

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

**CURSO: INGLÉS III**

**CÓDIGO: IDCAD03**

**NIVEL: III**

**NATURALEZA DEL CURSO: PRÁCTICO**

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

**MODALIDAD: CUATRIMESTRAL**

**REQUISITO: IDCAD02 INGLÉS II**

## **I. DESCRIPCIÓN DEL CURSO**

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

El curso se diseñó de acuerdo con lo establecido en el nivel A2+ del Marco Común Europeo para las Lenguas Extranjeras. El mismo está diseñado específicamente para las carreras del área de ciencias administrativas con el fin de brindarle a la persona estudiante una experiencia de aprendizaje más afín con su especialidad.

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

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

Durante el desarrollo del curso se fomenta la aplicación de tecnologías de la comunicación y la información que complementen la práctica docente y el proceso de aprendizaje; para tal efecto, el curso se imparte con apoyo de plataformas y herramientas digitales, como videos, chats, wikis, herramientas educativas en línea, entre otros, realizados en el campus virtual. La persona estudiante debe cumplir con un ingreso de, al menos, dos horas semanales. Asimismo, todo lo referente al uso del campus virtual se regirá por lo establecido en la normativa y lineamientos institucionales.

La evaluación se centra en el desempeño de la persona estudiante en las habilidades productivas (oral y escrita), sin dejar de lado las receptivas. No obstante, la comunicación oral prima como el sello particular de los cursos PIT. Por lo anterior se realizan entrevistas, actividades orales, escritas que fomenta uso auténtico del idioma inglés en los diferentes espacios de aprendizaje (presencial y campus virtual) y los portafolios de evidencias, entre otros. Adicionalmente, se promueve la autoevaluación y actividades que integran las cuatro habilidades

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

## II. COMPETENCIA GENERAL

Competencia transdisciplinar General	Verbo de desempeño	Conocimientos (Aprender a conocer)	Habilidades (Aprender a hacer)	Actitudes (Aprender a ser y a convivir)
Comunica oralmente y por escrito ideas sobre situaciones relacionadas con el trabajo haciendo uso de vocabulario clave, expresiones básicas e idiomáticas.	Comunica	Reconoce grupos de palabras, conectores y diversas expresiones para describir acontecimientos laborales	Utiliza frases habituales en circunstancias particulares haciendo sustituciones léxicas sencillas.	Identifica el grado de formalidad e informalidad en contextos interculturales.
				<b>Pregunta generadora:</b> ¿Cómo identifico si las situaciones requieren un grado de formalidad mayor o menor, dependiendo de la diversidad cultural del entorno?
<b>Experiencias de aprendizaje</b> Actividades orales espontáneas, proyectos escritos, simulaciones de situaciones cotidianas y laborales (guiadas y no guiadas), ejercicios de escucha (multimedia) y juegos.		<b>Evaluación para el aprendizaje</b> Ejecutar actividades orales espontáneas, proyectos escritos, simulaciones de situaciones cotidianas y laborales (guiadas y no guiadas), ejercicios de escucha (multimedia), juegos y experiencias de vida, utilizando rúbricas que permitan la valoración del desempeño.		

### III. COMPETENCIAS ESPECÍFICAS

Competencia transdisciplinar específica	Verbo de desempeño	Conocimientos (Aprender a conocer)	Habilidades (Aprender a hacer)	Actitudes (Aprender a ser y a convivir)
Interactúa en diferentes contextos relacionados con el trabajo como arrepentirse, quejarse, dar y justificar opiniones, negociar, identificar las partes de una presentación oral y brindarla, describir gráficos y comparar información sobre ellos.	Interactúa	Emplea frases y expresiones para responder ante situaciones diversas del entorno laboral.	Aplica frases y expresiones para describir situaciones del entorno laboral  Desarrolla textos escritos cortos que le permitan describir situaciones del entorno laboral	Muestra disposición para escuchar las ideas de otros y buscar el beneficio mutuo.  <b>Pregunta generadora:</b>  ¿Por qué es importante escuchar y valorar las propuestas de otras personas?
<b>Experiencias de Aprendizaje</b>  Actividades orales espontáneas, simulaciones de situaciones cotidianas y laborales (guiadas y no guiadas), ejercicios de escucha (multimedia), proyectos escritos, juegos y experiencias de vida.		<b>Evaluación para el aprendizaje</b>  Rúbrica de desempeño de la persona estudiante (autoevaluación, coevaluación y evaluación docente) en actividades que promuevan el desempeño en las cuatro habilidades de la lengua.		

Competencia transdisciplinar Específica	Verbo de desempeño	Conocimientos (Aprender a conocer)	Habilidades (Aprender a hacer)	Actitudes (Aprender a ser y a convivir)
Interactúa en diferentes contextos relacionados con el trabajo como identificar y reportar aspectos importantes de las reuniones, realizar una entrevista de trabajo de manera exitosa, escribir el currículum vitae completo y aplicar principios de marca personal.	Interactúa	Utiliza grupos de palabras que enlazan o conectan ideas para describir situaciones laborales.	Construye de manera oral y escrita descripciones cortas sobre situaciones laborales	Respeto y aprende de las experiencias de sus pares.
				<b>Pregunta generadora:</b>  ¿Por qué es posible aprender de las experiencias de otras personas?
<b>Experiencias de Aprendizaje</b>  Actividades orales espontáneas, escritas, simulaciones de situaciones cotidianas y laborales (guiadas y no guiadas), ejercicios de escucha (multimedia), juegos y experiencias de vida.		<b>Evaluación para el aprendizaje</b>  Rúbrica de desempeño de la persona estudiante (autoevaluación, coevaluación y evaluación docente) en actividades que promuevan el desempeño en las cuatro habilidades de la lengua.		

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

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

#### **IV. ESTRATEGIAS METODOLÓGICAS**

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

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

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

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

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

## V. ESTRATEGIAS DE EVALUACIÓN

La persona estudiante demuestra su habilidad comunicativa (tanto oral como escrita) a lo largo del curso por medio de las siguientes actividades evaluativas:

Actividad Evaluativa	Porcentajes
Entrevistas (2 de 20% cada una)	40%
Pruebas cortas escritas (2 mínimo, que incluyan gramática aplicada, comprensión auditiva y lectora)	30%
e-Evaluación (tareas, videos, chats, videoconferencias, actividades, foros, diarios de aprendizaje, trabajo colaborativo, entre otros, en el Campus Virtual)	8%
Webinar (asistencia a por lo menos 1)	2%
Presentaciones orales (2 mínimo)	10%
Actividades de escritura (4 entregas mínimo de 2.5% c/u)	10%
<b>TOTAL</b>	<b>100%</b>

### a. Entrevistas

Estas son pruebas que se realizan a mediados y a finales del cuatrimestre con el fin de valorar el desempeño y el progreso de la persona aprendiente hacia el alcance de las competencias, así como identificar áreas de mejora en el proceso de aprendizaje.

Para la realización de esta actividad evaluativa se debe contar con al menos dos personas evaluadoras que colaboren como tribunal para llevar a cabo la evaluación. En estas pruebas la sección oral deberá ser grabada. En caso de no tener la posibilidad de contar con una persona co-evaluadora en el momento de la entrevista, se remitirá el audio correspondiente a una persona docente para que proceda con la evaluación del mismo y remita las calificaciones a la persona docente que ejecutó la prueba, para que se pueda hacer el cálculo de la nota final obtenida por la persona estudiante, todo lo anterior utilizando una rúbrica diseñada para esos efectos.

### b. Pruebas cortas escritas

En el marco de la evaluación, se implementarán al menos dos pruebas cortas escritas que abarcarán varios aspectos fundamentales del aprendizaje del idioma. Estas pruebas evaluarán la comprensión gramatical y la capacidad para aplicar las reglas gramaticales en contextos prácticos. Además, se incluirán secciones de comprensión auditiva y lectora en estas pruebas, lo que permitirá evaluar la capacidad de la población estudiantil para entender y extraer información tanto de discursos orales, como de textos escritos. Estas pruebas cortas escritas se diseñarán para proporcionar una evaluación integral de las habilidades lingüísticas para aplicarlas en diferentes situaciones de comunicación. Cada prueba deberá tener un valor porcentual de 15% y un mínimo de 25 puntos.

### c. e-Evaluación (Desempeño en campus virtual)

Rodríguez Gómez e Ibarra Sáiz (2011) definen la e-evaluación como un “proceso de aprendizaje, mediado por medios tecnológicos, a través del cual se promueve y potencia el desarrollo de competencias útiles y valiosas para el presente académico y el futuro laboral de las personas estudiantes como profesionales estratégicos” (p. 7). Cada estudiante asume la responsabilidad de ingresar al campus virtual oficial de la universidad, el cual se nutre semana a semana de acuerdo con lo que establece el cronograma. La persona docente brindará realimentación constante de los ejercicios como videos, chats, wikis, herramientas educativas en

línea, entre otros realizados en el campus virtual. La persona estudiante debe cumplir con un ingreso de, al menos, dos horas semanales. La persona docente guiará el proceso de interacción, corregirá las tareas asignadas y brindará seguimiento constante a cada estudiante. Todo lo referente al uso del campus virtual se regirá por lo establecido en la normativa y lineamientos institucionales.

#### **d. Seminario en línea (Webinar)**

Durante el curso, se publicará una serie de webinars asignados de acuerdo a los niveles de desempeño según el Marco Común Europeo de Referencia para las Lenguas. Estos webinars serán impartidos por las personas docentes del programa, de manera que toda la población estudiantil activa pueda al menos acceder a uno de ellos durante el cuatrimestre. El objetivo de esta actividad es brindar a los aprendientes espacios co-curriculares en el entorno virtual para mejorar sus competencias. Para cumplir con este rubro, la persona estudiante deberá asistir a al menos uno de los webinars impartidos.

#### **e. Presentaciones orales**

Para poder avanzar en el uso del idioma, se requiere práctica e interacción constante. Por lo tanto, se calificarán como mínimo dos desempeños orales espontáneos ya sean individuales o grupales, no memorísticos, durante el curso. Se trata de actividades realizadas en clase, que luego las personas estudiantes presentan para ser evaluadas. Por ejemplo: diálogos, entrevistas, dramatizaciones, descripciones de un dibujo, producciones de videos o programas de radio o televisión, transmisión de información, contar una historia, describir objetos o situaciones, improvisaciones, debates, reportes orales, entre otras. Se evaluarán utilizando una rúbrica.

#### **f- Actividades de escritura**

Este aspecto evaluativo representa una colección de trabajos y evidencias que reflejan el progreso y el desarrollo de las habilidades lingüísticas en el idioma en el área de la producción escrita. Se pueden incluir trabajos de escritura, como párrafos, composiciones, correos electrónicos o diarios personales escritos en inglés. La complejidad de lo requerido dependerá del nivel de inglés que la persona aprendiente esté cursando. Este proceso debe incorporar corrección gramatical y mejoramiento en el uso de vocabulario a través de la edición constante que se realizará con la guía de la persona docente hasta alcanzar los estándares apropiados para una escritura clara, concisa y pertinente. Estas actividades las deberá realizar la población estudiantil durante su clase. Se deben incluir, al menos, cuatro trabajos escritos.

## VI. BIBLIOGRAFÍA:

Centro Virtual Cervantes. (2003). Diccionario de términos clave de Enseñanza de Lengua Extranjeras. Recuperado de [http://ele.sgel.es/ficheros/productos/downloads/Diccionario\\_ELE\\_422.pdf](http://ele.sgel.es/ficheros/productos/downloads/Diccionario_ELE_422.pdf)

Consejo de Europa. (2002). Marco común europeo de referencia para las lenguas: aprendizaje, enseñanza, evaluación. Madrid: Instituto Cervantes-Ministerio de Educación Cultura y Deporte: Anaya. Cambridge. (2014). Cambridge University Press. Recuperado de <http://www.cambridgeenglish.org/learning-english/find-free-resources/>

Gooch, A. (1978). Cassell's Spanish-English, English-Spanish dictionary = Dictionarioespañol-inglés, inglés-español. (Completely rev. and reset ed.). London: Cassell.

Linguee | Diccionario español-inglés, entre otros idiomas. (n.d.). Recuperado en Junio 15, 2015, from <http://www.linguee.es/>

Randall's ESL Cyber Listening Lab - For English as a Second Language. (n.d.). Recuperado en Junio 15, 2015, from <http://www.esl-lab.com/>

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

## VII. WEBGRAFÍA

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

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

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

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

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



## VIII.CRONOGRAMA

Semana	Resultados de aprendizaje lingüísticos esperados
1	Aspectos académico-administrativos del PIT. Dar y buscar puntos de vista y opiniones personales mostrando una posición negociadora en una conversación cara a cara
2	Expresar arrepentimientos y quejas sobre tareas o temas relacionados con el trabajo en una conversación haciendo uso de un lenguaje sencillo
3	Describir información en un cuadro, gráfico o tabla
4	Hacer comparaciones simples y directas
5	Identificar las partes principales de una presentación oral y consejos de cómo llevarla a cabo con éxito
6	Realizar una presentación oral de manera efectiva
7	Actividad Evaluativa de medio periodo.
8	Identificar e informar oralmente o por escrito los aspectos principales de una charla breve sobre temas relacionados con el trabajo
9	Expresar opiniones y brindar razones sencillas para justificar un punto de vista sobre temas relacionados con el trabajo
10	Interactuar en una reunión al negociar sobre temas relacionados con el trabajo
11	Identificar consejos sobre lo que se debe y no se debe hacer en una entrevista de trabajo / Llevar a cabo una entrevista de trabajo con éxito
12	Escribir el currículum vitae completo
13	Aplicar principios de marca personal como profesional y emprendedor
14	Actividad Evaluativa Final

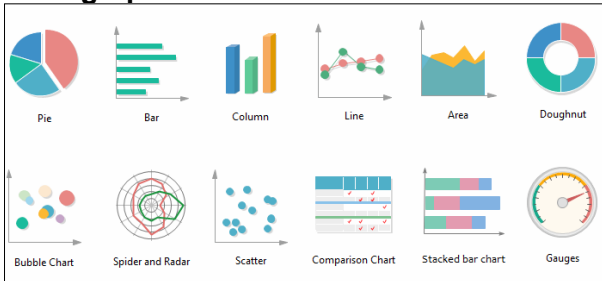
<p><b>Universidad Técnica Nacional</b> <b>Programa Institucional de Idiomas para el Trabajo</b></p> <p><b>Campus:</b> <b>Professor:</b> <b>Course Schedule:</b> <b>Student Attention Hour:</b></p>	<p><b>General competence:</b></p> <ul style="list-style-type: none"> <li>- Communicate orally and in written form on work-related situations using key vocabulary, basic and idiomatic expressions.</li> </ul> <p><b>Specific competences:</b></p> <ul style="list-style-type: none"> <li>- Interact in different work-related contexts such as making regrets, complaining, giving and justifying opinions, negotiating, identifying the parts of an oral presentation and delivering it, describing charts and comparing information on them.</li> <li>- Interact in different work-related contexts such as identifying and reporting important aspects from meetings, carrying out a successful job interview, writing a complete resume and applying principles or personal branding.</li> </ul> <p><b>Transversal Competences:</b> Show awareness in regards to phonological control (pronunciation and intonation). Show awareness of grammatical accuracy, in accordance to the level. Reflect on cultural diversity and intercultural skills Apply compensation strategies such as repetition and clarification.</p>
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Week	Learning Outcome	Content	Learning activities / situations	Can do list
Week 1	Give and seek personal views and opinions, and show a negotiating position, in a face-to-face conversation	<p><b>Target Vocabulary</b></p> <p><b>Giving my personal view or opinion:</b> It seems that..., in my opinion..., As far as I understand..., From my point of view..., As far as I know..., From what I know..., Personally, I think/ believe/consider...</p> <p><b>Negotiation expressions:</b> I propose/recommend that..., One of the key reasons for this is..., Absolutely, I agree with you because..., I am of the opinion that..., That's a very good point because..., I disagree with you because..., I have some reservations about it because..., Unfortunately, my position is different from yours because..., I'm afraid I can't agree with this because..., I am against...</p> <p><b>Repetition expressions: (Compensation strategy)</b> (Formal ways): Sorry, I didn't catch that, Would you mind saying that again?,</p>	<p>-Highlight differences between negotiating in Costa Rica and in other countries, by watching a video. They describe the importance of respecting those differences.</p>	<p>Learners can:</p> <ul style="list-style-type: none"> <li>-express what they think about different situations in formal and informal contexts.</li> <li>-ask, answer questions when giving opinions</li> </ul>

	<p>Could you repeat that please? What was that again, please?, Can you say it in another way, please?, Sorry?, Excuse me?, Pardon?, I'm sorry to interrupt but would you mind repeating...?</p> <p>(Informal ways): Huh?, What did you say?, Come again?, What?, Eh?, I didn't get that.</p> <p><b>Clarification expressions:</b></p> <p>When you say..., do you mean...? (When you say living abroad, do you mean living in another country?), let me see if I understood correctly, you're saying that..., So, what you're saying is..., So, in other words...</p> <p><b>Idioms:</b></p> <ul style="list-style-type: none"><li>- You have hit the nail on the head (Agreeing)</li><li>- See eye to eye (To agree with somebody)</li><li>- Game plan (a strategy or plan for achieving success)</li><li>- In a nutshell (using as few words as possible to give an opinion)</li></ul> <p><b>Language Structure</b></p> <p><b>Do you think it's ....? (impolite, rude, crucial, okay, polite)</b></p> <ul style="list-style-type: none"><li>- Do you think it's essential to be on time in meetings in Japan?</li><li>- Do you consider it's okay to shake hands in Asian countries?</li></ul> <p><b>It's + adjective + infinitive</b></p> <ul style="list-style-type: none"><li>- I think it's essential to investigate the target culture.</li><li>- From my point of view, it's necessary to negotiate with the investors.</li></ul> <p><b>Gerunds as subjects</b></p> <ul style="list-style-type: none"><li>- In Costa Rica, <u>shaking</u> hands is customary.</li><li>- One of the key reasons for this is that <u>investigating</u> the target culture is essential to make successful businesses.</li></ul> <p><b>Responses with too and either</b></p> <div><table><tr><td>I'm against the motion. I am too.</td><td>I think it's a good idea. I do too.</td><td>I can support your idea. I can too.</td></tr><tr><td>I'm not in favor. I'm not either.</td><td>I don't consider that an option. I don't either.</td><td>I can't help you with the project. I can't either.</td></tr></table><p>People also respond with <b>Me too</b> and <b>Me neither</b> (or <b>Me either</b>).</p></div> <p><b>Sample Language</b></p> <p><b>A:</b> Excuse me Mr. Rodríguez, I have some ideas for the business we're</p>	I'm against the motion. I am too.	I think it's a good idea. I do too.	I can support your idea. I can too.	I'm not in favor. I'm not either.	I don't consider that an option. I don't either.	I can't help you with the project. I can't either.	<p>-Identify the correct answers in a True / False activity, by listening to a conversation. They justify the false options.</p> <p>-Unscramble a conversation and identify expressions in which opinions are given.</p> <p>-Comment and give opinions in pairs or trios about work-related situations pasted on the walls.</p>	<p>-agree and disagree with others</p> <p>- show a negotiating position in a face-to-face conversations</p>
I'm against the motion. I am too.	I think it's a good idea. I do too.	I can support your idea. I can too.							
I'm not in favor. I'm not either.	I don't consider that an option. I don't either.	I can't help you with the project. I can't either.							

		<p>having with the new investors from Japan.</p> <p><b>B:</b> Hello Carlos, come on in! What are they about?</p> <p><b>A:</b> Sorry to say this, but I think Karla’s ideas are not appropriate. I don’t see eye to eye with her.</p> <p><b>B:</b> I don’t either. You’re right! Investigating how they make business is crucial to be successful with this new project.... Do you think it’s a good idea to discuss this situation with the board of directors?</p> <p><b>A:</b> Absolutely! It’s necessary to have a meeting with the board of directors and Karla before they arrive in Costa Rica on July 20<sup>th</sup>.</p> <p><b>B:</b> Huh? July 20<sup>th</sup>?</p> <p><b>A:</b> Correct! Unfortunately, we don’t have enough time.</p> <p><b>B:</b> Well, it’s time to work on our game plan.</p> <p><b>Online Resources</b></p> <p><a href="https://impactfulenglish.com/asking-and-giving-opinions/">https://impactfulenglish.com/asking-and-giving-opinions/</a></p> <p><a href="https://www.englishclub.com/vocabulary/fl-giving-opinions.htm">https://www.englishclub.com/vocabulary/fl-giving-opinions.htm</a></p>												
<b>Week 2</b>	Express regrets and complaints in work related tasks or topics in a conversation using simple language	<p><b>Target Vocabulary</b></p> <p><b>Situations at work:</b></p> <p><b>Negative:</b> be delayed, be late, be so busy, be overloaded at work, change supplier, argue with a co-worker, yell at my boss, quit my previous job, lose my job, be fired, damage the computer or printer, forget a meeting, make a mistake on an invoice, process an order wrongly, deposit wrongly, overcharge a client, be short-staffed at the moment, drive the company’s car, live so far, lose a chance or opportunity, have a misunderstanding with someone</p> <p><b>Positive:</b> be on time, have enough money, have more free time, get a promotion, have a better income, speak more languages, investigate cultures, have a chance or opportunity, be hired, avoid a misunderstanding</p> <p><b>Complaints Expressions:</b> I’m afraid we have a problem..., I’m calling about a mistake..., I just want to complain about..., I have a complaint to make</p> <p><b>Verbs in simple past</b></p> <table><tr><th>Simple form</th><th>Past</th></tr><tr><td>be</td><td>was / were</td></tr><tr><td>lose</td><td>lost</td></tr><tr><td>waste</td><td>wasted</td></tr><tr><td>have</td><td>had</td></tr></table>	Simple form	Past	be	was / were	lose	lost	waste	wasted	have	had	<p>-Sociolinguistic appropriateness: Write an email complaining in formal and informal situations or contexts.</p> <p>- Compensation strategies (ask for repetition and clarification): Professor provides roles or cues. Students (in pairs), prepare a dialogue on the phone to complain about a given situation. They use compensation strategies in the conversation.</p>	<p>Learners can:</p> <p>-express regrets and complaints in a work-related topic</p> <p>-answer to someone’s regrets and complaints.</p>
Simple form	Past													
be	was / were													
lose	lost													
waste	wasted													
have	had													

	<p><b>Idioms:</b></p> <ul style="list-style-type: none"> <li>- Keep one's eyes on the ball (to give something one's full attention and to not lose focus)</li> <li>- A long shot (something that has a very low probability of happening)</li> <li>- Not going to fly (something isn't expected to work out)</li> </ul> <p><b>Language Structure</b>  <b>What do you regret about?</b></p> <p><b>Making regrets: I regret + -ing</b></p> <ul style="list-style-type: none"> <li>- I regret <b>yelling</b> at my boss / I regret <b>not being</b> careful before.</li> <li>- I regret <b>making</b> a mistake with that invoice. / I regret <b>not checking</b> it out.</li> </ul> <p><b>Using wish for present regrets:</b> I wish I <u>(past verb)</u></p> <ul style="list-style-type: none"> <li>- I wish I <b>had</b> a new chance. I wish I <b>spoke</b> English well.</li> </ul> <p><b>Using wish for complaining:</b> I wish you would _____ / I wish you wouldn't _____</p> <ul style="list-style-type: none"> <li>- I wish you <b>wouldn't do</b> that.</li> <li>- I wish you <b>would stop interrupting</b> me.</li> </ul> <p><b>Sample Language</b>  <b>A:</b> Jonathan, guess what! Mr. Rodríguez asked me if I could go to USA for two weeks. There's a training for employees from different countries including Costa Rica. This is an opportunity I wouldn't like to lose, but I can't speak English at all.  <b>B:</b> Pardon? Are you kidding me?  <b>A:</b> Not really! I regret not speaking English well. I didn't take the classes offered last year.  <b>B:</b> I'm so sorry to hear that! So, what are you going to do?  <b>A:</b> No idea!... I wish I had more free time and enough money.  <b>B:</b> Why do you say so? What would you do if you had more free time and some money?  <b>A:</b> Well, I would look for a teacher and pay extra classes.  <b>B:</b> I'm sorry my friend, but studying English in a rush is not going to fly! It's late! Next time, you better keep your eyes on the ball!</p>	<p>- Cultural awareness:  Prepare a role play to demonstrate how to express regret and complain when working with foreigners. Ask students to acknowledge the importance of showing respect when dealing with people from different cultural backgrounds</p> <p>-Identify if the speakers from an audio are regretting or complaining. Then they get the scripts of the short talks to underline the expressions used.</p> <p>-(Moving concentric circles activity) Regret and complain orally, by asking to their partners what they regret and complain about. Each student gets a negative work-related situation.</p>	
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		<p><b>A:</b> It's true. I'm afraid you are right.</p> <p><b>Online Resources</b> Using 'wish' for regrets and other things too!   Learn English (<a href="http://ecenglish.com">ecenglish.com</a>) (Section: Using wish for present regrets and complaints)</p>																																						
<b>Week 3</b>	Describe the information in a chart, graph or table	<p><b>Target Vocabulary</b> <b>Types of charts and graphs:</b></p> <div></div> <p><b>Expressions to describe charts:</b> What is the (chart/graph) about? The pie chart is about..., the bar chart deals with..., the line graph shows..., the slices of the pie chart compare the..., the chart is divided into ____ parts, the graph/chart highlights / illustrates... I was really surprised/shocked by the ..., so we can say...</p> <p><b>Basic Statistics Vocabulary</b> (See document in the Online Resources Section)</p> <p><b>Present and past verbs (depending on the information in the graph)</b></p> <table><tr><th colspan="2">Going Up</th><th colspan="2">No Change</th></tr><tr><th>Present</th><th>Past</th><th>Present</th><th>Past</th></tr><tr><td>go up</td><td>went up</td><td>stay the same</td><td>stayed the same</td></tr><tr><td>rise</td><td>rose</td><td>remain</td><td>remained</td></tr><tr><td>increase</td><td>increased</td><td>constant</td><td>constant</td></tr></table> <table><tr><th colspan="2">Going Down</th><th colspan="2">Up and Down</th></tr><tr><th>Present</th><th>Past</th><th>Present</th><th>Past</th></tr><tr><td>decrease</td><td>decreased</td><td>fluctuate</td><td>fluctuated</td></tr><tr><td>fall</td><td>fell</td><td>flutter</td><td>fluttered</td></tr></table> <p><b>Time expressions:</b> in <u>1990</u>, in <u>November</u>, from <u>1995</u> to <u>2000</u>, from <u>April</u> to <u>September</u>, for <u>three months</u>, since <u>2005</u></p>	Going Up		No Change		Present	Past	Present	Past	go up	went up	stay the same	stayed the same	rise	rose	remain	remained	increase	increased	constant	constant	Going Down		Up and Down		Present	Past	Present	Past	decrease	decreased	fluctuate	fluctuated	fall	fell	flutter	fluttered	<p>-Compensation strategy: make a conversation including description of data in charts/graphs or tables, and ask for repetition and clarification during the interaction.</p> <p>-Define with their own words what graphs are and mention how they are useful in their field of study.</p> <p>-Identify the different types of graphs, by matching names and illustrations.</p> <p>-Classify expressions in <i>going up</i>, <i>going down</i>, <i>no change</i> and <i>up and down</i> to describe trends in graphs.</p> <p>-Describe in oral and written ways charts and graphs, using different expressions to introduce the topic, describe details and trends, and conclude the presentation. (Graphs</p>	<p>Learners can:</p> <p>- Describe in oral and written ways information in charts/graphs/tables</p> <p>-Identify the different types of graphs.</p>
Going Up		No Change																																						
Present	Past	Present	Past																																					
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### Idioms:

- Raise the bar (to set standards or expectations higher)

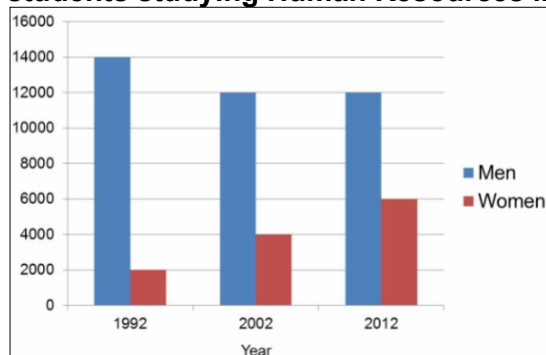
### Language Structure

#### General and specific use of quantifiers

General	Specific	
All students study accounting.	All (of) the students in my class study HR.	All of us...
Most students need to know a language.	Most of the students in the chart know English.	Most of them...
Some students are good at numbers.	Some of the students in the pie chart aren't.	Some of them...
A few people like to study mandarin.	A few of my classmates prefer to study English.	A few of us / them...
No students study medicine.	None of the students in my class study medicine.	None of them...
But		
A lot of people studied in 2014.	A lot of the people at UTN studied and worked in 2014.	

### Sample Language

#### Number of students studying Human Resources Management



**A:** Excuse me! What is the bar chart about?

**B:** The bar chart illustrates the number of men and women studying Human Resources Management in Costa Rican universities from 1992 to 2012. As you can see, most of the male students studied HR in 1992, but the number of women decreased to 2000 students; just a few of them chose this major. In 2002, the number of female students rose to 4000 and the number of male students fell to 12000 and remained constant in 2012. Even, the bar chart shows that most of them studied HR compared to women. So, we can see that the number of women increased since 1992 and the number of male students decreased.

**A:** Wow! Your presentation raised the bar. Thank you so much!

### Online Resources

[Describing charts in English \(englisch-hilfen.de\)](http://englisch-hilfen.de)

are pasted on the walls for the oral part in order to walk around)

-Fill in the blanks with expressions and quantifiers to describe graphs and charts.

		<p>How to describe charts, graphs, and diagrams in the presentation (preply.com)</p> <p>Basic statistics vocabulary.pdf (umt.edu)</p>																																						
Week 4	Make simple and direct comparisons	<p><b>Target Vocabulary</b></p> <p><b>Short Adjectives:</b> tall, short, cheap, nice, easy, big, hard, fast, old, new, hot, cold, busy, high, long, large, small, healthy, funny, safe</p> <p><b>Long Adjectives:</b> interesting, expensive, convenient, affordable, populated, important, significant, popular, crowded, pleasant, dangerous, visited</p> <p><b>Language Structure</b></p> <table><tr><th></th><th>Adjective</th><th>Comparative</th><th>Superlative</th></tr><tr><td rowspan="3">Short Adjectives</td><td>Old</td><td>Older than...</td><td>The oldest...</td></tr><tr><td>Tall</td><td>Taller than...</td><td>The tallest...</td></tr><tr><td>Cheap</td><td>Cheaper than...</td><td>The cheapest...</td></tr><tr><td rowspan="3">Short Adjectives with C+V+C <small>C: consonant V: vowel</small></td><td>Big</td><td>Bigger than...</td><td>The biggest...</td></tr><tr><td>Hot</td><td>Hotter than...</td><td>The hottest...</td></tr><tr><td>Wet</td><td>Wetter than...</td><td>The wettest...</td></tr><tr><td>Adjectives ending in -y</td><td>Easy busy</td><td>Easier than... Busier than...</td><td>The easiest... The busiest...</td></tr><tr><td>Long Adjectives</td><td>Expensive Populated Dangerous</td><td>More expensive than... More populated than... More dangerous than...</td><td>The most expensive... The most populated... The most dangerous...</td></tr><tr><td>Irregular Adjectives</td><td>Good Bad Far</td><td>Better than... Worse than... Farther than...</td><td>The best... The worst... The farthest...</td></tr></table> <p><b>Comparative:</b></p> <ul style="list-style-type: none"><li>- Making balances is <b>more complicated than</b> checking invoices.</li><li>- Exporting goods is <b>easier than</b> importing raw materials.</li></ul> <p><b>Superlative:</b></p> <ul style="list-style-type: none"><li>- Making interviews is <b>the most interesting</b> task as an HR manager.</li><li>- <b>The worst</b> answer in a job interview is to say “I don’t know”.</li></ul> <p><b>Sample Language</b></p> <p>A: What is the easiest task in accounting for you? B: For me, checking financial reports is the most interesting aspect. How about you? A: The easiest, I don’t know, but the most complicated aspect of accounting is proposing strategies to reduce expenses. B: Unfortunately, we have to cover all these aspects because this company is bigger than many others.</p>		Adjective	Comparative	Superlative	Short Adjectives	Old	Older than...	The oldest...	Tall	Taller than...	The tallest...	Cheap	Cheaper than...	The cheapest...	Short Adjectives with C+V+C <small>C: consonant V: vowel</small>	Big	Bigger than...	The biggest...	Hot	Hotter than...	The hottest...	Wet	Wetter than...	The wettest...	Adjectives ending in -y	Easy busy	Easier than... Busier than...	The easiest... The busiest...	Long Adjectives	Expensive Populated Dangerous	More expensive than... More populated than... More dangerous than...	The most expensive... The most populated... The most dangerous...	Irregular Adjectives	Good Bad Far	Better than... Worse than... Farther than...	The best... The worst... The farthest...	<p>-Describe a set of images, by mentioning adjectives they already know.</p> <p>-Compare cultural differences keeping in mind the importance of recognizing those differences.</p> <p>-Choose True or False for the statements of a conversation. They justify the false answers.</p> <p>-Identify comparing sentences in a conversation, highlighting comparative and superlative using different colors.</p> <p>-Compare products orally.</p> <p>-Write sentences comparing information in a table or graph.</p> <p>-Fill in the blanks properly with the missing information.</p>	<p>Learners can:</p> <p>-Make comparisons in an oral and written way</p> <p>- Write sentences comparing information in a table or graph.</p> <p>-Read and understand a text with comparisons</p>
	Adjective	Comparative	Superlative																																					
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		<p>A: You're right!</p> <p><b>Online Resources</b></p> <p>▷ <u>Grammar: Comparatives and Superlatives - Inglés de Negocios (aulafacil.com)</u></p>		
<b>Week 5</b>	Identify the main parts of an oral presentation and tips on how to carry it out successfully	<p><b>Target Vocabulary</b></p> <p><b>Introducing the topic:</b> The subject/topic of my talk is..., I'm going to talk about..., My topic today is about...</p> <p><b>Outline of presentation:</b> I'm going to divide this talk into (<u>four</u>) parts, There are a number of points I'd like to mention, I'd like to begin/start by..., First of all, I'll..., Then I'll go on to..., Next..., Finally...</p> <p><b>Starting a new section:</b> The next issue/topic I'd like to focus on..., Now we'll move on to..., I'd like now to discuss...</p> <p><b>Giving examples:</b> For example..., a good example of this is..., to illustrate this point..., to give you an example...</p> <p><b>Paraphrasing and clarifying:</b> In other words..., So what I'm saying is..., To put it more simply... To put it another way...</p> <p><b>Summarizing and concluding:</b> To sum up..., To summarize..., Let's summarize briefly what I said..., To conclude..., In conclusion...</p> <p><b>Invitation to discuss / ask questions:</b> I'm happy to answer any question, Does anyone have any comments or questions?, Please feel free to ask questions, Would you like to ask any questions?, Any questions?</p> <p><b>Connectors:</b> also – first – because – as a result – however – second – due to – besides</p> <p><b>Tips for improving your presentation skills:</b> have a positive mindset, prepare, practice speaking in front of others, involve your audience, dress for the occasion, use less text and more visuals in your presentation, be passionate and engaging, keep eye contact with your audience, focus on confident body language, keep your presentation as short as possible, speak loudly, speak slowly and clear, keep a good voice projection, not to rush, key words are important, use pauses, keep good time management</p> <p><b>Language Structure</b></p> <p><b>Giving tips/suggestions:</b></p>	<p>-Mention the main parts of an oral presentation (Introduction, body and conclusion)</p> <p>-Explain with their own words what each part of the presentation is about.</p> <p>-Ask for and make suggestions to carry out oral presentations successfully.</p> <p>-Classify expressions used to introduce a topic, outline a presentation, start a new section, give examples, etc.</p> <p>-Paraphrase and explain in trios short readings on how to make good oral presentations.</p>	<p>Learners can:</p> <p>-identify the main parts of an oral presentation</p> <p>-use appropriate expressions in each part of the presentation.</p> <p>-share tips on how to give a successful oral presentation</p>

	<p>I need to make a presentation, what <b>should</b> I do?</p> <p>You <b>should</b>... / You <b>shouldn't</b>...</p> <ul style="list-style-type: none"> <li>- You <b>should</b> use less text and more visuals / You <b>shouldn't</b> be in a rush.</li> </ul> <p>You <b>could</b>...</p> <ul style="list-style-type: none"> <li>- You <b>could</b> use a better tool to make your presentation.</li> </ul> <p>You <b>need to</b>...</p> <ul style="list-style-type: none"> <li>- You <b>need to</b> have a positive mindset.</li> </ul> <p>You'd <b>better</b>... / I'd <b>better not</b>...</p> <ul style="list-style-type: none"> <li>- I'd better not wear casual clothes. Right?</li> </ul> <p><b>Why don't you...?</b></p> <ul style="list-style-type: none"> <li>- Why don't you use Genially? I think it's better than Power Point</li> </ul> <p><b>Don't forget to ...</b></p> <ul style="list-style-type: none"> <li>- Don't forget to keep eye contact with your audience.</li> </ul> <p><b>Sample Language</b></p> <p><b>A:</b> Karol, can you make oral presentations? I have to deliver one next week, but I don't know what to do. This is my first time.</p> <p><b>B:</b> Yes, I can. I always make presentations for my classes. I can help you with some tips.</p> <p><b>A:</b> Really? Thanks a lot for your help. Tell me, what should I do?</p> <p><b>B:</b> Why don't you get relaxed? You look anxious....</p> <p>First of all, I will send you by email some expressions you can take advantage of to divide and deliver your topic successfully. Besides, you will see what the parts of the presentation are and what you need to consider for each one. That article explains step by step what you need to do.</p> <p><b>A:</b> I see! I will read it. What else should I do?</p> <p><b>B:</b> Well, there are some essential aspects to keep in mind when presenting. You should have a positive mindset. Also, there are many technological tools you can use, I think you could use Genially. It's nice and easy to use. Besides, you'd better dress properly and don't forget to keep eye contact with your audience.</p> <p><b>A:</b> I'll keep all this information in mind and put it into practice. Thank you so much Karol.</p> <p><b>B:</b> Oh, I forgot to tell you, you should practice your presentation before the conference. Practicing it will make you feel better and relaxed.</p> <p>Online Resources  <u>9 Tips for Improving Your Presentation Skills For Your Next Meeting – Venngage</u></p>	
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		<p><u>(25) How to prepare your oral presentation – YouTube</u></p> <p><u>How to prepare an oral presentation – ppt download (slideplayer.com)</u></p>		
<b>Week 6</b>	Deliver an oral presentation effectively	<p><b>Target Vocabulary</b>  <b>Same as week 5</b></p> <p><b>Sample Language</b>  <b>A:</b> Good morning, everyone. Thank you so much for attending my oral presentation. My name is Laura López. Today, I'm going to talk about Leadership Skills. My presentation is divided into two parts. First, I will mention what leadership is and finally, I will mention four ways to develop leadership skills.</p> <p>Do you consider yourself a leader? This is a question that everyone should keep in mind. Leadership is the process in which you always keep motivating yourself and motivating others to work together in a specific direction and achieve the desired goal.</p> <p>Now, I'd like to mention four different ways to develop leadership skills. First, it's essential to aim for inspiration, not influence. To become an inspiration, you need to develop qualities that humble you and give you a passion to pull your team in the direction of growth and success. Second, improving your listening and communication skills is necessary. When listening to your team, try to make eye contact with them, avoid distractions and have open mind to their ideas. Also, start ASAP, that is, if you want good leadership skills, then you need to start practicing them as soon as possible. In fact, you can sharpen your skills in your current job position. Finally, take your time to research and study the best leaders you find. Many of them could be good models to follow.</p> <p>To sum up, if you are currently a boss or getting an opportunity to be in charge of a team, you should consider leadership skills as one of the most important ways to achieve the desired goals at work and keep your staff motivated and engaged. Thank you so much for your attention!  Would you like to ask any questions?</p> <p><b>Online Resources</b></p>	<p>-Apply all the suggestions provided previously in a real delivery of an oral presentation.</p> <p>-Highlight good aspects from their peers' presentation and make new suggestions on how to improve their presentations. (Peer evaluation)</p>	<p>Learners can:</p> <p>-Deliver a complete and clear oral presentation.</p> <p>-Understand clear, standard speech on familiar matters directed at them</p>

		<a href="#">How to deliver an oral presentation - PMC (nih.gov)</a> <a href="#">Oral presentation   LearnEnglish Teens - British Council</a> <a href="#">The 10 Golden Rules for Successful Business Presentations (proenglish.ch)</a>																	
Week 7	Midterm evaluation activity 20%																		
Week 8	Identify and report orally or in a written form the main points of a short talk on work related topics	<b>Target Vocabulary</b> <b>Same as previous weeks</b>  <b>Idioms:</b> <ul style="list-style-type: none"><li>- By the book (to do things exactly according to the rules or the law)</li><li>- Get down to business (stop making small talk and start talking about serious business topics)</li></ul> <b>Language Structure</b> <b>What did <i>he/she</i> say? / What did <i>he/she</i> tell you?</b>  <b>“know” + wh – clause</b> <ul style="list-style-type: none"><li>- Do you know what he/she said?</li><li>- Do you know what the boss asked in the meeting?</li></ul> <b>Reported Speech</b> <table><tr><th>Direct Speech</th><th></th><th>Reported Speech</th></tr><tr><td><b>Simple Present</b> <i>Luis: The presentation <u>is</u> about Teamwork.</i></td><td>➡</td><td><b>Simple Past</b> He said (that) the presentation <u>was</u> about Teamwork.</td></tr><tr><td><i>Lisa: I <u>wait</u> patiently for the invoices.</i></td><td></td><td>Lisa said (that) she <u>waited</u> patiently for the invoices.</td></tr><tr><td><b>Present Continuous</b> <i>Boss: He <u>is making</u> a good report.</i></td><td>➡</td><td><b>Past Continuous</b> The boss told me (that) he <u>was making</u> a good report.</td></tr><tr><td><i>Pedro: She <u>is attending</u> a meeting.</i></td><td></td><td>Pedro said that she <u>was attending</u> a meeting.</td></tr></table> <b>Sample Language</b>	Direct Speech		Reported Speech	<b>Simple Present</b> <i>Luis: The presentation <u>is</u> about Teamwork.</i>	➡	<b>Simple Past</b> He said (that) the presentation <u>was</u> about Teamwork.	<i>Lisa: I <u>wait</u> patiently for the invoices.</i>		Lisa said (that) she <u>waited</u> patiently for the invoices.	<b>Present Continuous</b> <i>Boss: He <u>is making</u> a good report.</i>	➡	<b>Past Continuous</b> The boss told me (that) he <u>was making</u> a good report.	<i>Pedro: She <u>is attending</u> a meeting.</i>		Pedro said that she <u>was attending</u> a meeting.	-Explain with their own words what reporting is.  -Read a conversation and identify the expressions in which the speakers report.  -Write sentences reporting what others said. (reading)  -Identify the correct answers in a True / False activity, by listening to a conversation. They correct the false options.  -(Moving concentric circles activity) ask for and report orally to their partners what others have said. Each student gets a situation to say.	Learners can:  -Make themselves understood and communicate ideas and information on familiar topics.  -Ask and answer simple questions about an event  -Report the main points of a short talk  -Write sentences reporting what others said  -Understand what is said clearly and report it
Direct Speech		Reported Speech																	
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<b>Present Continuous</b> <i>Boss: He <u>is making</u> a good report.</i>	➡	<b>Past Continuous</b> The boss told me (that) he <u>was making</u> a good report.																	
<i>Pedro: She <u>is attending</u> a meeting.</i>		Pedro said that she <u>was attending</u> a meeting.																	



**A:** Carmen, did you go to the meeting today in the morning? I couldn't attend it because I was still on my way to the office. There was an accident.

**B:** Hi Laura! Sorry, could you repeat that again please?

**A:** I asked you if you attended the meeting today in the morning.

**B:** Yes, I did. It was a quick meeting.

**A:** What did Mr. Rodríguez say?

**B:** He asked what our tasks were. Three of us mentioned what we had to do today in the morning.

**A:** Do you know what Mario said about the reports?

**B:** He said that he was making a report about the last sales.

**A:** I see!... We are working together on that. I don't know why he didn't say that.

**B:** Who knows!

**A:** I will ask him about it... What about Lisa and you?

**B:** Lisa told us that she had a presentation. She said that it was about Teamwork and I said that I had to interview two applicants. They were really interested in working for the company.

**A:** That sounds good! Well, I'll talk with Mr. Rodríguez to explain why I couldn't be on time. I know that he appreciates when we do everything by the book.

**B:** Yeah, I know that.

### **Online Resources**

REPORTED SPEECH: Verb Tense Changes | Direct and Indirect Speech in English – YouTube

		Reported speech: Qué es y cómo utilizarlo   English Live Blog (ef.com)														
Week 9	Express their opinions and give simple reasons to justify a viewpoint on work-related topics  Interact in a meeting by negotiating on a work-related environment (Previous week 10)	<b>Target Vocabulary</b> <b>Repetition and clarification expressions from week 1</b> <b>Giving my personal view or opinion:</b> It seems that..., In my opinion..., As far as I understand..., From my point of view..., As far as I know..., From what I know..., Personally, I think/ believe/consider... <b>Giving reasons expressions:</b> Because/Because of, The reason (for this) is..., In order to, why..., as a result of, for, due to <b>Adjectives ending -ed:</b> confused, annoyed, bored, disappointed, excited, frightened, surprised, tired, shocked, interested, amused, challenged, embarrassed, relaxed, depressed, satisfied, worried, terrified, fascinated. <b>Adjectives ending – ing:</b> confusing, annoying, boring, disappointing, exciting, frightening, surprising, tiring, shocking, interesting, amusing, challenging, embarrassing, relaxing, depressing, satisfying, worrying, terrifying, fascinating. <b>Idioms:</b> <ul style="list-style-type: none"><li>- The elephant in the room (an obvious problem or controversial issue that no one wants to discuss)</li><li>- Think out of the box (to think of creative, unconventional solutions instead of common ones)</li><li>- Up in the air (something is undecided or uncertain)</li></ul> <b>Language Structure</b> <b>Participles as Adjectives</b> <table><tr><th colspan="2">Participles as Adjectives</th></tr><tr><th>-ed (It is used to describe how people feel about something or someone)</th><th>-ing (It is used to describe something or someone)</th></tr><tr><td>He was <i>embarrassed</i> when he didn't make it to the meeting.</td><td>I don't like that online posting. It's <i>embarrassing</i>.</td></tr><tr><td>I feel <i>interested</i> in learning more about that project.</td><td>The manual is so <i>interesting</i>. That explains everything.</td></tr><tr><td>I am <i>excited</i> with the online posting.</td><td>I think that investigating is <i>exciting</i>. How about you?</td></tr><tr><td>The new promotion makes me feel <i>satisfied</i>.</td><td>Being on vacation is <i>satisfying</i>.</td></tr></table> <b>Adverbs before adjectives and adverbs</b>	Participles as Adjectives		-ed (It is used to describe how people feel about something or someone)	-ing (It is used to describe something or someone)	He was <i>embarrassed</i> when he didn't make it to the meeting.	I don't like that online posting. It's <i>embarrassing</i> .	I feel <i>interested</i> in learning more about that project.	The manual is so <i>interesting</i> . That explains everything.	I am <i>excited</i> with the online posting.	I think that investigating is <i>exciting</i> . How about you?	The new promotion makes me feel <i>satisfied</i> .	Being on vacation is <i>satisfying</i> .	-Recognize the differences between giving opinions in Costa Rica and giving opinions abroad.  -Debate using simple sentences about work-related topics.  -Comment and justify briefly in pairs their points of view about different online postings pasted around the classroom.  -Predict what people's opinions will be about different situations in an audio.  -Read texts about people's opinions and carry out activities.  -Express their opinions and give simple reasons in a wordwall game. (They get the link of the game and play in pairs)  -Discuss about business etiquette when negotiating	Learners can:  -Express and justify their opinion  -Read and understand texts with opinions and react to them  -React to a work-related issue in a written way  -Interact in a meeting being able to negotiate  -Be socially and culturally appropriate when negotiating in a meeting
Participles as Adjectives																
-ed (It is used to describe how people feel about something or someone)	-ing (It is used to describe something or someone)															
He was <i>embarrassed</i> when he didn't make it to the meeting.	I don't like that online posting. It's <i>embarrassing</i> .															
I feel <i>interested</i> in learning more about that project.	The manual is so <i>interesting</i> . That explains everything.															
I am <i>excited</i> with the online posting.	I think that investigating is <i>exciting</i> . How about you?															
The new promotion makes me feel <i>satisfied</i> .	Being on vacation is <i>satisfying</i> .															

Adverbs before adjectives and adverbs	
Use <b>absolutely, incredibly, extremely, very, really, so, pretty, and fairly</b> to make some adjectives and adverbs stronger.	<ul style="list-style-type: none"> <li>- I'm surprised because the person who designed the posting is <b>incredibly</b> talented.</li> <li>- It seems that the invoices are <b>really</b> well. I feel satisfied because of your commitment.</li> </ul>
The expression <b>at all</b> makes negatives stronger.	<ul style="list-style-type: none"> <li>- That online posting makes feel disappointed. It's boring and unprofessional <b>at all</b>.</li> </ul>
<b>Completely</b> and <b>totally</b> mean 100%.	<ul style="list-style-type: none"> <li>- Her job is <b>totally</b> satisfying. I feel excited due to her effort.</li> </ul>

### Sample Language



**A:** Hey Mario! Look at this online posting! What do you think?

**B:** Wow, I really like it! I consider it looks pretty nice because of its colors. The designer is incredibly talented... What is the posting about?

**A:** Let me see! It says "Social Media for Business". It's an online training course.

**B:** Are you kidding me Karla? That's fascinating because I'm interested in having my own company. The idea is still up in the air, but that could be helpful anytime. How about you?

**A:** I totally agree with your point of view. It's a good design; the combination of colors is so professional. I think we should suggest this training course to the board of directors in order to get ideas from these people. We need to solve the issues we have with the advertising campaign. Nobody wants to work on this.

**B:** You're right! That's shocking! It's not easy to talk about the elephant in the room, that's why nobody wants to be in.

with Costa Rican people and foreigners.

-Extract from a meeting video the expressions used to negotiate and predict what the final decision will be.

-Identify in short talks if the parties negotiating agree or disagree.

-Read and unscramble a conversation in order to underline the expressions used.



**A:** By the way, when you say “up in the air”, do you mean that the project is still uncertain or undecided?

**B:** Exactly!

### Online Resources

-ing or -ed? Participles as Adjectives | Learn English (ecenglish.com)

Ways of Giving Reasons in English - My Lingua Academy (myenglishteacher.co.uk)

### Target Vocabulary

#### Repetition and clarification expressions from week 1

**Negotiation expressions:** I propose/recommend that..., One of the key reasons for this is..., Absolutely, I agree with you because..., I am of the opinion that..., That's a very good point because..., I disagree with you because..., I have some reservations about it because..., Unfortunately, my position is different from yours because..., I'm afraid I can't agree with this because..., I am against...

#### Negotiation of price, dates and discounts expressions:

- How much is/are \_\_\_\_\_? It's /They're \_\_\_\_\_
- How much does it/do they cost? It costs/ They cost \_\_\_\_\_
- What's your best price?
- How far can you come down in price?
- How much will you reduce the price if I pay cash?
- Is there any discount on this?
- What's your final offer?
- Let me run the numbers and get back to you
- It's a deal

**Time expressions:** in November, from April to September, from Tuesday to Friday, for two weeks, on Monday, on August 20<sup>th</sup>

**Useful words and phrases:** ***fixed budget** (a maximum amount you can afford to pay), **to shop around** (to look at many places), **discount** (reduced price), **how much you are willing to go** (how much more will you spend, how much more will you offer above the asking price), **showroom** (a place where goods are displayed)*

#### Idioms:

- Shoot something down (to reject something / e.g., an idea or a proposal)



- ## Language Structure
- Does too / doesn't either; so does / neither does

Tips on form and usage		
	Examples	Explanations
1.	-Both Mr. López and Luis agree with the project. <i>(Mr. López agrees with the project. Luis agrees with the project)</i>	You can combine two positive statements using <b><i>both ... and ...</i></b> to describe what two people have in common.
2.	-Neither Mr. López nor Luis agrees with her idea. <i>(Mr. López doesn't like her idea. Luis doesn't like her idea)</i>	You can combine two negative statements using <b><i>neither ... nor ...</i></b> to describe what two people have in common.
3.	-My boss likes to provide ideas and so do I. and I do too. -I like to provide ideas and so does my boss. and my boss does too. <i>(My boss likes to provide ideas. I like to provide ideas)</i>	You can combine two positive statements using <b><i>so do / so does or do too / does too.</i></b>
4.	-My co-worker doesn't have a computer and neither do I. and I don't either. -I don't have a computer and neither does my co-worker. and my co-worker doesn't either. <i>(My co-worker doesn't have a computer. I don't have a computer)</i>	You can combine two negative statements using <b><i>neither do / neither does or don't either / doesn't either.</i></b>
5.	-Karla <u>is</u> good at negotiating and so <u>am</u> I. -My boss <u>was</u> interested in the project and so <u>was</u> I. -Karla <u>had</u> a training about Marketing and so <u>did</u> I. -The board of directors <u>didn't</u> work on that and I <u>didn't</u> either.	The verb tenses in the two parts of the sentence should match.

## Sample Language

**A:** Hello, it's nice to meet you in person so we can talk about your new project. Can you tell me a little more? What would you like to accomplish?


**B:** We'd like to offer training to all of our staff. Both the CEO and I want them to be great negotiators! That's why we're having this meeting.

**A:** That sounds like a wonderful idea. And how can we help you reach your goals?

**B:** We're interested in a full-time immersion for our entire team. We'd like to focus on just this skill for one week at least.

**A:** So, if I understand you correctly, you'd like your entire sales team to focus only on this training, during all of their normal working hours. For a week or perhaps more. Is that right?

**B:** Yes, but we can only do it during one of the weeks when business is usually slow. But yes, that's the idea and, neither Saturdays nor Sundays are

		<p>available for the training, so that would be from Monday to Friday.  <b>A:</b> That's definitely something we can do. We can offer you a one-week training session with those conditions. We'll add a second trainer so that your team can work in small groups. What do you think?  <b>B:</b> Great! But since we're a large team and we are planning our training well in advance, I was wondering if you could also provide us with an extra session on negotiations in English. For the same price...  <b>A:</b> I think I should talk with my boss about it.  <b>B:</b> How much does it cost?  <b>A:</b> Let me run the number with her and get back to you. I'll try to twist her arm.</p> <p><b>Online Resources</b>  <a href="#">How to negotiate price in English - Learn English with Harry</a>   <a href="http://englishlessonviaskype.com"> (englishlessonviaskype.com)</a></p> <p><a href="#">Business Negotiations in English + dialogue and 9 expressions</a>  <a href="http://christinarebuffet.com"> (christinarebuffet.com)</a></p> <p><a href="#">Jevremovič: Negotiation models as tools for teaching business English   Inter Alia, 2</a> <a href="http://edus.si"> (edus.si)</a></p> <p><a href="#">So / Neither / Either / Too Expressions</a> <a href="http://grammarbank.com"> (grammarbank.com)</a></p>		
<b>Week 10</b>	<p>Identify tips on the do's and don'ts at a job interview.  Carry out a job interview successfully</p>	<p><b>Target Vocabulary</b>  <b>Tips for a job interview:</b></p> <ul style="list-style-type: none"> <li>- <b>Do's:</b> keep a clear speaking voice that easily be understood, make a good first impression, listen and respond accordingly, sell your strengths and expertise, dress appropriately, arrive at least 10 minutes prior to the interview start time, maintain good eye contact and body language during the interview, ask for clarification if you don't understand a question, exhibit a positive attitude, research the company and position you're interested in.</li> <li>- <b>Don'ts:</b> don't make negative comments about previous employers, don't give the impressions you are only interested in salary, don't be unprepared for typical interview questions, don't exhibit frustrations or a negative attitude, don't chew gum or smell like smoke, don't allow your cellphone to sound during the interview.</li> </ul> <p><b>Topics for job interview:</b></p>	<p>-Identify etiquette in job interviews with Costa Ricans and foreigners through a couple of conversations.</p> <p>-Extract from a conversation the tips provided for a job interview and provide more examples.</p> <p>-Give examples of possible job interview questions</p>	<p>Learners can:</p> <p>-ask and answer simple questions in a job interview about what they do at work.</p> <p>-make themselves understood in an interview and communicate ideas and information on familiar topics.</p>

		<ul style="list-style-type: none"> <li>- <b>Professional goals / future plans:</b> grow up personal and professionally, learn new skills, get training to sharpen my skills, improve my public speaking and presentations, get better at time management, find new challenges in my job position, experience career stability, get a promotion, be an intern with a large company to gain experience, start my own business, earn more degrees or certifications, become a qualified professional, become an expert in my field, reach a leadership position, win a prestigious award in the industry.</li> </ul> <p><b>Possible Job Interview Expressions:</b></p> <ul style="list-style-type: none"> <li>- Could you please introduce yourself? / Tell me about yourself</li> <li>- Could tell me about your Educational Background? I have a degree in... / I majored in ... / I did a master's in ... / I studied for ... at ...</li> <li>- Why are you a good fit for this job? I am a good fit for this job because ...</li> <li>- What are you looking for in a new position? I see this job as an opportunity to...</li> <li>- How have your previous jobs prepared you for this one? I have ... years of experience in ... / I worked for ... and learned how to ...</li> <li>- Can you describe some of your soft skills? I think the most valuable skills I have are ... because ...</li> <li>- What are your future plans as a professional? I am going to ...</li> <li>- Do you have any questions about the company?</li> </ul> <p><b>Idioms:</b></p> <ul style="list-style-type: none"> <li>- Learn the ropes (learn the basics of something)</li> <li>- No-brainer (something that is really obvious or easy)</li> <li>- Rock the boat (to do or say something that will upset people or cause problems)</li> </ul> <p><b>Language Structure</b>  <b>Consider the structure to give tips/suggestions from week 5</b></p> <p><b>Present Perfect for Job Interviews</b></p>	<p>-Read and unscramble a job interview conversation</p> <p>-Carry out a job interview in a classroom job fair.</p>	
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Simple form	Past participle
Work	Worked
Travel	Traveled
Study	Studied
Learn	Learned
Want	Wanted
See	Seen
Read	Read
Meet	Met
Have	Had
Teach	Taught

Present Perfect
Past experiences and achievements with no specific time mentioned
<b>Form: has/have + past participle</b>
<ul style="list-style-type: none"> <li>- I <b>have read</b> about this company.</li> <li>- I <b>have had</b> three job interviews before.</li> </ul>

### Sample Language

**A:** Erick, have you ever had a job interview before? I'm frightened because I will have one in three days.

**B:** Congratulations, Laura!... Yes, I've had three job interviews previously. Why?

**A:** It's my first time and I would like to get some tips in order to be successful. I really need to be hired. Based on your previous experience, what should I consider?

**B:** I think it's mandatory to research the company and position you're interested in. Your voice projection should be proper and don't forget to maintain good eye contact and body language during the interview. I know that you like smoking, so don't chew gum or smell like smoke because that wouldn't give a good first impression. Don't be nervous! Everything is going to be OK... Would you like to rehearse?

**A:** Of course! Let's give it try!

**B:** Alright! Here we go!... Thank you for coming in today.

**A:** Thanks for having me. I've read great things about this company and I'm excited for the opportunity.

**B:** So, first tell me about yourself and your past experience. Have you worked in Accounting before?

**A:** My name is Laura. I'm currently a student but I will get my bachelor's degree in Accounting in two weeks. I've wanted to get a job with opportunities for personal and professional improvement. I haven't worked previously, but I already had my practicum. I'm really interested in this position.

**B:** Can you describe some of your soft skills?

**A:** I think the most valuable skill I have is leadership. Working with others has taught me how to respect differences among people and become a model to follow for them.

**B:** That's a good point. Well Miss, thank you for attending your job interview.

		<p><b>Online Resources</b>  <u>English Grammar Present Perfect for Job Interview Success</u>  <a href="http://allearsenglish.com">allearsenglish.com</a></p> <p><u>Advice From an Expert: TEFL Interview Questions &amp; How to Answer Them – BridgeUniverse – TEFL Blog, News, Tips &amp; Resources</u></p> <p><u>Interviewing Dos &amp; Don'ts   Career and Professional Development   Virginia Tech (vt.edu)</u></p> <p><a href="#">12</a> <u>owerful Words To Use in an Interview   Indeed.com</u></p> <p><u>English vocabulary to describe educational background for job interviews exercise   Blair English</u></p>		
<b>Week 11</b>	Write a complete resume or CV	<p><b>Target Vocabulary</b>  <b>Differences between CV and resume in USA</b>  <b>Curriculum Vitae (CV):</b> It's supposed to go through your whole life, your whole work history, academic accomplishments, publications, etc. Most CVs tend to be 2-3 pages long, but it can even exceed the number of pages depending on how much experience you have. It's usually used for an academic or federal position.  <b>Resume:</b> It's a summary of you as a professional, so it should be as short as possible. Resumes tend to be 1-2 pages in order to list relevant information. It is good to add a <i>cover letter</i> to your application that would complement all the skills that you have mentioned in your resume. It can be used for all jobs, except the academic or federal ones.  <b>*Almost everywhere around the world, CV and resume are used as synonyms.</b></p> <p><b>Your CV or resume should include:</b></p> <ul style="list-style-type: none"> <li>- <b>Contact information</b> (name, address, mobile number, email, nationality, date of birth) (A picture is not included)</li> <li>- <b>Objective</b></li> <li>- <b>Educational Background</b> (Associate's Degree, Bachelor's Degree, Master's Degree, Doctorate / PhD)</li> </ul>	<p>Explain with their own words what a CV or resume is.</p> <p>-Predict the difference between CV and Resume in USA and Costa Rica.</p> <p>-Study the use of cover letter</p> <p>-Mention the aspects they consider necessary to include in a resume.</p> <p>-Use an online template to practice how to make their CV or resume</p>	<p>Learners can:</p> <p>-make a complete resume or CV</p>

Academic Accomplishments	Academic Awards
Academic Competitions	Academic Honors
Academic Majors / Minors	Certificates
Certifications	Class Rank
Degrees	Enrichment Activities
Grades / GPA	Major Projects
Non-academic Accomplishments (e.g. accomplishments in school sports)	Papers Published
Participation in School Life / Student Government	Professional Qualifications
Professional Training	Research Conducted
Schools Attended & Dates	Things You Learned / Studied
Training Programs	Workshops

- **Work experience**
- **References**

**Video Resume:**

7

TIPS FOR CREATING A 5-STAR VIDEO RESUME

Are you thinking about applying to your dream job? Have you been wondering how to make that perfect resume that will make me stand out from the rest of the crowd? You probably have heard that video resumes are trending right now but you don't know a thing about making one.

Video resumes are an optional task for job seekers. For some job seekers, especially if you're in the visual or creative industry, a video resume can highlight important skills. So, if you're struggling to make an application video, fear not! I'm going to help you make that 5-star video resume that will get you noticed and land the job of your dreams. And remember: the best part about video resumes is that you have complete control. If a take doesn't go well, you can erase it and try again.

With that said, here are seven tips to keep in mind while making your first video resume:

1

BE ENERGETIC AND ENTHUSIASTIC

DON'T MAKE IT TOO LONG

2

3

PREPARE A VIDEO SCRIPT

DON'T READ FROM THE SCRIPT

4

5

DRESS APPROPRIATELY

TALK SLOWLY AND CLEARLY

6

7

EDIT YOUR VIDEO RESUME


RecruitGyan

281-633-1730  
neha.naik@recruitgyan.com

www.recruitgyan.com  


## Sample Language

# ACCOUNTANT RESUME SAMPLE

from Resume Genius

## CONTACT

Email: youremail@gmail.com

Phone: 895 555 555

Address: 4397 Aaron Smith Drive  
Harrisburg, PA 17101

LinkedIn: linkedin.com/in/yourprofile

## SKILLS

Oracle

SAGE

Microsoft Office

Communication

Time Management

Critical Thinking

Handling Pressure

## EDUCATION

### M.B.A. / ACCOUNTING

Poloma College, NJ  
2013

### B.A. / ACCOUNTING

Grover College, CO  
2011

### CERTIFIED PUBLIC ACCOUNTANT

## AWARDS

### EMPLOYEE OF THE MONTH

Langford Partnership

## RESUME OBJECTIVE

Certified Public Accountant with 5+ years of experience of ledger processes, account reconciliations and streamlining accounts. Possess an MBA with a focus in accounting. Seeking to leverage accounting expertise and experience into a managerial role as a corporate banker.

## EXPERIENCE

### FINANCIAL ANALYST

LANGFORD PARTNERSHIP, BOSTON, MA / September 2016 - Present

- Created financial reports and supported all areas of responsibility within a 5 person finance team
- Managed a \$350,000 budget, with a reduction of costs totaling 15% over two years
- Analyzed, examined, and interpreted account records, compiled financial information, and reconciled reports and financial data
- Performed process analysis and communicated recommendations to management
- Process journal entries and perform accounting corrections to ensure accurate records

### FINANCIAL ADVISOR

Bringham & Sons, Bakersfield, CA / June 2013 - August 2016

- Conducted thorough reviews of potential business partnerships and strategies, and performed risk analyses using FRAP (Facilitated Risk Analysis Process)
- Trained and supervised 2 new employees, ensuring they maintain fastidious attention to detail
- Forecasted losses and earnings using quantitative and qualitative analyses to a high degree of accuracy, allowing the company to intelligently manage and invest resources
- Adhered to departmental controls and regulations,

Taken from: [Accountant Resume Sample and Tips | Resume Genius | Accountant resume, Job resume, Resume examples \(pinterest.com\)](#)

## Online Material

(Video Resume)

[7 Tips for Creating a 5-Star Video Resume | by RecruitGyan Blog | Medium](#)



		<p><a href="#">How to Make a Video Resume or Video CV (With Examples)   Wyzowl</a></p> <p><a href="#">Example of 2-minute Video Resume of a Fresh Graduate - YouTube</a></p> <p>(Written Resume)  <a href="#">English vocabulary to describe educational background for job interviews exercise   Blair English</a></p> <p><a href="#">Writing a good CV   LearnEnglish (britishcouncil.org)</a></p> <p><a href="#">A CV   LearnEnglish (britishcouncil.org)</a></p> <p><a href="#">How to Write a CV: Make the Perfect Curriculum Vitae in 2022 (zety.com)</a></p> <p><a href="#">How to Write a CV (Curriculum Vitae) in 2022 [31+ Examples] (novoresume.com)</a></p> <p><a href="#">CV vs Resume: Differences, Similarities &amp; Which One to Use (enhancv.com)</a></p> <p><a href="#">22 xamples of Educational Background - Simplicable</a></p>		
<b>Week 12</b>	Apply principles of personal branding as a professional and entrepreneur	<p><b>Target Vocabulary</b></p> <p><b><i>Entrepreneur:</i></b> A person who starts and manages a new business, taking on financial or personal risk in the process. Entrepreneurs can be small business owners, content creators, startup founders, or anyone who has the ambition to build a business and work for themselves.</p> <p><b>What is personal branding?</b>  Personal branding is the process of creating and promoting an image or identity of an individual in order to establish their reputation and influence in their field or industry. It involves self-reflection, marketing, and reputation management to create a unique personal brand that showcases skills, values, and personality to stand out in the market.</p> <p><b>10 Tips for starting your own business</b> (Video – Online Material)</p> <ol style="list-style-type: none"> <li>1. Do what you love</li> <li>2. Keep a source of cash</li> <li>3. You need a team</li> <li>4. Get some clients, make the contacts</li> </ol>	<p>-Define personal branding and its importance</p> <p>-Brainstorm with classmates about business ideas in their field of study</p> <p>-Explain with their own words what an entrepreneur is.</p> <p>-Carry out a business plan: stand out characteristics of a small business idea you would like to develop</p>	<p>Learners can:</p> <p>-List ideas they can use to work on their personal branding</p> <p>-Talk about business ideas they may have as entrepreneurs</p>

5. Write it and plan it
6. Do the Research
7. Get professional help
8. Build your cash reserve
9. Right from the blow of the whistle, be professional
10. Solidify your legal framework

**Writing a business plan** (Video – Online Material)

A business plan helps define goals and achieve them

1. Define your vision
2. Set goals and objectives for the business
3. Define your unique selling proposition
4. Know your market
5. Know your customers
6. Research the demand for your business
7. Search your marketing goals
8. Define your marketing strategy
9. Take action

**Language structure**

Questions and negative statements in present perfect tense



Taken from: Complete Step by Step Guide to Starting A Small Business

		<p style="text-align: center;"><a href="http://appypie.com"> (appypie.com)</a></p> <p><b>Sample Language</b> <b>Person 1:</b> Hey, have you heard about personal branding? <b>Person 2:</b> Yeah, I have. But can you explain it to me in detail? <b>Person 1:</b> Of course! Personal branding is the process of creating and promoting a unique image or identity of yourself in order to establish your reputation and influence in your field or industry. <b>Person 2:</b> Hmm, why is it important? <b>Person 1:</b> There are several reasons. Firstly, it helps you differentiate yourself from others and stand out in the market. Secondly, it can increase your visibility and credibility, making it easier for you to network and find opportunities. And finally, it can also impact your career advancement and financial success. <b>Person 2:</b> That makes sense. So, how can one create a strong personal brand? <b>Person 1:</b> To create a strong personal brand, you need to start by understanding your unique skills, values, and personality. Then, you can develop a personal brand strategy that includes creating a professional online presence, networking, and consistently delivering high-quality work. You should also regularly evaluate and adjust your personal brand to stay relevant and aligned with your goals. <b>Person 2:</b> Thanks for explaining. I think I need to start working on my personal branding. <b>Person 1:</b> Definitely! Investing in personal branding is a long-term investment in yourself and your career.</p> <p><b>Online Resources</b> <a href="http://appypie.com">Complete Step by Step Guide to Starting A Small Business (appypie.com)</a>  <a href="#">How to Start a small business? - TechStory</a>  <a href="#">10 Tips for Starting your Own Business [ Must Watch ] - YouTube</a>  <a href="#">How To Write a Business Plan To Start Your Own Business - YouTube</a>  <a href="#">What is an Entrepreneur: 7 Steps Take to Become One (2022) (shopify.com)</a></p>		
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<b>Week 13</b>	<b>Final evaluation activity</b>
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