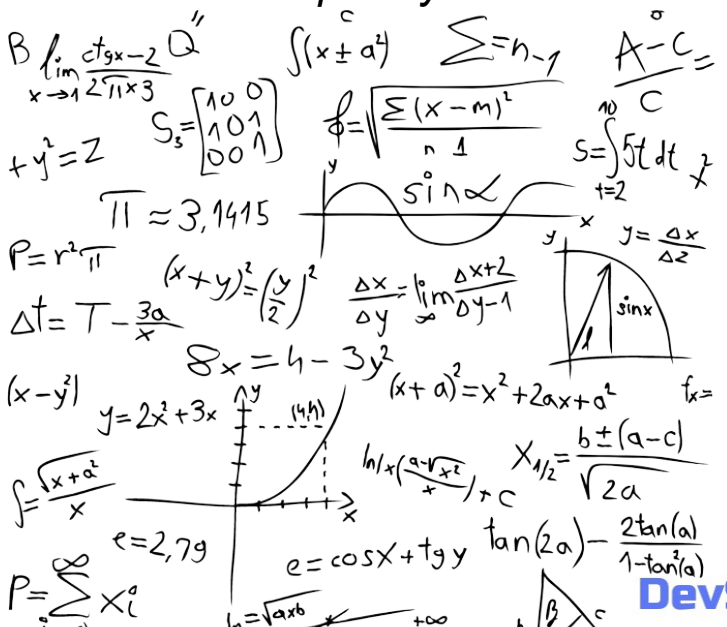


In addition to feeling indignant on your behalf, your friends will also be able to understand that Tootles graffitied the door at some point in the past before the moment this morning when you saw their handiwork, because you used the past perfect tense to describe the misdeed.

When to use the past perfect

When you’re talking about some point in the past and want to reference an event that happened even earlier, using the past perfect allows you to convey the sequence of the events. It’s also clearer and more specific.

> *“After the project failed, we realized that we **had underestimated** the complexity of the task.”*



The past perfect formula

*Subject + [**had**] + [**past participle**] + sentence*

*"When the time the client reported the issue, we **had deployed** the latest version of the software."*

How to make the past perfect negative

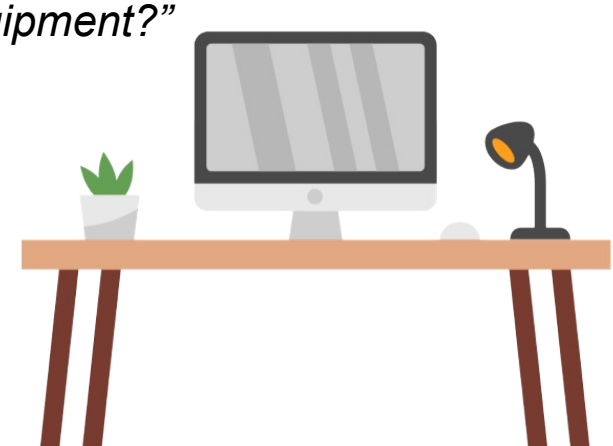
*Subject + [**had**] + [**not**] + [**past participle**] + sentence*

*"We realized that we **had not communicated** effectively about the project requirements."*

How to ask a question in the past perfect

*[**had**] + [subject] + [**past participle**] + sentence*

*"Before you started working remotely, **had** you **set up** your home office with all the necessary equipment?"*



2- Fill in the blanks with the appropriate past perfect verbs.

Dev 1: Hey, have you noticed how different the company culture is here compared to our previous workplace?

Dev 2: Absolutely. It's been quite a change. I think we _____[1] (become) so accustomed to our old environment that we didn't fully appreciate it until now.

Dev 1: Yeah, I agree. I remember feeling frustrated with the lack of flexibility and innovation there.

Dev 2: Definitely. By the time we left, we _____[2] (crave) a more dynamic and inclusive culture.

Dev 1: Exactly. I think we _____[3] (start) seeking out companies that aligned more with our values and work style.

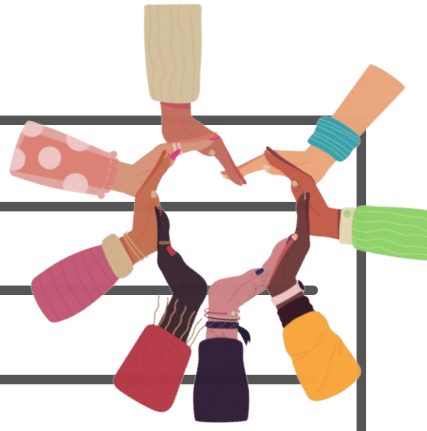
Dev 2: And now that we're here, I can see how much our previous experiences _____[4] (shape) our expectations.

Dev 1: Absolutely. We _____[5] (experience) the challenges of a stagnant culture, so we knew what we were looking for in our next workplace.

Dev 2: And I'm glad we made the move. This company's culture has exceeded our expectations in so many ways.

Dev 1: Agreed. I think we _____[6] (find) the right fit for us.

3- What specific initiatives or programs do you believe are most effective in promoting diversity and inclusion within IT organizations, and why?



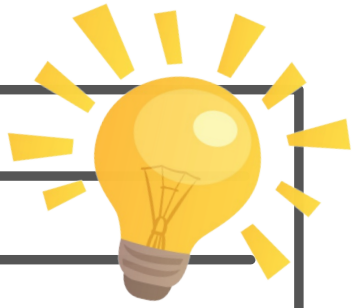
4- What are some of the main challenges you have faced in maintaining a healthy work-life balance in the IT industry, and what strategies have you found effective in promoting your well-being and avoiding burnout? Did your company help in any way or they don't have this culture?

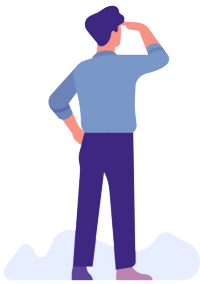
Homework

Do you think it is important to continue learning new things for your profession? Think about your future career and share what you want to learn.

Uni 28 Continuous Learning

1- Do you believe that continuing to learn new things is essential for your profession? Consider your future career goals and discuss what you aspire to learn.





Future continuous

The future continuous tense is a verb tense that shows an action happening over a period of time in the future. “I will be dancing all night” is an example of the future continuous tense, as it indicates an action continuing over a specific future period of time. Compare it to this sentence, written in the simple future tense: “I will dance.” Although this example indicates an intention to dance in the future, it does not refer to a continuous action over a specific period of time in the future.

The future continuous tense can be confusing because it sometimes seems interchangeable with other future tenses. Below, we cover the specifics of the future continuous tense so you know when to use it—and when not to use it.

What is the future continuous tense?

The future continuous tense, also known as the future progressive tense, is a verb tense that shows an ongoing action in the future. It is the future version of the present continuous tense, which uses a similar construction.

> *“I **will be debugging** the code for the new feature implementation.” (future continuous)*
> *“I **am debugging** the code for the new feature implementation.” (present continuous)*

It is helpful to use the future continuous tense when describing:

- multiple actions happening in the future
- planned or confirmed future events taking place at a specific time

How does the future continuous tense work?

The future continuous tense is formed with the words **will** and **be** plus the **present participle** of the actionable verb. Unlike most other verb tenses, you do **not** need to conjugate any verbs to match person, number, or gender.

[will] + [be] + [present participle of verb]

*"Our team **will be collaborating** on a project to develop a mobile application."*

Essentially, the future continuous tense takes the present continuous tense and adjusts it to speak to the future.

Remember that when using the **modal verb will**, the verb that follows uses its **bare infinitive form** (the infinitive without to). So when we add will to the present continuous, the verbs is, are, or am take their bare infinitive form, be. The present participle remains the same.

How to use the future continuous tense with negatives

When using the future continuous tense with negatives, insert the word not after will and before be.

[will] + [not] + [be] + [present participle of verb]

*"I **will not be attending** a workshop on cloud computing to enhance my skills."*

How to use the future continuous tense in questions

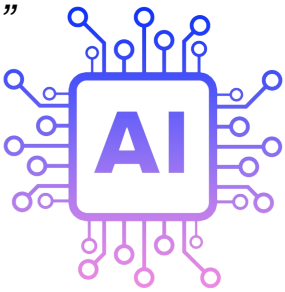
When using the future continuous tense in a question, the subject comes after will and before be.

[will] + [subject] + [be] + [present participle of verb]

*"**Will** our company **be integrating** artificial intelligence into our software solutions?"*

For negative questions, we typically use the contraction won't to replace will.

*"**Won't** our company **be integrating** artificial intelligence into our software solutions?"*



2- Complete each sentence with the future continuous form of the verb in parentheses.

1. Tomorrow, our team (work) _____ on a critical software update.
2. By next month, I (attend) _____ a coding bootcamp to enhance my skills.
3. At this time next week, our company (conduct) _____ a meeting to discuss project deadlines.
4. Next year, our team (develop) _____ a new feature for our application.
5. During the conference next month, our CEO (deliver) _____ a keynote speech on emerging technologies.
6. By the end of the quarter, our developers (code) _____ a new module for the software.
7. In the upcoming sprint, our testers (evaluate) _____ the performance of the application.
8. By this time next year, our company (implement) _____ a new agile framework for project management.
9. In the coming weeks, our team (research) _____ new technologies for future projects.
10. Next Friday, our UX/UI designer (work) _____ on redesigning the user interface.

3- Continue the Conversation - Continuous Learning

Read the start of the conversation between two developers about continuous learning, and then continue the conversation with a classmate, expressing your thoughts and ideas on the topic.

Start of Conversation: Hey there! I've been thinking a lot about the importance of continuous learning in our field lately. Do you agree that it's crucial for developers to keep learning new skills and technologies?

Now, continue the conversation with your classmates.

4- How does ongoing learning contribute to professional growth and career development in the software development field? Discuss with your classmates.

Homework

Every project that we work on has a project management methodologies. Share with the class what your favorite methodology is.

Unit 29 Project Management Methodology

1- Every project has a methodology that we need to use. Do you have a favorite one among the ones we work with for our projects?

Relative clauses

We use relative pronouns to introduce relative clauses. Relative clauses tell us more about people and things:

*"The developer **who** **created this application** is highly skilled in coding."*

*"The project, **which** **was delayed** due to unforeseen issues, is finally back on track."*

*"The code **that** **I reviewed yesterday** needs some revisions."*

*"The team **whose** **app won the award last year** is now working on a new project."*

We use:

- who and whom for **people**
- which for **things**
- that for **people or things**.

Two kinds of relative clause

There are two kinds of relative clause:

1. We use relative clauses to make clear which person or thing we are talking about:

"Billl Gates is the man who ***created Windows."***
"This is the place which ***Jack works."***

In this kind of relative clause, **we can use *that*** instead of who or which:

"Bill Gates is the man that ***created Windows****."*
"This is the place which ***Jack works."***

We can **leave out** the pronoun **if it is the object** of the relative clause:

"This is the place ~~that~~ ***Jack works****."* (that is the object of built)

Be careful!

The relative pronoun is the subject/object of the relative clause, so we **do not repeat** the subject/object:

"Bill Gates is the man who ***~~he~~ created Windows****."*
(who is the subject of discovered, so we don't need he)

"This is the place that ***Jack works ~~it~~****."*
(that is the object of built, so we don't need it)

2. We also use relative clauses to **give more information** about a person, thing or situation:

*"Steve Jobs, **who** **was 56**, died of cancer."*

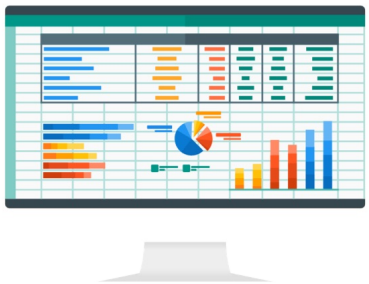
*"The software, **which** **was developed** using agile methodologies."*

With this kind of relative clause, we use commas (,) to separate it from the rest of the sentence.

Be careful!

In this kind of relative clause, we cannot use that:

*"Steve Jobs, **who** **was 56**, died of cancer."*
(NOT ~~Steve Jobs, **that** **was 56**, died of cancer.~~)



and we cannot leave out the pronoun:

*"The software, **which** **was developed** using agile methodologies."*
(NOT ~~The software, **was developed**.~~)

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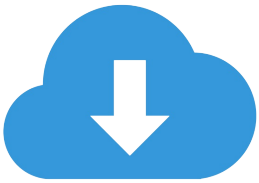
3. We use whose an the possessive form of who:

This is George, **whose** code caused the bug.

2- Fill in the blanks with the appropriate relative pronoun (who, which, that, whose) to complete each sentence.



1. The software _____ I developed last year has been downloaded over a million times.
2. The team _____ won the hackathon last month is now working on a new project.
3. The developer _____ code caused the error has been asked to debug it.
4. The laptop _____ I use for coding is very fast and reliable.
5. The project _____ deadline was extended by two weeks is finally nearing completion.
6. The client with _____ we are collaborating with has specific requirements for the software.
7. The meeting _____ was scheduled for tomorrow has been postponed to next week.
8. The developer _____ you recommended for the project has accepted the offer.
9. The company _____ software we are integrating into our system has provided excellent support.
10. The codebase _____ I am currently reviewing needs some optimization.

3- Match each project management methodology with its description.

1. Agile
2. Waterfall
3. Scrum
4. Kanban
5. Lean
6. Extreme Programming (XP)
7. PRINCE2
8. Agile Project Management (APM)
9. Spiral
10. PMBOK

Descriptions:

a. Follows a sequential approach with distinct phases for each stage of development.

b. Combines elements of agile and waterfall methodologies, suitable for projects with high uncertainty.

c. Emphasizes self-organizing, cross-functional teams working in short iterations called sprints.

d. Aims to maximize customer value while minimizing waste, emphasizing delivering value quickly and continuous improvement.

e. Emphasizes technical excellence, customer involvement, and rapid feedback through practices like pair programming and test-driven development.

f. Provides a structured framework for planning, managing, and controlling projects with defined roles, processes, and templates.

g. Combines agile principles with project management practices, focusing on empowering teams and delivering value iteratively.

h. Comprehensive guide to project management principles and practices covering areas such as project initiation, planning, execution, monitoring and controlling, and closing.

i. Prioritizes flexibility, collaboration, and iterative development in short iterations or sprints.

j. Visualizes work on a Kanban board, limiting work in progress (WIP) and optimizing flow.

4- Read the scenario below and answer the questions based on the challenges faced by virtual teams in project management.

Scenario:

You are part of a virtual software development team spread across different countries and time zones. Your team is tasked with developing a new mobile application for a client. Despite being geographically dispersed, your team must effectively collaborate, communicate, and coordinate to ensure the project's success.

Questions:

1. What are some challenges that virtual teams may encounter in terms of communication?
2. Discuss the importance of establishing clear communication channels and protocols in virtual project teams.
3. What role does technology play in facilitating communication and collaboration among virtual team members?
4. How do cultural differences among team members impact communication and collaboration in virtual teams, and how can these challenges be addressed?
5. What are some potential advantages of using virtual project teams in terms of flexibility, talent acquisition, and cost savings?
6. Share examples of project management tools and platforms that support virtual collaboration and project tracking for distributed teams.
7. Reflect on your own experiences working in virtual teams and identify lessons learned or best practices for overcoming challenges and maximizing productivity.

Homework

In your opinion, what is the most important thing a team needs to have to be able to work properly? Think about a team where everyone works at home and lives in different countries.

Unit 30
Communication

1- What do you believe is the essential requirement for a team to function effectively? Consider a scenario where team members work remotely from home and in different countries.

To vs. For

To and for are some of the most common prepositions in English - you see them everywhere, in almost every sentence. That's what makes it so frustrating to get them mixed up; after all, the *for* and *to* difference isn't exactly easy to understand.

What is the general difference between *to* and *for*?

To and *for* are similar, so it's easy to get them confused. Both *to* and *for* are prepositions, one of the eight parts of speech, and both are used quite a lot. The difference between *to* and *for* lies in their meanings and the words they're typically used with.

To

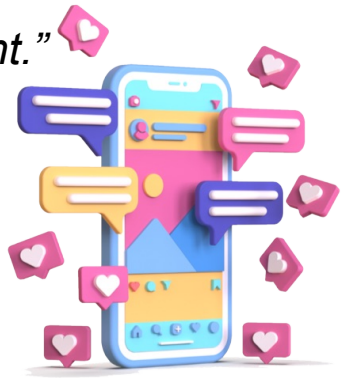
We use *to* primarily to indicate direction, movement, or a destination. It can also denote the recipient of an action or the purpose of an action.

*"I need **to** submit the code to the project manager."*
*"She sent an email **to** the client regarding the software update."*
*"We must provide documentation **to** the new team members."*
*"The developer explained the process **to** the interns."*
*""The software needs **to** be deployed to the server by tomorrow."*

For

For is often used to expend purpose, benefit, or intended recipient. It can also indicate duration, exchange, or substitution.

*"I'm creating this API **for** data retrieval."*
*"We developed the new feature **for** improved user experience."*
*"This function is **for** error handling."*
*"She attended the workshop **for** skill enhancement."*
*"We use version control systems **for** code management."*
*"The team needs to collaborate **for** project success."*



When to use *to* and *for*?

1 - Purpose:

- “To” is used when indicating the purpose or goal of an action.
- “For” is used to express the intended use or beneficiary of an action.

*“He wrote the code **to** fix the bug.”* (Purpose: fixing the bug)
*“She wrote the code **for** the client.“* (Beneficiary: the client)

2 - Direction:

- “To” denotes movement or direction toward a destination.
- “For” signifies the intended recipient or beneficiary.

*“He sent the report **to** the team leader.”*
(Direction: toward the team leader)
*“He created a dashboard **for** the project team.”*
(Recipient: the project team)

3- Duration:

- "To" can imply a point in time or a limit.
- "For" denotes a duration or period of time.

*“I'll work on the UI design **to** complete it by Friday.“* (Point in time)
*“She's been coding **for** six hours straight.”* (Duration)

2- Choose the correct preposition ('to' or 'for') to complete each sentence.

1. She submitted her project proposal **to/for** review.
2. He signed up **to/for** a coding workshop next week.
3. They developed a new feature **to/for** improving user experience.
4. He applied **to/for** several companies to find a new job.
5. They went to the conference **to/for** learn about the latest technologies.
6. They prepared a presentation **to/for** the client meeting.
7. She dedicated hours **to/for** debugging the code.
8. He applied **to/for** a software developer position at the tech company.
9. They conducted user testing **to/for** gathering feedback.
10. She wrote a detailed report **to/for** her manager's approval.

3- Make a short presentation about your last project as a software developer. Include the following points:

1. Brief overview of the project.
2. Your role and responsibilities in the project.
3. Challenges faced during the project.
4. Solutions implemented to overcome those challenges.
5. Key achievements or outcomes of the project.
6. Lessons learned from the project.

Practice delivering your presentation like you do during your daily meeting.

4- Discuss the importance of good communication for the success of a team project. Highlight how clear communication fosters collaboration, enhances productivity, and prevents misunderstandings. Provide examples from your own experiences or observations to support your points.

Homework

As important as a good communication is to know how to listen, specially if the other person is from a no native English speaking country. Share your experiences talking with someone that has a strong accent and your strategy to be able to understand it.