

# MODULE 3

JOB INTERVIEWS - (Presenting Myself)



# COMMUNICATIVE CONTEXT

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## Purpose

Through this module, you will be working with **how to express skills, experiences**, and you will be able to ‘introduce yourself’ in job interviews by using **basic grammar and vocabulary in the programming context**.



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01

# Reading Comprehension

**INTRO:** In this section, we'll short texts from people introducing themselves. Complete with phrases that describe skills and knowledge.



## 1.1 Pre-reading activities

1. Make a list of 5 (five) words you use to introduce yourself.



- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

2. Think. Have you ever introduced yourself in English? What things do you say? Which adjectives would you use to describe yourself?



3. Read the words, and then, **match** them with the correct definition.

- Words**
1. personal project
  2. blog
  3. front-end
  4. interactive
  5. Full-stack



**Definitions**

- A-something users can click or respond to.  
B-a website where someone writes posts.  
C-a task or activity done on your own.  
D-a developer who works on front and back end.  
E-the part of a website users see/use.

## 1.2 While reading activities

4. Read the following personal presentation

NICOLÁS SÁNCHEZ FUTURE DEVELOPER



My name is Nicolás, and I'm 20 years old. I'm from Rosario, Argentina. I study programming at a technical university. I'm in my first year. I'm interested in technology, especially in web development. I can design basic websites and I can use HTML, CSS, and a bit of JavaScript. I also have a personal project: a blog where I share tutorials about coding. First, I learned HTML in a free online course. Then, I practiced CSS by building simple pages. Finally, I started using JavaScript to add interactive elements. I have some experience working with a small team on a university project. We created an app to help students organize their tasks. I was the front-end developer, and I worked on the design and user experience. I am a responsible person, and I like solving problems. In the future, I would like to become a full-stack developer and work on innovative tech solutions.

5. Answer the question below.(Short answers)

- What is Nicolás studying? .....
- What programming languages can he use? .....
- What personal project does he have? .....
- What sequence of learning does he describe? .....
- What role does he have in the university project? .....

## 1.3 After reading activities



6. Match each picture with its meaning

The first card shows a code editor with the title <HTML> and the content <html><title>HTML</title><body>This is HTML!</body></html>. The second card is titled 'WLAN' (Wireless Local Area Network) and shows a diagram of a WiFi router connected to a laptop, computer, mobile, and tablet, with a globe icon representing the internet. The third card shows three laptops connected to each other, with the word 'FTP' in large blue letters above them.

1- ..... stands for HyperText Markup Language, and is used in the mark-up of web pages.

2- ..... stands for File Transfer Protocol, a standard network protocol used to copy a file from one host to another.

3- ..... stands for Wireless Local Area Network, a type of local-area network that uses high-frequency radio waves to communicate between nodes.

**7. Read the text again and decide if the sentences are True (T) or False (F).**

- 1-Nicolás is from Colombia. ....
- 2-He has a blog about programming. ....
- 3-He started with JavaScript. ....
- 4-He was the back-end developer in his team. ....
- 5-He wants to be a full-stack developer. ....



TEXT #2

## 1.1 Pre-reading activities

1. Read the words, and then, **match** them with the pictures.



**WORDS**  
1.code  
2.design  
3.search  
4.debug  
5.upload  
6-write

The red box contains six numbered sections, each with an image:

- 1....
- 2....
- 3....
- 4....
- 5....
- 6....

2. Before reading, look at some keywords from the text. Read the words and then, match them with the correct definition.

**Words**

1. code
2. upload
3. script
4. automate
5. framework
6. version control
7. certificate



**Definitions**

- A-a system to track changes in code  
B-a set of tools for building software  
C-a small program that does simple tasks  
D-to make something happen without human input  
F-to write instructions for a computer  
G-to send a file to the internet or a platform  
H-an official document that proves you learned something.

3. Try to answer these questions

*What do you think a junior programmer does?*

*What kinds of tasks or tools might they use?*

*Have you ever heard of Git, Python, or web apps?*

## 1.2 While reading activities

4- Read the following article and complete with the words from exercises 8 and 9.



### Meet Javier – A Junior Programmer



Hello! My name is Javier, and I'm 22 years old. I live in San Juan and I study software development at a technical university. I love technology and I want to become a developer.

I (1)\_\_\_\_\_ in Python and JavaScript. I often (2)\_\_\_\_\_ my projects on GitHub to share them with others. When I need help, I (3)\_\_\_\_\_ online for tutorials or solutions.

I also wrote a Python (4)\_\_\_\_\_ that helps me organize my homework. It helped me (5)\_\_\_\_\_ the task of sending reminders.

In our group project, we used (6)\_\_\_\_\_ control to manage and track changes in our code. I learned how (7)\_\_\_\_\_ systems like Git work and why they're useful.

This year, I started using Django, a popular (8)\_\_\_\_\_ to build websites. I helped (9)\_\_\_\_\_ the layout and interface of our app.

I also earned a (10)\_\_\_\_\_ in web development, which makes me feel more confident as a student and future developer.

## 1.3 After reading activities

**5. Read the text about Javier, the junior programmer, and answer the questions in a complete form:**

1. Where does Javier live? \_\_\_\_\_
2. What programming languages does he use? \_\_\_\_\_
3. What is the function of his Python script? \_\_\_\_\_
4. What is Django? \_\_\_\_\_
5. What did his team create? \_\_\_\_\_

**6- Read the text again and decide if the sentences are True (T) or False (F).**

1. Javier is from Buenos Aires. ....
2. He uses GitHub to upload projects. ....
3. He automated reminders using a script. ....
4. He has no experience working in a team. ....
5. He wants to become a front-end developer. ....

**7- Find examples of:**

2 things Javier can do: .....

2 things Javier has: .....

All 3 sequencing words: .....



Can you think of  
examples about  
you?



Tips for introducing yourself



# 02

## Listening Comprehension

*Jeremy's personal presentation*



In this section, we'll learn how to introduce yourself and others. And complete with words and phrases related to getting to know people and programming.

## Pre-Listening Activity:

### 1. Ask and answer these questions:

How do you greet people in your country? Shake hands? Bow? Kiss?



What do you say when you greet people in English?



## While listening Activities:



AUDIO # 1



### 2. Click on the link and listen to Jeremy Keeley presentation. He is a consultant.

Listen to him introducing himself in the first part of the interview and decide whether these statements are true (T) or false (F).

1. He lives in London. \_\_\_\_\_
2. He has three very young children. \_\_\_\_\_
3. He runs his own business. \_\_\_\_\_
4. His business works for organizations across the USA and ASIA. \_\_\_\_\_
5. He helps leaders become better leaders. \_\_\_\_\_
6. He always shakes hands when he meets people. \_\_\_\_\_

LISTENING  
Meeting  
business  
contacts



Jeremy Keeley





## After Listening Activity

3. Listen again and correct the false sentences from the previous exercise. Then check your answers.

**Do you need the script?**



## Pre-Listening Activity:



**AUDIO # 2**

1- Listen to the short dialogue between Kathryn and Karim. Tick the questions you listen.



Where are you from? - What do you do? - What's her job?  
What's your job? - Who do you work for?



# While listening Activity:

**2- Listen to the dialogue again and circle the words you listen to complete the ideas.**

Kathryn: Karim, what do you do?

Karim: I'm a (1) **website developer/network administrator**. Who do you work for?

Kathryn: I work for CISCO. I'm a (2) **system analyst/website analyst** there. Where are you from, Karim?

Karim: I'm from Kuwait. I work for Microsoft there. And where are you from, Kathryn?

Kathryn: I'm from the (3)**UK/US**, but now I live in Qatar. Do you know where Glenda's from?

Karim: She's from the US.

Kathryn: And what's her job?

Karim: She works for (4)**IBM/Dell**. Her job is to set up new systems.

## After Listening Activity



**3. Listen to the dialogue again, and answer the question about Kathryn and Karim.**

1- What does Kathryn do?  
-----

2- Where is Karim from?  
-----

3- What's Glenda's job?  
-----

# 03

## Vocabulary & Grammar



- In this section, we will focus on:
  - - Specific vocabulary/ verbs related to programming.
  - - Useful Phrases and adjectives to introduce yourself.
  - - Articles, verbs 'Can' and 'Have', and connectors to express sequence

## 1. Word Sorting: Sort these into two groups: Tools and actions

code, script, organized, framework, development, compile, select, dedicated, innovative, interface, install, projects.

| TOOLS (nouns) | PERSONALITY (Adjectives) | ACTIONS - (Verbs) |
|---------------|--------------------------|-------------------|
|               |                          |                   |

## 2. Find the Word in Context. Read a part of the script and highlight:

- Verbs related to programming (e.g., automate, ...)
- Sequence expressions (e.g., first, ...)
- Personality Adjectives (e.g., passionate, ...)

Hi! My name is Lucía, and I'm 21 years old. I'm from Mar del Plata and I study programming at a technical university. I'm very passionate about programming and software development. I can write code in Python and Java. I also have experience with Git and GitHub. I use them to manage code for my projects, my teamwork says I'm very organized and responsible. First, I learned how to use version control. Then, I created a small Python script to automate some tasks. Finally, I joined an online coding community where I share ideas and get feedback. Now I can work with frameworks like Django.



# GRAMMAR FOCUS

- **Let's go over some examples and rules about :**

1. Articles (a-an, the)
2. Verbs to talk about skills and experience (can - have)
3. Connectors to express sequence (first, then, finally)

► **From the 1º Reading text:**

- I am **a** responsible person.
- We created **an** app.
- I design **the** layout

English has two types of articles to precede nouns: definite (**the**) and indefinite (**a/an**).

## 1. We use the Articles:

| Definite THE   | Indefinite A - AN   |
|--|---|
| It is used to identify a specific noun or group of nouns: <b>the university, the job interviews.</b>           | They are used to identify a general noun or a noun whose identity is unknown  |
| Don't use indefinite articles with uncountable nouns or before pronouns. In these cases, simply omit articles. | <b>A-</b> when the noun or adjective that comes next begins with a consonant sound: <i>a programmer, a student.</i><br><b>AN-</b> when the noun or adjective that comes next begins with a vowel sound: <i>an engineer, an intern</i> |

Let's have a look at this short paragraph:

'I am a programming student at a technical university. I can write code in Python and JavaScript. I have experience working on web projects. I use a framework called Django, and I design websites with HTML and CSS. I also have an online portfolio where I show my work. I am the front-end developer in my team, and I can create user-friendly interfaces.'

In this paragraph, you can also see some words highlighted, they are the verbs that you can use to talk about skills/abilities (CAN) and the experience (HAVE-HAS) you have.

## 2. We use the verb 'Can' and 'Have' to talk about skills and experience

| CAN (skills and abilities)- Usage and Structures  |   |  |  |
|---|---|--|--|
| When do we use it?  | Affirmative   | Negative   | Questions  |
| We use CAN to talk about things a person knows how to do, especially skills or abilities, | <p><b>Structure:</b><br/>Subject + can + verb + complement<br/><b>Examples:</b><br/>✓ I can code in Python.<br/>✓ She can design websites.<br/>✓ We can use GitHub.<br/><b>Use it when you describe:</b><br/>-what you are able to do<br/>-what you know how to do<br/>- tasks you are skilled at</p> | <p><b>Structure:</b><br/>Subject + can't + verb + complement<br/><b>Examples:</b><br/>✗ I can't code in Python.<br/>✗ She can't design websites.<br/>✗ We can't use GitHub.<br/><b>Use it when you describe:</b><br/>-what you are not able to do<br/>-what you don't know how to do<br/>-tasks you are not skilled at</p> | <p><b>Structure:</b><br/>Can+Subject + + verb + complement?<br/><b>Examples:</b><br/>Can you start the sprint?<br/>Can she help the team?<br/><b>Wh-word+ can+Subject + verb + complement?</b><br/>What can they do every day?<br/>When can the meeting start?</p> |

Let's see them in context.

I am a programming student and I work on different web development projects.

First, I can design user interfaces that are simple and easy to use. I have experience with HTML and CSS, and I enjoy creating responsive layouts.

Then, I can debug JavaScript errors when something doesn't work correctly.

Finally, I have a script that helps me automate some basic tasks during development.

## HAVE (EXPERIENCE)- Usage and Structures

| When do we use it?  | Affirmative  | Negative  | Questions  |
|---|--|---|--|
| <p>-We use <b>have + noun</b> to talk about:</p> <ul style="list-style-type: none"> <li>- <b>your professional or academic background, your experience</b></li> <li>- <b>tools, qualifications, or certificates</b></li> <li>- <b>things you own or have completed</b></li> </ul> | <p><b>Structure:</b><br/>Subject + <b>have/has</b> + complement<br/>(Has for he, she, it)</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>✓ I <b>have</b> <b>experience</b> with databases.</li> <li>✓ She <b>has a</b> <b>certificate</b> in web development.</li> <li>✓ We <b>have a</b> <b>project</b> on GitHub.</li> </ul> | <p><b>Structure:</b><br/>Subject + <b>don't/doesn't</b> + verb + complement<br/>(doesn't for he, she, it)</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>✗ I <b>don't have</b> a degree in programming.</li> <li>✗ She <b>doesn't have</b> experience working in teams.</li> <li>✗ We <b>don't have</b> a project on GitHub.</li> </ul> | <p><b>Structure:</b><br/>Do/Does + Subject + HAVE + complement?</p> <p><b>Examples:</b></p> <p>Do you <b>have</b> experience in programming ?<br/>Does she have an experience with databases ?<br/>Wh-word+ do/does+Subject +HAVE+ Complement?<br/>What skills do they <b>have</b> ?</p> |

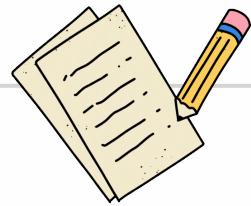
### Let's compare them

| Expression      | Meaning    | Example                                   |
|-----------------|------------|---|
| can design      | skill      | I <b>can design</b> user interfaces.      |
| have experience | background | I <b>have experience</b> with HTML.       |
| can debug       | ability    | We <b>can debug</b> JavaScript errors.    |
| have a script   | possession | I <b>have a script</b> to automate tasks. |

## 3. Sequencing words (connectors to express sequence)

They help us show the order in which things happen. They organize ideas step by step — very useful in programming, instructions, and personal stories. They are placed at the beginning of a sentence, followed by a comma.

# 🔑 Common Sequencing Words:



| Sequencing Word | Position in a Paragraph | When to use them               | Example in Context                                |
|-----------------|-------------------------|--------------------------------|---|
| First           | At the beginning        | To start a sequence or process | <b>First</b> , I open a code editor like VS Code. |
| Then            | After "First"           | To describe the next step      | <b>Then</b> , I write the HTML and CSS.           |
| Finally         | At the end              | To describe the last step      | <b>Finally</b> , I test and upload the website.   |

## Why are they useful?

- They make your **ideas clear and logical**
- Help describe **how something works** (great for tech!)
- Are common in **interviews, presentations, and technical documentation.**

# PRACTICE SECTION

## 1. Read these sentences and complete them with *articles, can, have and sequencing words*

- A. Mr. Rodriguez, \_\_\_\_\_ new teacher, is organizing \_\_\_ new team.
- B. \_\_\_\_ new student is typing on \_\_ laptop.
- C. \_\_\_student \_\_\_ to write \_\_\_ code that produces \_\_\_specified output.
- D. Exercises help students practice \_\_\_ skills they most want to learn.
- E. Martin is \_\_ junior developer and he \_\_\_ work on different development projects. He  
\_\_\_\_\_ experience with HTLM, and he \_\_\_ debug JavaScript errors.
- F. In your LinkedIn profile, you have to include: \_\_\_\_\_ your profile picture, \_\_\_\_ your  
headline (job title/function), interest, accomplishments, and \_\_\_\_\_ your skills  
certifications and accomplishments.

---

## 2. Read the list of activities and say or write:

- what can/can't you do
- what experience do/don't you have

- check your email .....
- a certificate in Python .....
- write code .....
- fix bugs .....
- write in English .....
- talk to your teammates .....
- experience with GitHub .....
- track changes .....
- create a new project .....
- ask for help .....
- a diploma in Web design .....
- an online teamwork .....

# 04

## Writing Production



In this section, we'll guide you through the process of writing. First, we'll introduce you to questions and answers to introduce yourself. Then, you'll have to complete a short text and sentences with the grammar points seen in the previous section and finally, you will write your own biography.-

---

**STEP 1: Read the questions 1-6 and complete with the words from the list. Then match the questions to responses a-f.**

| Who<br>What<br>Why<br>What<br>Where<br>Can | Questions  | Answers  |
|--|--|--|
|  | 1. _____ I introduce myself? ___<br>2. _____'s your name? ____<br>3. _____ are you from? ____<br>4. _____ do you work for? ___<br>5. _____ do you do? ___<br>6. _____ are you here in Tokyo? ___ | A-I'm in the producer section.<br>B-I have a meeting with a developer.<br>C-IBM.<br>D-Guido Petieri.<br>E-Yes, of course.<br>F-New York. |

**STEP 2: Read the conversation and complete the missing lines using the correct words from the box.**

**1. Fill in the blanks to describe a front developer student.**

I am studying to become (1)\_\_\_\_\_ front-end developer. I (2)\_\_\_\_\_ some experience with HTML, CSS, and JavaScript. I also (3)\_\_\_\_\_ build websites for university projects.

(4)\_\_\_\_\_, I open (5)\_\_\_\_\_ code editor on my laptop and start working. (6)\_\_\_\_\_, I write the structure using HTML and (7)\_\_\_\_\_ interface with CSS.

(8)\_\_\_\_\_ interface includes buttons, colours, and fonts. I also (9)\_\_\_\_\_ the final project to GitHub.

(10)\_\_\_\_\_, I test the website to make sure everything works correctly.



**Tip:** Use vocabulary like: Then – have – an - upload - can -First - a - Finally – The –

## Step 3: Put the words in the correct order to make typical interview questions. Then, try answering them about yourself in a paragraph

1. name ? What's your .....
2. spell your you surname ? do How .....
3. do Where ? you from come .....
4. you do Where ? live .....
5. you do for work company ? Which .....
6. in like you What ? doing do free time your .....
7. subject What's favourite school at ? your .....
8. you have sisters How got many brothers and ? .....
9. plans the your What ? for future are .....
10. about me your best Tell friend .....

## Step 4: Write Your Own Biography

2. Now write a short paragraph (60–80 words) introducing yourself as a junior programmer.



### Remember to:

- Use can to describe 2 skills
- Use have to describe 2 experiences or tools
- Use first / then / finally
- Use a/an/the appropriately
- Mention 2 verbs related to programming



### Here you have an example:

“My name is Juan. I’m 19 and I live in ..... I study ..... I can .... I have.. First, I .... Then, I .. Finally, I ....”

This section contains a large green rectangular area with a white border. Inside this area, there is a blue vertical bar on the left side with five white circles. Below the green area is a larger orange rectangular area with a white border. The entire graphic is set against a white background.

# 05

## Speaking Production



In this section, we are going to practice speaking by using information from a tech or programming job using vocabulary and structures from the module (e.g., Personal information, skills and abilities, experience, sequence words)

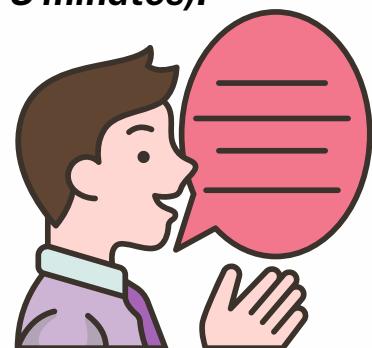
In order to start with this part of the Module, choose 1 (one) of the following options to practice speaking.

## OPTION #1: My Personal Presentation as a Programmer

1. **Plan your personal presentation (or use the Guidelines in the Writing Section) Use your phones or computers to record it. (about 2–3 minutes).**

### Instructions

- Think of a fictional or real presentation related to your current or future tech job (e.g., software developer, IT support, tester).
- Use expressions like: First, ..... I can..., I have..., Then, ..... I work with..., etc. Finally, ....



## OPTION #2: Pair work - Job interview

Work in pairs. Student A is the interviewer. Student B is a developer.

- Use your phones or computers to record a short dialogue (about 2–3 minutes).
- Imagine you are at a job interview
- Read the sample as an example

Use prompts like:

- “What’s your name?”
- “Where do you come from?”
- “Which company do you work for?”
- “What plans do you have for the future?”



Rotate roles, so both students speak.



Use vocabulary and expressions seen in this module.

## Useful Vocabulary:

| Personal Information   | Job & Study Related   | Skills  |
|--|---|---|
| Name<br>Age<br>From / Origin<br>Student<br>Degree / Program<br>Hobbies / Interests | Programming<br>Software / Application Developer / Programmer Project University<br>Technicature<br>Web design / Web development Database / Front-end / Back-end | Problem-solving<br>Teamwork / Team player Creativity<br>Fast learner Communication skills Analytical skills |

## Useful Phrases for Speaking:

### Useful Phrases

I can use...  
I have experience with...  
I am studying...  
I would like to work as a...  
I have worked on...

## Interview Sample Script

Interviewer: Can you introduce yourself?

Student: Sure! My name is Marcos. I'm 21 and I'm from Salta. I study programming at the Universidad Tecnológica.

Interviewer: What can you do?

Student: I can create simple web pages using HTML and CSS. I can also write scripts in Python.

Interviewer: What experience do you have?

Student: I have experience working on group projects. I've created a website for a school assignment.

Interviewer: What are your strengths?

Student: I'm a fast learner and I enjoy solving problems. I also work well in a team.

# Final Assessment:

Record your practice session and submit it for feedback.

## Speaking Assessment Checklist – Personal Presentation

| Criteria                          | 3 - Excellent  | 2 - Satisfactory                                      | 1 - Needs Improvement  |
|-----------------------------------|--|---|--|
| Use of Vocabulary & Verbs         | Uses a wide range of programming-related vocabulary and verbs. | Uses some programming-related vocabulary and verbs.   | Uses very limited or incorrect programming-related vocabulary and verbs. |
| Expression of Skills & Experience | Clearly expresses skills, abilities, and experience.           | Expresses skills and experience but with some errors. | Frequent errors to express skills and experience.                        |
| Use of Sequencing Words           | Uses appropriate sequencing words.                             | Uses some sequencing words.                           | Rarely or incorrectly uses sequencing words.                             |
| Completion of Task                | Fully completes all required tasks.                            | Completes most tasks.                                 | Many tasks are missing.  |
| Pronunciation & Fluency           | Clear and fluent.  | Some hesitation or mispronunciations.                 | Frequent hesitation.   |
| Interaction (Pair Work)           | Actively engages with partner.                                 | Shows some interaction                                | Little or no interaction   |

### Self assessment checklist:

- I used the articles correctly.
- I used verbs to express skills and experience.
- I used at least 3 programming-related verbs.
- I used sequencing words.
- I spoke clearly and listened to my partner.



## Bibliography & Web Resources

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