



# Basic Business English (Modalidad Connect)

Guía para el Profesor

Clave LTHI1006

Nivel Profesional Ejecutivo

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## Información general del curso

Nombre del curso: Basic Business English

Nivel: Profesional ejecutivo

Plan académico: 2013

Modalidad: Connect

Clave: LTHI1006

## Competencias del curso

### Listening

Understand short face-to-face conversations, take phone messages and understand job descriptions.

### Speaking

Talk about the person's job, express apologies, summarize business information and talk about future plans.

### Reading

To understand short business texts such as emails and letters; to comprehend messages; to read charts.

### Writing

Write short reports and e-mails about future plans.

## Introducción al curso

Welcome to Basic Business English. In this course, the participants will develop a series of skills that will allow them to feel comfortable in a business setting. There are activities for the participants to increase their vocabulary, which will help them understand conversations and texts related to business and other aspects of everyday life. It is important to consider all the areas on which the participants develop, in order to acquire a varied language that will allow them to connect with people from other places.

The stage the participants are in their academic life is very important, as it will give them the tools to face the work market and develop or improve their skills to become the best professional they can be.

## Metodología

Se ha diseñado un curso **Connect** con la finalidad de ser impartido por un **docente líder con experiencia en el ámbito laboral**, quien compartirá contigo su conocimiento, experiencia y las mejores prácticas que realiza en su labor profesional.

La experiencia de cursos Connect promueve la interacción virtual entre estudiantes localizados en diferentes campus de la Universidad Tecmilenio, como una forma de enriquecer tu formación, contrastando la realidad de tu ciudad o región con la de otros compañeros.

Durante cada sesión virtual, el docente transmite su experiencia y actúa como guía en el proceso de aprendizaje durante la realización de las actividades.

El curso es **tetramestral** y tiene una distribución **semanal**; en cada semana se lleva a cabo una sesión virtual sincrónica de tres horas a través de una herramienta tecnológica de videoconferencia. La asistencia a estas sesiones de videoconferencia es muy importante, pero no obligatoria, ya que tienes la posibilidad de revisar la sesión grabada en caso de no poder asistir en el horario establecido.

## Evaluación

En la sección **Evaluación** puedes consultar cómo se integrará la calificación final del curso. Dependiendo del curso, la evaluación puede variar con una combinación de los siguientes elementos:

- Exámenes aplicados en plataforma en las semanas 1 y 3.
- Dos evidencias para acreditar el avance en el nivel de competencia adquirido por el alumno.
- Actividades que retomen el contenido conceptual de los temas de la semana.
- Evaluación final estandarizada compuesta por instrumentos tales como mini casos, exámenes de opción múltiple, ensayos, proyectos, entre otros.

## Estructura de las sesiones

Las sesiones se dividen en tres bloques; estas son las actividades que se recomienda realizar:

Bloque 1	Bloque 2	Bloque 3
<ul style="list-style-type: none"> <li>• Bienvenida y presentación de agenda</li> <li>• Actividad de bienestar-mindfulness</li> <li>• Desarrollo de temas de la semana               <ul style="list-style-type: none"> <li>○ Aplicación en contextos reales</li> <li>○ Actividades</li> <li>○ Cierre del tema</li> </ul> </li> <li>• Cierre del bloque mediante utilización de herramientas tecnológicas diversas</li> </ul>	<ul style="list-style-type: none"> <li>• Actividad de reconexión</li> <li>• Desarrollo de temas de la semana               <ul style="list-style-type: none"> <li>○ Aplicación en contextos reales</li> <li>○ Actividades</li> <li>○ Cierre del tema</li> </ul> </li> <li>• Cierre del bloque mediante utilización de herramientas tecnológicas diversas para una dinámica, foro o quiz.</li> <li>• Receso</li> </ul>	<ul style="list-style-type: none"> <li>• Actividad de reconexión</li> <li>• Desarrollo de temas de la semana               <ul style="list-style-type: none"> <li>○ Aplicación en contextos reales</li> <li>○ Actividades</li> <li>○ Cierre del tema</li> </ul> </li> <li>• Cierre de la sesión mediante utilización de herramientas tecnológicas diversas para una dinámica, foro o quiz.</li> </ul>

para una dinámica, foro o quiz. <ul style="list-style-type: none"> <li>• Receso</li> </ul>		
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Antes de acudir a una sesión, es necesario que realices las lecturas de las explicaciones y del libro de texto, ya que te proporcionarán los fundamentos teóricos de los temas del curso. De igual manera, se requiere que revises el material adicional como videos y lecturas.

Durante las sesiones sincrónicas el docente da una breve explicación del tema, resuelve dudas, comparte las instrucciones de las actividades y te acompaña durante la realización de estas.

## Actividades

Algunas actividades han sido diseñadas para realizarse de manera individual y otras de manera colaborativa. Para las actividades colaborativas el profesor integra equipos con alumnos de diferentes campus, lo cual te permite obtener experiencias de aprendizaje más enriquecedoras.

Para mayor efectividad del trabajo colaborativo se utilizan las funcionalidades de la herramienta de colaboración que permiten la creación de salas virtuales interactivas, donde puedes compartir pantallas, documentos, videos y audios.

Como una forma de promover el dinamismo y la interacción de los alumnos en distintos formatos, durante las sesiones el profesor alterna intervenciones individuales, plenarias y grupales que enriquecen tus puntos de vista y al mismo tiempo te dan la oportunidad de presentar tus ideas y posturas en torno a los temas de clase.

El resultado de todas las actividades y tareas realizadas durante la semana deberá concentrarse en **un solo documento** que se entregará a través de la plataforma tecnológica para su revisión y evaluación por parte del docente.

Es muy importante que revises el esquema de evaluación y los criterios que utilizará el docente para otorgarte una calificación. Lo anterior con la intención de que desde el inicio de la semana tengas claro el nivel de complejidad y esfuerzo que requieres para realizar las entregas semanales y garantizar tu éxito dentro del curso.

En caso de tener dudas sobre algún ejercicio o sobre el contenido del curso, puedes contactar a tu docente a través de los medios que este te indique.

## Sesiones virtuales

Para la transmisión de las sesiones se utiliza una herramienta de videoconferencias. Con el fin de mejorar la calidad de dichas interacciones, se recomienda lo siguiente.



## Evaluación

Número	Evaluable	Ponderación
1	Actividades semana 1 (En Banner se captura en el espacio Evidencia 1)	10%
2	Actividades semana 2 (En Banner se captura en el espacio Evidencia 2)	30%
3	Actividades semana 3 (En Banner se captura en el espacio Evidencia 3)	10%
4	Actividades semana 4 (En Banner se captura en el espacio Evidencia 4)	30%
5	Examen final	20%
	<b>Total:</b>	<b>100%</b>

## Calendario

Semana	Temas	Actividades	Tarea	Evidencia	Examen
1	<ul style="list-style-type: none"> <li>Human Planet</li> <li>People</li> <li>The media</li> <li>Health</li> </ul>	✓			
2	<ul style="list-style-type: none"> <li>Natural world</li> <li>Society and family</li> <li>Science: Crime Lab</li> <li>The night</li> </ul>	✓		✓	
3	<ul style="list-style-type: none"> <li>Work and industry</li> <li>Global affairs</li> <li>The environment</li> <li>Sport</li> </ul>	✓	✓		
4	<ul style="list-style-type: none"> <li>Corporative culture</li> <li>Work communication</li> <li>Advertisements and marketing</li> </ul>	✓		✓	
5					✓

## Contenido del curso

Tema	Título
Topic 1.	Human Planet
Topic 2.	People
Topic 3.	The media
Topic 4.	Health
Topic 5.	Natural world
Topic 6.	Society and family
Topic 7.	Science: Crime Lab
Topic 8.	The night
Topic 9.	Work and industry
Topic 10.	Global affairs
Topic 11.	The environment
Topic 12.	Sport
Topic 13.	Corporative culture

<b>Topic 14.</b>	Work communication
<b>Topic 15.</b>	Advertisements and marketing

## Herramientas

Para asegurar que aproveches al máximo tu experiencia educativa en esta modalidad de cursos, te recomendamos revisar estos [tutoriales](#).

## Preguntas más frecuentes

### ¿En dónde o a quién reporto un error detectado en el contenido del curso?

Lo puedes reportar a la cuenta [atencioncursos@servicios.tecmilenio.mx](mailto:atencioncursos@servicios.tecmilenio.mx), también puedes compartir sugerencias para el contenido y actividades del curso.

### ¿Quién me informa de la cantidad de sesiones y tiempo de cada sesión en las semanas?

El coordinador docente te debe de proporcionar esta información.

### ¿En qué semanas se aplican los exámenes parciales y el examen final?

Consulta con tu coordinador docente los calendarios de acuerdo con la modalidad de impartición.

### ¿Tengo que capturar las calificaciones en Banner y en la plataforma educativa?

Si, es importante que captures calificaciones en la plataforma para que los alumnos estén informados de su avance y reciban retroalimentación de parte tuya de todo lo que realizan en el curso. En banner es el registro oficial de las calificaciones de los alumnos.



## Guía para las sesiones

### Semana 1

#### Bloque 1

Actividad	Descripción	Duración
<b>Bienvenida</b>	El profesor se presenta ante el grupo y da una breve introducción al curso.	5 minutos
<b>Actividad de bienestar</b>	El profesor seguirá las instrucciones de la actividad correspondiente y accederá al siguiente link <a href="https://www.youtube.com/watch?v=RnEXYYj8p6w&amp;feature=youtu.be">https://www.youtube.com/watch?v=RnEXYYj8p6w&amp;feature=youtu.be</a>	5 minutos
<b>Agenda de clase</b>	El profesor explicará a los alumnos los contenidos y actividades que se revisarán durante la clase.	5 minutos
<b>Desarrollo del tema</b>	Revisión del tema 1 “Human Planet”.	20 minutos
<b>Actividad del tema</b>	Realizar la actividad 1 de la semana.	10 minutos
<b>Receso</b>	Se brindará un espacio de receso para que el alumno lo utilice a su beneficio.	15 minutos

## Activity 1

### Individual work (10min)

Practice the use of the verbs in present tense or present continuous.

1. Bike and Road Ltd. (make) \_\_\_\_\_ bicycles and motorbikes. They (be) \_\_\_\_\_ very successful and at the moment they (build) \_\_\_\_\_ a bigger factory in Pensacola.
2. Normally they (produce) \_\_\_\_\_ more motorbikes than bicycles, but this year they (produce) \_\_\_\_\_ 20% more bicycles than motorbikes.
3. Customers (buy) \_\_\_\_\_ more bicycles than motorbikes at the moment. People (become) \_\_\_\_\_ more and more interested in the kind of exercise you (get) \_\_\_\_\_ on a bicycle. And bicycles (be) \_\_\_\_\_ better for the environment.
4. They always (pay) \_\_\_\_\_ their workers well. Most of the workers (stay) \_\_\_\_\_ with the company for years. On average their pay (rise) \_\_\_\_\_ by 8% every year.
5. All over the state, companies that (make) \_\_\_\_\_ environmentally friendly products (grow) \_\_\_\_\_ at the moment.

## Bloque 2

<b>Actividad</b>	<b>Descripción</b>	<b>Duración</b>
<b>Actividad de reconexión</b>	El profesor guiará una actividad de preferencia física para ayudar al alumno a reconectarse a la clase (ejemplo: sentadillas, estiramientos, etc.)	5 minutos
<b>Desarrollo del tema</b>	Revisión del tema 2 "People".	15 minutos
<b>Actividad del tema</b>	Realizar la actividad 2 de la semana.	15 minutos
<b>Cierre</b>	El profesor deberá generar una actividad con apoyo de herramientas tecnológicas diversas para una dinámica, quizz, foro plenario.	10 minutos
<b>Receso</b>	Se brindará un espacio de receso para que el alumno lo utilice a su beneficio.	15 minutos

## Activity 2

### Individual work (15min)

1. Complete the conversation between a supervisor and a worker, using *was* or *wasn't*, *were* or *weren't*.

Supervisor: Where \_\_\_\_\_ you in the morning?

Worker: I \_\_\_\_\_ at my station.

Supervisor: No, you \_\_\_\_\_. I looked for you and you \_\_\_\_\_ there. Who \_\_\_\_\_ you with?

Worker: I \_\_\_\_\_ with the rest of my coworkers.

Supervisor: No you \_\_\_\_\_. You \_\_\_\_\_ at the canteen.

Worker: No, I \_\_\_\_\_!

2. You are asking your friend Bill about his holiday in New York. Complete the questions. Some of them are yes/no questions: compose your questions with the form *did + subject + verb in present form + rest of the question*. Some of them are information questions: *question word + did + subject + verb in present form + rest of the question*.

You \_\_\_\_\_?

Bill Yes, we liked the food a lot. You can find dishes from all over the world.

You When \_\_\_\_\_?

Bill We arrived back yesterday.

You Where \_\_\_\_\_?

Bill We stayed in Manhattan, at the Holiday Inn.

You How many \_\_\_\_\_?

Bill We went to three museums. All of them were extraordinary.

You Did \_\_\_\_\_?

Bill No, we didn't rent a car. We used the subway all the time.

3. Complete the interview with a model of the last New York Fashion Week.

**Interviewer** Did you make a lot of money modeling in the NYFW?

**Model** Yes! I \_\_\_\_\_ 50 000 dollars.

**Interviewer** How many designers did you work for?

**Model** I \_\_\_\_\_ for three different designers.

**Interviewer** What did you wear on the runway?

**Model** I \_\_\_\_\_ several dresses of the winter collection.

**Interviewer** Did the designers give you some of the dresses?

**Model** Yes, they \_\_\_\_\_ me three dresses and a suit.

**Interviewer** Was this your first time in the NYFW?

**Model** No, this \_\_\_\_\_ actually my third time.

**Interviewer** When did you arrive in New York?

**Model** I \_\_\_\_\_ three weeks before the Fashion Week.

**Interviewer** Did you enjoy it?

**Model** I \_\_\_\_\_, a lot! I want to be here next year as well.

### Bloque 3

<b>Actividad</b>	<b>Descripción</b>	<b>Duración</b>
<b>Actividad de reconexión</b>	El profesor guiará una actividad que refuerce alguna fortaleza. Intervenciones positivas.	5 minutos
<b>Desarrollo del tema</b>	Revisión del tema 3 "The media" y tema 4 "Health".	15 minutos
<b>Actividad del tema</b>	Realizar la actividad 3 de la semana.	15 minutos
<b>Cierre</b>	El profesor deberá generar una actividad con apoyo de herramientas tecnológicas diversas para una dinámica, quizz, foro plenario.	10 minutos

### Activity 3

#### Individual work (15min)

1. Read the following scenarios and complete the sentences using the present perfect.

**It's 7:45 in the morning. The staff is beginning to arrive in the office. Sheila is the first to get to her office and discovers that someone broke into the office the night before.**

- a. They (take) \_\_\_\_\_ my laptop and my tablet.
- b. Security (gather) \_\_\_\_\_ evidences of the robbery.
- c. They (make) \_\_\_\_\_ a terrible mess.
- d. They (throw) \_\_\_\_\_ all my files all over the floor.
- e. I (not call) \_\_\_\_\_ the police yet.

**You are listening to the main points of the news on the radio. Complete the sentences using the present perfect. Use these verbs: *vote, damage, be, climb, fly, not find*.**

- a. There \_\_\_\_\_ a fire in the factory building.
- b. The Mexican President \_\_\_\_\_ to Japan for a business meeting.
- c. The Congressmen \_\_\_\_\_ in favor of environmental laws.
- d. Two French women \_\_\_\_\_ the highest mountain in the country.
- e. The firefighters \_\_\_\_\_ any survivors from the fire.
- f. The rain \_\_\_\_\_ the windows of many buildings in the downtown area.

### Criterios de evaluación de la semana

Activity	Evaluation criteria	Weighting	Points on final assessment
Activity 1	Answer all the blanks correctly.	30%	3.0 points
Activity 2	Answer all the blanks correctly.	40%	4.0 points
Activity 3	Answer all the blanks correctly.	30%	3.0 points
		<b>100%</b>	<b>10 points</b>



## Semana 2

### Bloque 1

Actividad	Descripción	Duración
<b>Bienvenida</b>	El profesor se presenta ante el grupo y da una breve introducción a la sesión.	5 minutos
<b>Actividad de bienestar</b>	El profesor seguirá las instrucciones de la actividad correspondiente y accederá al siguiente link <a href="https://www.youtube.com/watch?v=tEYQTKIzXio&amp;feature=youtu.be">https://www.youtube.com/watch?v=tEYQTKIzXio&amp;feature=youtu.be</a>	5 minutos
<b>Agenda de clase</b>	El profesor explicará a los alumnos los contenidos y actividades que se revisarán durante la clase.	5 minutos
<b>Desarrollo del tema</b>	Revisión del tema 5. "Natural world".	15 minutos
<b>Actividad del tema</b>	Realizar la actividad 1 de la semana.	15 minutos
<b>Receso</b>	Se brindará un espacio de receso para que el alumno lo utilice a su beneficio.	15 minutos

## Activity 1

### Individual work (15min)

1. Read the following sentences and complete according to your perspective using *as... as*, *not as...as*, and the verb in parentheses.
  - a. Action movies are \_\_\_\_\_ romantic movies. (entertaining)
  - b. Soccer match are \_\_\_\_\_ baseball matches. (exciting)
  - c. Chinese food is \_\_\_\_\_ Mexican food. (delicious)
  - d. A sedan car is \_\_\_\_\_ a pick up truck. (spacious)
  - e. Frozen vegetables are \_\_\_\_\_ fresh vegetables. (healthy)
  - f. Vacations on the beach are \_\_\_\_\_ as spending time on the mountain. (fun)
  - g. Musicals are as \_\_\_\_\_ drama plays. (enjoyable)
  
2. Read the following sentences and complete with *than* and the verb in parenthesis. Make sure you consult the superlative form of the adjectives, if necessary.
  - a. Mexico City is \_\_\_\_\_ Zacatecas. (large)
  - b. Russian language is \_\_\_\_\_ than French language. (difficult)
  - c. Soccer is \_\_\_\_\_ basketball in many countries. (popular)
  - d. A laptop is \_\_\_\_\_ a desktop (expensive), but is also more convenient.
  - e. Coffee is \_\_\_\_\_ tea. (sour)
  - f. Public transportation is \_\_\_\_\_ than a taxi. (affordable)
  - g. Dogs are \_\_\_\_\_ than cats. (active)

## Bloque 2

Actividad	Descripción	Duración
<b>Actividad de reconexión</b>	El profesor guiará una actividad de preferencia física para ayudar al alumno a reconectarse a la clase (ejemplo: sentadillas, estiramientos, etc.)	5 minutos
<b>Desarrollo del tema</b>	Revisión del tema 6 “Society and family”.	15 minutos
<b>Actividad del tema</b>	Realizar la actividad 2	15 minutos
<b>Cierre</b>	El profesor deberá generar una actividad con apoyo de herramientas tecnológicas diversas para una dinámica, quizz, foro plenario.	10 minutos
<b>Receso</b>	Se brindará un espacio de receso para que el alumno lo utilice a su beneficio.	15 minutos

## Activity 2

### Individual work (15min)

1. Turn the following sentences into first conditional sentences.
  - a. We buy the new machinery. We produce more cars.
  - b. They go to the fair. They have more presence with their target market.
  - c. She types fast. She finish the report early.
  - d. The supervisor monitors the workers. The workers make high-quality products.
  - e. We set high-quality standards. Our products are error free.
  - f. We attend our clients' suggestions. Our clients are more satisfied.
  - g. We reduce overtime. Our workers are not stressed.
  - h. The supervisors don't control the scrap. The price of the product increases.
  - i. The manager doesn't evaluate the employees. They don't know how they are performing.
  - j. They redecorate the offices. They have better appearance.
  
2. Complete the sentences using be going to and the verbs in parentheses.
  - a. The managers \_\_\_\_\_ their annual meeting in Puerto Vallarta. (have)
  - b. The sales reps \_\_\_\_\_ the new product gradually in the market. (introduce)
  - c. The Human Resources manager \_\_\_\_\_ new personnel using newspaper want ads. (recruit)
  - d. The applicant \_\_\_\_\_ his resume on the net. (upload)
  - e. The assembly line \_\_\_\_\_ for maintenance. (stop)

### Bloque 3

<b>Actividad</b>	<b>Descripción</b>	<b>Duración</b>
<b>Actividad de reconexión</b>	El profesor guiará una actividad que refuerce alguna fortaleza. Intervenciones positivas.	5 minutos
<b>Desarrollo del tema</b>	Revisión del tema 7 “Science: Crime Lab” y tema 8 “The night”.	15 minutos
<b>Actividad del tema</b>	Realizar la Evidencia 1	15 minutos
<b>Cierre</b>	El profesor deberá generar una actividad con apoyo de herramientas tecnológicas diversas para una dinámica, quizz, foro plenario.	10 minutos

## Evidence 1

### Part 1

1. First, research online one of the following shopping sites:

- Amazon
- eBay
- Mercado Libre
- Home Depot
- Walmart
- Etsy
- Target

2. Prepare a 4-5 slide PowerPoint presentation of the most important characteristics of the site's functions and provide arguments explaining why you chose said site. Imagine that you are explaining it to your grandparents.

Make sure to illustrate the following in your presentation:

- Job descriptions (use modal verbs such as *may, might, have to, must*).
- Hierarchy of the company.
- Company size and departments.
- Features and benefits of the product or service.
- Booking forms used for their services or to buy their products.

3. Do not forget to illustrate these aspects with images but more importantly with detailed information by using modal verbs, will, vocabulary related to media and adjectives, simple present, present continuous, present perfect and numbers.

### Part 2

4. Now, imagine you are about to launch your own shopping site. Illustrate the following aspects in your presentation in 4-5 slides:

- What kind of shopping site will you have?
- What kind of business or job will you have in comparison to this idea?
- Where will you work on your shopping site?
- What kind of customers will you have?

5. Use the first conditional and *will/will not*, to answer these questions.

6. Moreover, make sure to illustrate the following aspects of your shopping site:

- Design your logo and slogan.
- Job descriptions (use modal verbs such as *may, might, have to, must*).
- Hierarchy of the company.
- Company size and departments.

- Features and benefits of the product or service.
- Booking forms used for their services or to buy their products.
- Resources needed to launch the site.

7. Do not forget to illustrate these aspects with images but more importantly with detailed information by using modal verbs, will, vocabulary related to media and adjectives, first conditional, simple present, present continuous, present perfect and numbers.

Activity	Evaluation criteria	Weighting	Points on final assessment
<b>Activity 1</b>	Answer all the blanks correctly.	16.6%	5.0 points
<b>Activity 2</b>	Answer all the blanks correctly.	16.6%	5.0 points
<b>Evidence 1</b>	Consult the evaluation criteria of this evidence.	66.7%	20.0 points
		<b>100%</b>	<b>30.0 points</b>



### Semana 3

#### Bloque 1

Actividad	Descripción	Duración
<b>Bienvenida</b>	El profesor se presenta ante el grupo y da una breve introducción a la sesión.	5 minutos
<b>Actividad de bienestar</b>	El profesor seguirá las instrucciones de la actividad correspondiente y accederá al siguiente link <a href="https://www.youtube.com/watch?v=s3aExRtykuA&amp;feature=youtu.be">https://www.youtube.com/watch?v=s3aExRtykuA&amp;feature=youtu.be</a>	5 minutos
<b>Agenda de clase</b>	El profesor explicará a los alumnos los contenidos y actividades que se revisarán durante la clase.	5 minutos
<b>Desarrollo del tema</b>	Revisión del tema 9 “Work and industry”.	20 minutos
<b>Actividad del tema</b>	Realizar la actividad 1 de la semana.	10 minutos
<b>Receso</b>	Se brindará un espacio de receso para que el alumno lo utilice a su beneficio.	15 minutos

#### Activity 1

##### Individual work (10min)

1. Write a 4-paragraph text of your past habits, when you were in school or in another job.

## Bloque 2

Actividad	Descripción	Duración
<b>Actividad de reconexión</b>	El profesor guiará una actividad de preferencia física para ayudar al alumno a reconectarse a la clase (ejemplo: sentadillas, estiramientos, etc.)	5 minutos
<b>Desarrollo del tema</b>	Revisión del tema 10 “Global affairs”.	20 minutos
<b>Actividad del tema</b>	Realizar la actividad 2	15 minutos
<b>Cierre</b>	El profesor deberá generar una actividad con apoyo de herramientas tecnológicas diversas para una dinámica, quizz, foro plenario.	10 minutos
<b>Receso</b>	Se brindará un espacio de receso para que el alumno lo utilice a su beneficio.	10 minutos

### Activity 2

#### Individual work (15min)

1. Transform the following sentences into simple present passive.

Active	Passive
<ol style="list-style-type: none"> <li>1. The gardener cuts the flowers every Sunday.</li> <li>2. Mary picks up her little brother Tom from school.</li> <li>3. The merchant sells hats on the beach.</li> <li>4. Many people read the newspaper.</li> <li>5. Insects destroy many crops every year.</li> <li>6. The cleaning personal clean the office every morning.</li> <li>7. My dad fixes the television.</li> <li>8. The waiter sets the table for us.</li> <li>9. The government spends a lot of money on building new roads.</li> <li>10. Matilda makes great cakes.</li> </ol>	

### Bloque 3

Actividad	Descripción	Duración
Actividad de reconexión	El profesor guiará una actividad que refuerce alguna fortaleza. Intervenciones positivas.	5 minutos
Desarrollo del tema	Revisión del tema 11 "The environment" y tema 12 "Sport".	25 minutos
Actividad del tema	Realizar la actividad 3.	15 minutos

#### Activity 3

##### Individual work (15min)

- Put the sentences together to express a condition. Follow the example:

**Facts:** I am not a model. I don't follow the fashion trends.

*If I were a model, I would follow the fashion trends.*

- Facts: My computer is an HP. My computer doesn't fail.  
\_\_\_\_\_
- Facts: My job is interesting. I love it!  
\_\_\_\_\_
- Facts: My computer runs sophisticated software. I don't need an Apple.  
\_\_\_\_\_
- Facts: My computer doesn't run sophisticated software. I need an Apple.  
\_\_\_\_\_
- Facts: My colleague Jan is friendly. He helps me.  
\_\_\_\_\_
- Facts: My company prohibits receiving presents from suppliers. We do not compromise our integrity.  
\_\_\_\_\_
- Facts: We change our pool of cars every five years. The cars are in great conditions.  
\_\_\_\_\_
- Facts: Your boss is tough. He doesn't accept mistakes.  
\_\_\_\_\_
- Facts: We are committed to quality. We produce with high-quality standards.  
\_\_\_\_\_
- Facts: She takes notes in meetings. She writes the minutes.  
\_\_\_\_\_

### Task 1

1. Make a story where you describe the main aspects of your life, and your future plans, real or imaginary. Use the second conditional and linking words. Length: 1 page. Use a picture of yourself if you want to, and other visual aids of your dreams.

**Criterios de evaluación de la semana**

Activity	Evaluation criteria	Weighting	Points on final assessment
Activity 1	Write a 4-paragraph text of past habits.	40%	4.0 points
Activity 2	Answer all the blanks correctly.	30%	3.0 points
Activity 3	Answer all the blanks correctly.	30%	3.0 points
Task 1	1. Make a story describing main aspects of life, and future plans, real or imaginary. Use the second conditional and linking words. Length: 1 page.	Requirement for evidence 1	
		<b>100%</b>	<b>10 points</b>

## Semana 4

### Bloque 1

Actividad	Descripción	Duración
<b>Bienvenida</b>	El profesor se presenta ante el grupo y da una breve introducción a la sesión.	5 minutos
<b>Actividad de bienestar</b>	El profesor seguirá las instrucciones de la actividad correspondiente y accederá al siguiente link <a href="https://www.youtube.com/watch?v=bPsGx6wy8CQ&amp;feature=youtu.be">https://www.youtube.com/watch?v=bPsGx6wy8CQ&amp;feature=youtu.be</a>	5 minutos
<b>Agenda de clase</b>	El profesor explicará a los alumnos los contenidos y actividades que se revisarán durante la clase.	5 minutos
<b>Desarrollo del tema</b>	Revisión del tema 13 “Corporate culture”.	10 minutos
<b>Actividad del tema</b>	Realizar la actividad 1 de la semana.	20 minutos
<b>Receso</b>	Se brindará un espacio de receso para que el alumno lo utilice a su beneficio.	15 minutos

#### Activity 1

##### Individual work (20min)

1. Search for a video that describes how is working life in a company you like (Google, Apple, a car company, a school, a restaurant, or any other company of your choice)
2. Select 8 questions from topic 13.2 and answer them according to the case you selected.
3. Search for information online to learn more about the company of your interest.
4. Create a document with the questions and answers and deliver it to your professor.

## Bloque 2

Actividad	Descripción	Duración
<b>Actividad de reconexión</b>	El profesor guiará una actividad de preferencia física para ayudar al alumno a reconectarse a la clase (ejemplo: sentadillas, estiramientos, etc.).	5 minutos
<b>Desarrollo del tema</b>	Revisión del tema 14 “Work communication”.	20 minutos
<b>Actividad del tema</b>	Realizar la actividad 2.	15 minutos
<b>Cierre</b>	El profesor deberá generar una actividad con apoyo de herramientas tecnológicas diversas para una dinámica, quizz, foro plenario.	10 minutos
<b>Receso</b>	Se brindará un espacio de receso para que el alumno lo utilice a su beneficio.	10 minutos

### Activity 2

#### Individual work (15min)

1. Watch the video and learn more about thank you notes:

Emily Post. (n.d.) Hand-Written Thank-You Notes Tips. Retrieved from:  
<http://emilypost.com/advice/video-handwritten-thank-you-note-tips/>.

Answer the following questions:

- a. Why is a thank you note better than an e-mail?
- b. Under what conditions for receiving gifts are thank you notes “definitely required”?
- c. True or False? A thank you note that is only three sentences long can still be effective.

### Bloque 3

<b>Actividad</b>	<b>Descripción</b>	<b>Duración</b>
<b>Actividad de reconexión</b>	El profesor guiará una actividad que refuerce alguna fortaleza. Intervenciones positivas.	5 minutos
<b>Desarrollo del tema</b>	Revisión del tema 15 “Advertisements and marketing”.	10 minutos
<b>Actividad del tema</b>	Realizar la Evidencia 2.	15 minutos
<b>Cierre</b>	El profesor deberá generar una actividad con apoyo de herramientas tecnológicas diversas para una dinámica, quizz, foro plenario.	10 minutos



## Evidence 2

1. You will create a detailed presentation on mystery shopping.
2. Imagine that you have to deliver a presentation on mystery shopping about certain product to a potential client. You have to follow these guidelines:



### What is mystery shopping?

#### Explanation:

According to the Cambridge dictionary, “mystery shopping is the activity of pretending to be a normal customer when you are employed by a company to check how its products or services are being sold.”

Moreover, it is a technique used by retailers, market research and consumer watchdogs to measure the quality of certain products or services. It performs different activities such as the following:

- Check out a book
- Ask questions
- Visit the physical place
- Visit the websites
- Complete a report

It can be used in many industries, for instance, retail stores, hotels, restaurants, gas stations, government agencies, and even libraries.

Its learning value of customer’s expectations and what they really receive improves customer experience by rising awareness of product and services.

The main strategies for mystery shopping are:

1. Choosing the company.
2. Designing a mystery shopping questionnaire to assess the quality or quantity of the services and products.
  - 2.1. If it is a physical store: assessing the interior and exterior of the retail store, brand signs, product displays, quality of the product and services, staff efficiency, proper customer guidance, complaint management, among others.

- 2.2. If it is an online store: assessing the website navigation, brand signs and display, quality of the product and services, product description, customer service, complaint management, clear payment methods, among others.
3. Design a report: provide insights about the results and data.

#### **Instructions for the evidence:**

Design a PowerPoint presentation (or any other app to create presentations) about the mystery shopping process carried out in a physical or online store that includes:

1. First, choose your potential client and provide four reasons for your choice, for instance, Walmart, Amazon, Home Depot, Best Buy, Costco, or you can use the examples mentioned in the previous explanation. Choose if it will be a physical or online store.
2. Design a questionnaire of at least 15 questions. You can use the following questions as reference, you only have to open the following link: Power Reviews. (n.d.). *35 Sample Mystery Shopping Survey Questions for Retail Brands*. Retrieved from <https://www.powerreviews.com/blog/mystery-shopping-survey-questions/>
3. Assess the seven given areas if it is a physical store (point 2.1).
4. Assess the seven given areas if it is an online store (point 2.2).
5. A report based on your results (review and avoid major grammar mistakes when you use what you have studied in module #2, for example, verb patterns, used to, present simple passive, present continuous for future, phrasal verbs, second conditional, job description, phone calls and emails, marketing vocabulary, among others).

#### **Additional guidelines:**

- Follow the correct structure for your presentation: introduction, delivery, and conclusions.
- Design an appealing material: graphs, clips, music, images or photos, PowerPoint, or any other app to create the presentation.
- Check your presentation before you deliver it to the teacher to avoid major grammatical mistakes.
- Deliver your presentation to your class.

To learn more about mystery shopping, check out the following video:



DC Public Library. (2018, October 26). *What is Mystery Shopping* [Video file]. Retrieved from <https://www.youtube.com/watch?v=Rsq7jhKwIP4>

The following link is external to Universidad Tecmilenio, when accessing to it you must agree to its terms and conditions.

**Criterios de evaluación.**

Activity	Evaluation criteria	Weighting	Points on final assessment
Activity 1	Create a document with 8 questions and 8 answers.	16.6%	5.0 points
Activity 2	Answer all the questions.	16.6%	5.0 points
Evidence 2	Consult the evaluation criteria of this evidence.	66.7%	20.0 points
		<b>100%</b>	<b>30.0 points</b>

## Anexo 1. Rúbrica de evidencia 1

Evidence 1 Time to Think! Rubric Descriptors					
Evaluation Criteria	Excellent	Acceptable	Insufficient	Little or no effort	Total Points 100
1. Introduction of the evidence (choosing the sites and arguments).	Equivalence: 25 points	Equivalence: 18.7 points	Equivalence: 12.5 points	Equivalence: 6.25 points	
	1. The student was able to fully describe his chosen site preference and functions.  2. The student was able to fully describe his own site preference, and the answers of the four questions are very complete.	1. The student was able to describe his chosen site preference and functions.  2. The student was able to describe his own site preference, and the answers of the four questions are complete.	1. The student was barely able to describe his chosen site preference and functions.  2. The student was able to describe his own site preference, and the answers of some of the four questions.	1. The student did not describe, or barely describes his site preference and/or functions.  2. The student did not describe, or barely describes his own site preference and/or the answers of some of the four questions.	
2. Discuss the company's elements (job descriptions, hierarchy, company size, features and benefits, booking forms and resources needed).	1. The student demonstrated full command by identifying all the departments in the chosen and also created site and describing them in a very accurate manner.	1. The student demonstrated full command by identifying at least four departments in the chosen and also created site and describing them in an accurate manner.	1. The student barely demonstrated some level of command by identifying at least 3 departments in the chosen and also created site and describing them in an accurate manner.	1. The student barely demonstrated command in identifying at least 1 or 2 departments in the chosen and also created site and describing them in vague manner.	
3. Content and grammar.	1. Ideas are clear, detailed and supported. The student mainly uses modal verbs, first conditional, will/will not, simple present, present	1. Ideas are clear, detailed and supported. The student uses some modal verbs, first conditional, will/will not, simple	1. Ideas are clear, detailed and supported. The student barely uses modal verbs, first conditional, will/will not, simple present, present	1. Ideas aren't clear, detailed or supported. The student doesn't demonstrate command of modal verbs, first conditional, will/will not,	
	progressive and present perfect.	present, present progressive and present perfect.	progressive and present perfect.	simple present, present progressive and present perfect.	
4. Task completion.	1. The student develops and explains his chosen and created sites with a high level of detail and creativity (PowerPoint presentation, arguments, logo, and slogan).	1. The student develops and explains his chosen and created sites with an appropriate level of detail and creativity (PowerPoint presentation, arguments, logo, and slogan).	1. The student partially develops and explains his chosen and created sites with a certain level of detail and creativity (PowerPoint presentation, arguments, logo, and slogan). Moreover, the presentation lacks information.	1. The student partially minimally develops and explains his chosen and created sites with detail and creativity (PowerPoint presentation, arguments, logo, and slogan). Provides little or no information. The student needs to work on accuracy and task competition.	
				<b>Final Grade</b>	

## Anexo 2. Rúbrica de evidencia 2

<b>Evidence 2 Mystery Shopping! Rubric Descriptors</b>					
<b>Evaluation Criteria</b>	<b>Excellent</b>	<b>Acceptable</b>	<b>Insufficient</b>	<b>Little or no effort</b>	<b>Total Points 100</b>
<b>1. General Task Completion.</b>	<b>Equivalence: 25 Points</b>	<b>Equivalence: 18.7 Points</b>	<b>Equivalence: 12.5 Points</b>	<b>Equivalence: 6.25 Points</b>	
	1. The student develops his Mystery Shopping with a high level of detail and creativity (PowerPoint presentation, chosen company, questionnaire, assessment, and report).	1. The student develops his Mystery Shopping with an appropriate level of detail and creativity (PowerPoint presentation, chosen company, questionnaire, assessment, and report).	1. The student develops his Mystery Shopping with a certain level of detail and creativity (PowerPoint presentation, chosen company, questionnaire, assessment, and report). Moreover, the presentation lacks information.	1. The student minimally develops his Mystery Shopping (PowerPoint presentation, chosen company, questionnaire, assessment, and report). The student provides little or no information. Student needs to work on accuracy and task competition.	
<b>2. Selection and Explanation of the Chosen Company.</b>	1. The student chooses a relevant company and provides several solid arguments for his choice. The student provides at least four reasons for his choice.	1. The student chooses a relevant company and provides accurate arguments for his choice. The student provides at least three reasons for his choice.	1. The student chooses a relevant company and provides a few accurate arguments for his choice. The student provides at least two reasons for his choice.	1. The student chooses a company and barely provides arguments for his choice. The student does not provide reasons, or at least one reason for his choice.	
<b>3. Questionnaire Design.</b>	1. The student designs and uses a clear and complete questionnaire that is made of 15 questions and assesses all seven areas of the physical or online store.	1. The student designs and uses a clear and complete questionnaire that is made of at least 12 questions and assesses at least five areas of the physical or online store.	1. The student partially designs and uses a clear questionnaire that is made of at least eight questions and assesses at least three areas of the physical or online store.	1. The student minimally designs and uses a questionnaire that is made of less than eight questions and assesses less than three areas of the physical or online store.	
<b>4. Report Completion.</b>	1. The student completes and presents a detailed and insightful report of the questionnaire's answers and demonstrates full command of the main grammar and vocabulary elements studied in module 2.	1. The student completes and presents an adequate report of the questionnaire's answers and demonstrates a proper command of the main grammar and vocabulary elements studied in module 2.	1. The student completes and presents a basic report of the questionnaire's answers and demonstrates a weak command of the main grammar and vocabulary elements studied in module 2.	1. The student barely completes and presents a poor report of the questionnaire's answers and demonstrates a wrong command of the main grammar and vocabulary elements studied in module 2. The student needs to work on grammar and vocabulary.	
				<b>Final Grade</b>	