



Intermediate Business English (Modalidad Connect)

Guía para el Profesor

Clave LTHI1007

Nivel Profesional Ejecutivo

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Información general del curso

Nombre del curso: Intermediate Business English

Nivel: Profesional ejecutivo

Plan académico: 2013

Modalidad: Connect

Clave: LTHI1007

Competencias del curso

Listening

To understand routines in a job; to understand description of purchases, to understand what is said about the first boss; to understand cultural issues; to receive instructions; to comprehend feedback on mistakes; to receive information about a business idea.

Speaking

To show agreement and disagreement, to make requests, to give opinions, to add and contrast information, to make suggestions and objections; to give reasons, to correct oneself; to give surprising news, to take turns in a discussion; to make guesses; to express certainty, probability and possibility; to compliment; to say “no” tactfully; to deal with difficult conversations.

Reading

To understand short business texts such as emails and letters; to comprehend messages; to read charts; to get the gist of a text; to scan texts for information.

Writing

To write a personal profile, to write requests and responses in an e-mail; to write a marketing plan; to write a suggestion; to complete an application form; to write a message giving reasons and explanations; to write short reports; to write a letter of application.

Introducción al curso

Welcome to Intermediate Business English. Business surrounds us! We are in constant negotiation, and not necessarily at work only. Our negotiation skills in the job are pretty much the same as our interpersonal skills in life. These are acquired through experience, learning, knowledge, and personality traits. The following topics will help the participants to expand their vocabulary and knowledge in areas that are common in everyday life: travel, work, education, and others.

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

<ul style="list-style-type: none"> • Cierre del bloque mediante utilización de herramientas tecnológicas diversas para una dinámica, foro o quiz. • Receso 	<ul style="list-style-type: none"> • Receso 	
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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%
	Total:	100%

Calendario

Semana	Temas				Actividades	Tarea	Evidencia	Examen
1	<ul style="list-style-type: none"> • Personality • Travel • Work • Language 	✓	✓					
2	<ul style="list-style-type: none"> • Advertising • Education • Design • Business 	✓		✓				
3	<ul style="list-style-type: none"> • Engineering • Trends • Arts and Media • Presentations 	✓	✓					
4	<ul style="list-style-type: none"> • Corporative culture • Internal and external relationships • Advertisement and marketing 	✓		✓				
5							✓	

Contenido del curso

Tema	Título
Topic 1.	Personality
Topic 2.	Travel
Topic 3.	Work
Topic 4.	Language
Topic 5.	Advertising
Topic 6.	Education
Topic 7.	Design
Topic 8.	Business
Topic 9.	Engineering
Topic 10.	Trends
Topic 11.	Arts and Media
Topic 12.	Presentations
Topic 13.	Corporative culture
Topic 14.	Internal and external relationships

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

Activity 1

Individual work (15 min)

1. Change the following sentences to the third person singular. Start all your sentences with Mark.
 1. I deal with many clients.
Mark _____.
 2. You supervise 10 salespeople.
Mark _____.
 3. We send a lot of direct mail.
Mark _____.
 4. They oversee three important clients.
Mark _____.
 5. We handle international accounts.
Mark _____.
2. Change the following sentences to the negative form.
 1. We hold our weekly meetings on Thursdays.
 2. They reply to their clients' inquiries.
 3. He stocks the shelves every night.
 4. She keys on the data.
 5. Henry watches our stand at the trade fairs.
3. Change the following sentences to question form.
 1. He is applying for different positions.
 2. She is interviewing candidates for a managerial position.
 3. We are performing according to international standards.
 4. They are producing 150 cars every day.
 5. The clients are complaining about the poor service in the store.
4. Change the following sentences to present progressive. Notice the time expression, such as *now*, *nowadays*, *today*, *currently* or *at present*.
 1. He furnishes new offices. At present, _____ the LMU new premises.
 2. She designs webpages. Currently, _____ the webpage for a local department store.
 3. They research market trends. Nowadays, _____ the market trend of recycled clothing.
 4. He caters in wedding receptions. Today _____ at my sister's wedding.
 5. They run convenience stores. _____ more convenience stores than ever before.
5. 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.
6. All over the state, companies that (make) _____ environmentally friendly products (grow) _____ at the moment.

Bloque 2

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

Activity 2

Individual work (20 min)

1. Complete the following sentences using dependent clauses from topic 3.3.
 - a. It smells _____ roses in here.
 - b. The interest rates are based _____ the price of the product.
 - c. The customer services usually respond _____ all request in less than 3 hours.
 - d. My master's degree specializes _____ molecular medicine.
 - e. The service desk of the hotel will provide you _____ everything you need during your stay.

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 3 "Work" y tema 4 "Language".	15 minutos
Actividad del tema	Realizar la actividad 3 de la semana.	20 minutos
Cierre	El profesor deberá generar una actividad con apoyo de herramientas tecnológicas diversas para una dinámica, quizz, foro plenario.	5 minutos

Activity 3

Individual work (20 min)

- Create first conditional sentences with the following information.
 - We buy the new machinery. We produce more cars.
 - They go to the fair. They have more presence with their target market.
 - She types fast. She finishes the report early.
 - The supervisor monitors the workers. The workers make high-quality products.
 - We set high-quality standards. Our products are error free.
 - We attend our clients' suggestions. Our clients are more satisfied.
 - We reduce overtime. Our workers are not stressed.
- Fill in the blanks with the future form of going to + verb in parentheses at the end of the sentence.

Tom and I work in the Sales Department. Our boss has asked us to write down at least five goals that we have to reach by the end of the quarter. We are working together in some goals, but other goals are personal. Here is our list.

- Tom and I _____ 3 new clients every day. (contact)
- Tom _____ all the clients from the pharmaceutical industry. (visit)
- I _____ the clients of big supermarket chains. (call on)
- We _____ our sales in one percent every single week. (increase)
- We _____ all the clients that have expressed interest in our products. (follow up)

Task 1

1. Write a text that serves you as an online profile for a recruiting or networking platform.
 - a. In 200 words, describe your most important traits and your flaws (negative characteristics).
 - b. Include a brief description of your hobbies and typical day at school or work.
 - c. Make sure to use the simple present.
 - d. You can include a picture of yourself.

2. Imagine that you are a recruiter and you must post a vacancy for the new Manager of Sales in the northern area of the country, which means that the person must travel a lot.
 - a. Write the job description (100 words) and include the characteristics of the vacancy and the characteristics you look for in the person.

Crterios de evaluaci3n de la semana

Activity	Evaluation criteria	Weighting	Points on final assessment
Activity 1	Complete the exercises with correct answers.	40%	4.0 points
Activity 2	Complete the exercises with correct answers.	30%	3.0 points
Activity 3	Complete the exercises with correct answers.	30%	3.0 points
Task 1	<ol style="list-style-type: none"> 1. Write a text about an online profile for a recruiting or networking platform. <ol style="list-style-type: none"> a. 200 words b. Include traits and flaws, and hobbies. c. Use the simple present. 2. Write a text about the vacancy for a new Manager of Sales in the northern area of the country. <ol style="list-style-type: none"> a. 100 words. b. Include the characteristics of the vacancy and the characteristics looked for in the person. 	Requirement for evidence 1	
		100%	10 points

Semana 2

Bloque 1

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

Activity 1

Individual work (15 min)

1. Create second conditional sentences with the following information.
 - a. Facts: My computer is an HP. My computer doesn't fail.

 - b. Facts: My job is interesting. I love it!

 - c. Facts: My computer runs sophisticated software. I don't need an Apple.

 - d. Facts: My computer doesn't run sophisticated software. I need an Apple.

 - e. Facts: My colleague Jan is friendly. He helps me.

 - f. Facts: My company prohibits receiving presents from suppliers. We do not compromise our integrity.

 - g. Facts: We change our pool of cars every five years. The cars are in great conditions.

 - h. Facts: Your boss is tough. He doesn't accept mistakes.

 - i. Facts: We are committed to quality. We produce with high-quality standards.

 - j. Facts: She takes notes in meetings. She writes the minutes.

2. Choose the correct form of the next sentences.
 - a. Air travel is **quicker** / **more quicker** than traveling by car.
 - b. It's **most dangerous** / **more dangerous** travelling by car than by train.
 - c. Passengers are usually **happier** / **more happy** to pay for quick connections than beautiful interiors.
 - d. 501 km/h was the **fastest** / **most fast** speed achieved by a Maglev train in 2003.
 - e. City planners must try to find **more efficient** / **the most efficient** form of public transport.
 - f. **The cheapest** / **The less expensive** form of transport is not always the **good** / **best**.

Bloque 2

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

Activity 2

Individual work (15 min)

- Complete the following sentences in past perfect simple.
 - I lost the letter that my mother _____ to me. (give)
 - My cousin went to a school which he _____ years before. (go)
 - I wore a dress that I _____ in years. (not wear)
 - We _____ the movie before it came out on the cinema. (see)
 - My mother _____ the vegetables before preparing the recipe. (wash)
- Complete the following sentences in past continuous.
 - I _____ when a spider came from under the couch. (clean)
 - The driver _____ at the road when a passenger felt sick on the back of the bus. (look)
 - My son _____ his homework before you came to visit. (do)
 - We _____ for you all over the school. (look)
 - The team _____ a bad season before their victory. (have)

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 7 “Design” y tema 8 “Business”.	15 minutos
Actividad del tema	Realizar la Evidencia 1.	15 minutos
Cierre	El profesor deberá generar una actividad con apoyo de herramientas tecnológicas diversas para una dinámica, quizz, foro plenario.	10 minutos

Evidence 1

1. Work in pairs or individually.
2. Brainstorm ideas for the online magazine of your dreams. What topics should it cover? What links should it have? What pictures and videos should it include? What name would it have? What would be its target audience?
3. Design and create your own digital magazine by following the main steps and guidelines of the table:
 - a. Create your own digital magazine by using one of following tools:
 - i. LucidPress
 - ii. Flipsnack
 - iii. PowerPoint/PDF
 - iv. Canva
 - v. Joomag
 - vi. MadmagZ
 - vii. Flipboard
 - viii. Issuu
 - b. **Choose your topics.** Choose your area of expertise and the audience you are aiming for, these are some examples of topics: movies, travel, current events, fashion, health, fitness, recreation, sports, gardening, interior decoration, engineering, law, business management, among others.
 - c. **Choose the title.** It should be succinct and to the point.
 - d. **Choose your cover image.** It should be creative and receive a lot of attention.
 - e. **Choose your masthead.** Decide if your masthead will be in the front of your cover photo or behind it. Choose the style and font and focus on your topics.
 - f. **Write short body articles.** Write at least two short articles, each article must be shown in one slide each. Illustrate them with graphics, photos, images, among others
 - g. **Back page.** The back page is a full-page advertisement.
 - h. **Credits.** If you are working in a team, create a page in which you show every member and their responsibility in the digital magazine (full name, profession, contact, among others).
 - i. **Templates.** You can use the given templates depending on the tool you choose.
4. Deliver a five-minute presentation in class or record a five-minute video in which you cover the following:
 - a. The tool for creating the digital magazine and reasons.
 - b. The topics and the title of the digital magazine.
 - c. The main sections of the digital magazine such as cover page, body, back page, and credits.
 - d. Give five suggestions and advice for everyone who wants to create a digital magazine.
 - e. Do not forget to use simple present, present continuous, future, first or second conditional, comparative, and superlative adjectives.
 - f. Do not forget to use vocabulary related to traveling, advertising, jobs, and education.
 - g. Send the digital magazine, the presentation, or the link of the video to the teacher.

Criterios de evaluación de la semana

Activity	Evaluation criteria	Weighting	Points on final assessment
Activity 1	Complete the exercises with correct answers.	16.6%	5.0 points
Activity 2	Complete the exercises with correct answers.	16.6%	5.0 points
Evidence 1	Consult the evaluation criteria of this evidence.	66.7%	20.0 points
		100%	30.0 points

Semana 3

Bloque 1

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

Activity 1

Individual work (10 min)

Choose the correct form of reported speech for the following questions:

Directions: Circle the answer choice that is the best example of reported speech for each direct quote.

1. She said, “You took all the credit, but I did all the work!”
 - a. She accused me of taking all the credit.
 - b. She say me I took all the credit.
 - c. She told me why I took all the credit.

2. He asked me, “Do you know Sergio?”
 - a. He asked me if I knew Sergio.
 - b. He asked me do I know Sergio.
 - c. He said to me do I know Sergio.

3. They said, “You should arrive fifteen minutes early.”
 - a. They said us to arrive fifteen minutes early.
 - b. They told us to arrive fifteen minutes early.
 - c. They say us to arrive fifteen minutes early.

4. She said, “Can you help me?”
 - a. She asked me to help her.
 - b. She told me if I can help her.
 - c. She said if can I help her.

5. He said, “I’m going to be late tomorrow.”
 - a. He said he was going to be late tomorrow.
 - b. He told he was going to be late tomorrow.
 - c. He accused he was going to be late tomorrow.

6. I said, “I need your help.”
 - a. I told to you I needed your help.
 - b. I said you I needed your help.
 - c. I told you I needed your help.

7. You said, “I want cake.”
 - a. You told you wanted cake.
 - b. You said you wanted cake.
 - c. You told you wants cake.

8. The kids said, “We want to play outside!”
 - a. The kids told us they wanted to play outside.
 - b. The kids said us they wanted to play outside.

- c. The kids told they wanted to play outside.
9. My boss said, “Help me please.”
- a. My boss said me to help me.
 - b. My boss asked me to help him.
 - c. My boss told me do I help him.
10. Paul asked me, “Where are you from?”
- a. Paul asked me where do I from.
 - b. Paul asked me where I was from.
 - c. Paul asked me that where I’m from.

Bloque 2

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

Activity 2

Individual work (20 min)

1. Using a clip of the news or an interview, create a report using reported speech.
2. In a three-paragraph report, describe the event and what the people involved are saying.
3. Provide the link in APA format to the video, interview, or news from the internet.

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 “Arts and Media” y tema 12 “Presentations”.	25 minutos
Actividad del tema	Realizar la actividad 3.	15 minutos

Activity 3

Individual work (15 min)

1. Follow the third conditional structure to make sentences from the following facts.
 - a. Facts: She had lots of soft skills. People liked her.
 - b. Facts: They didn’t listen to the clients. They lost them to the competition.
 - c. Facts: He was very creative. He came up with neat ideas.
 - d. Facts: They drove a Ferrari. They raced and crashed.
 - e. Facts: The Company received a quality award. They threw a party to celebrate.
 - f. Facts: The truck was transporting the merchandise. The truck was too heavy and rolled over.
 - g. Facts: The Human Resources Department published the vacancies on the Internet. They received 20 people.
 - h. Facts: The Quality Department launched a new quality strategy. The overall quality improved.
 - i. Facts: The Engineering Department bought new power tools. The workers had a training course on how to use them.
 - j. Facts: The warehouse was empty. The warehouse was demolished.

Task 1

1. Search for a local news about a crime (robbery, kidnapping, murder or any other.)
 - a. In a six-sentence paragraph, write a conclusion about it using the modals of past deduction. For example: “The police should have arrived earlier”, “The robber should have thought more of his actions.”
 - b. Provide the APA reference of the news.

Criterios de evaluación de la semana

Activity	Evaluation criteria	Weighting	Points on final assessment
Activity 1	Complete the exercises with correct answers.	30%	3.0 points
Activity 2	<ol style="list-style-type: none"> 1. Create a three-paragraph report using reported speech. 2. Provide the link in APA format to the video, interview, or news from the internet. 	40%	4.0 points
Activity 3	Complete the exercises with correct answers.	30%	3.0 points
Task 1	<ol style="list-style-type: none"> 1. Search for a local news about a crime (robbery, kidnapping, murder or any other.) <ol style="list-style-type: none"> a. Write six-sentence conclusion using the modals of past deduction. b. Provide the APA reference of the news. 	Requirement for evidence 1	
		100%	10 points

Semana 4

Bloque 1

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

Activity 1

Individual work (20 min)

1. Follow the link:

TEDEd. (2016, May 2). *Are You A Good Listener?* Retrieved from <http://ed.ted.com/featured/foptnjVE>

- Watch the video and take notes. Use English subtitles if necessary.
- Click on the "Discuss" button, located below the video. Read the two questions and other participants' answers. Make a note of your answers.
- Click on the "Dig Deeper" button, located below the video. Follow the links in this section and read the articles. Keep notes of your discoveries.
- Click on the "Think" button, located below the video. Complete the questions 1-4. Make a separate note of your answers.

Bloque 2

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

Activity 2

Individual work (10 min)

1. Think of a well-known product, such as Coca-Cola, analyze the market of the company, and answer the following questions:
 - a. What products does Coca-Cola produce?
 - b. What markets does it reach?
 - c. How much do consumers pay for a Coca-Cola?
 - d. Where does Coca-Cola advertise its products?
 - e. Where can you find a Coca-Cola?

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 15 “Advertisements and marketing”.	10 minutos
Actividad del tema	Realizar la Evidencia 2.	15 minutos
Cierre	El profesor deberá generar una actividad con apoyo de herramientas tecnológicas diversas para una dinámica, quizz, foro plenario.	10 minutos

Evidence 2

1. Individually or in pairs.
2. Brainstorm ideas to research on the history about large a Mexican Company such as Cemex, Pemex and Vitro.
3. Find out information about their overseas business, what their ethics code is, how they feel about diversity, what their brands stand for and what their office life is like.
4. Make a presentation to present your findings. You should have at least one slide per topic, make sure to use passive voice, second conditional, past perfect and different modal verbs (must/must have, can't/can't have, may, might/have and could/have).

1. Individually, do a research on one of the following Mexican companies:

- a. Pemex
- b. Cemex
- c. America Movil
- d. Grupo Bimbo
- e. Grupo Elektra
- f. Banorte
- g. Grupo Mexico

2. Record a 5 to 8 minute-video in which you present the following information:

- a. Brief explanation of the history of the company.
- b. The mission and vision of the company.
- c. Its ethic code.
- d. Analyze its business model by using the 9 key elements in topic 15:
 - I. Value proposition
 - II. Customer segments
 - III. Distribution channel
 - IV. Customer relationships
 - V. Revenue streams
 - VI. Key resources
 - VII. Key partnerships
 - VIII. Key activities
 - IX. Costs
- e. Carry out a SWOT analysis by using the following table:

Strengths:	Weaknesses:
<ol style="list-style-type: none"> I. What does the company do well? II. What unique resources 	<ol style="list-style-type: none"> IV. What could they improve? V. Where do they have fewer

<p>can they draw on?</p> <p>III. What do others see as their strengths?</p>	<p>resources than others?</p> <p>VI. What are others likely to see as their weaknesses?</p>
<p>Opportunities:</p> <p>VII. What opportunities are open to the company?</p> <p>VIII. What trends could the company take advantage of?</p> <p>IX. How can the company turn on its strengths into opportunities?</p>	<p>Threats:</p> <p>X. What threats could harm the company?</p> <p>XI. What is the company's competition doing?</p> <p>XII. What threats do its weaknesses expose?</p>

3. Do not forget to illustrate your video with images, photos, graphs, clips, music, and any other useful material. Do not hide from the camera!
4. Prepare your speech by using the following:
 - a. Past continuous
 - b. Past perfect
 - c. Business and marketing terms
 - d. Passive voice
 - e. Modal verbs (must/must have, can't/can't have, may, might/have and could/have)
 - f. Reported speech (in case you include what their CEO or any other chief director may have said).
5. Follow the correct structure for your presentation: introduction, delivery, and conclusions.
6. Upload the video to YouTube and send the link to your teacher.

Criterios de evaluación de la semana

Activity	Evaluation criteria	Weighting	Points on final assessment
Activity 1	Complete the exercises with correct the answers.	16.6%	5.0 points
Activity 2	Complete the exercises with correct the answers.	16.6%	5.0 points
Evidence 2	Consult the evaluation criteria of this evidence.	66.7%	20.0 points
		100%	30.0 points

Anexo 1. Rúbrica de evidencia 1

Evidence 1 A Digital Magazine Rubric Descriptors					
Evaluation Criteria	Excellent	Acceptable	Insufficient	Little or No Effort	Total Points 100
1. General task completion.	Equivalence: 25 points	Equivalence: 18.7 points	Equivalence: 12.5 points	Equivalence: 6.25 points	
	1. Student designs and delivers a digital magazine and its presentation with a high level of detail, creativity, preparation, and organization (digital magazine and its elements such as title, pages articles, tools, images, vocabulary, suggested grammar, and PowerPoint presentation).	1. Student designs and delivers a digital magazine and its presentation with an adequate level of detail, creativity, preparation, and organization (digital magazine and its elements such as title, pages articles, tools, images, vocabulary, suggested grammar, and PowerPoint presentation).	1. Student designs and delivers a digital magazine and its presentation with a limited level of detail, creativity, preparation, and organization (digital magazine and its elements such as title, pages articles, tools, images, vocabulary, suggested grammar, and PowerPoint presentation).	1. Student designs and delivers a digital magazine and its presentation with an extremely limited level of detail, creativity, preparation, and organization (digital magazine and its elements such as title, pages articles, tools, images, vocabulary, suggested grammar, and PowerPoint presentation).	
2. Digital magazine.	1. The student designs a creative and complete digital magazine by developing all the following elements: template and designing tool, title, cover page, two articles, images, credits and back page.	1. The student designs a satisfactory digital magazine by developing most of the following elements: template and designing tool, title, cover page, two articles, images, back page.	1. The student designs an incomplete digital magazine by developing some of the following elements: template and designing tool, title, cover page, two articles, images, back page.	1. The student designs a poor and lacking digital magazine by developing just a few of the following elements: template and designing tool, title, cover page, two articles, images, back page.	
3. Presentation of the digital magazine.	1. The student delivers an insightful presentation of the digital magazine by explaining the main reasons for its creation, its elements, five suggestions with an excellent level of fluency and accuracy.	1. The student delivers a clear presentation of the digital magazine by explaining the main reasons for its creation, its elements, four suggestions with a good level of fluency and accuracy.	1. The student delivers an inconsistent presentation of the digital magazine by explaining the main reasons for its creation, its elements, two to three suggestions with a limited level of fluency and accuracy.	1. The student delivers an incomplete presentation of the digital magazine by explaining the main reasons for its creation, its elements, one or no suggestions, with a weak level of fluency and accuracy.	
4. Grammar and vocabulary.	1. The student demonstrates full command of the main grammar and vocabulary elements studied in the module, for instance, simple present, present continuous, future, first or second conditional, comparative and superlative adjectives, traveling, advertising, jobs, and education.	1. The student demonstrates a good command of the main grammar and vocabulary elements studied in the module, for instance, simple present, present continuous, future, first or second conditional, comparative and superlative adjectives, traveling, advertising, jobs, and education.	1. The student demonstrates a weak command of the main grammar and vocabulary elements studied in the module, for instance, simple present, present continuous, future, first or second conditional, comparative and superlative adjectives, traveling, advertising, jobs, and education.	1. The student demonstrates a highly deficient command of the main grammar and vocabulary elements studied in module, for instance, simple present, present continuous, future, first or second conditional, comparative and superlative adjectives, traveling, advertising, jobs, and education.	
	Final Grade				

Anexo 2. Rúbrica de evidencia 2

Evidence 2 A Research on the History of a Mexican Company Rubric Descriptors					
Evaluation Criteria	Excellent	Acceptable	Insufficient	Little or no effort	Total Points 100
1. General task completion.	Equivalence: 25 points	Equivalence: 18.7 points	Equivalence: 12.5 points	Equivalence: 6.25 points	
	1. Student develops a research and presentation about a Mexican company, its business model, and SWOT analysis with a high level of detail, creativity, preparation, and organization (business model and its 9 elements, the four aspects of a SWOT analysis, images, vocabulary, suggested grammar, and a PowerPoint presentation).	1. Student develops a research and presentation about a Mexican company, its business model, and SWOT analysis with an adequate level of detail, creativity, preparation, and organization (business model and its 9 elements, the four aspects of a SWOT analysis, images, vocabulary, suggested grammar, and a PowerPoint presentation).	1. Student develops a research and presentation about a Mexican company, its business model, and SWOT analysis with a limited level of detail, creativity, preparation, and organization (business model and its 9 elements, the four aspects of a SWOT analysis, images, vocabulary, suggested grammar, and Power Point presentation).	1. Student develops a research and presentation about a Mexican company, its business model, and SWOT analysis with an extremely limited level of detail, creativity, preparation, and organization (business model and its 9 elements, the four aspects of a SWOT analysis, images, vocabulary, suggested grammar, and PowerPoint presentation).	
2. Business model.	1. The student carries out an insightful and complete research of the business model of the chosen Mexican company by explaining all the nine key elements: value proposition,	1. The student carries out a complete research of the business model of the chosen Mexican company by explaining most of the nine key elements: value proposition, customer	1. The student carries out a poor research of the business model of the chosen Mexican company by explaining some of the nine key elements: value proposition, customer segments, distribution	1. The student partially carries out a research of the business model of the chosen Mexican company by explaining just a few of the nine key elements: value proposition, customer	
	customer segments, distribution channel, customer relationships, revenue streams, key sources, key partnerships, key activities, and costs). Moreover, the SWOT analysis includes all the four elements by answering the given questions for each one of them.	segments, distribution channel, customer relationships, revenue streams, key sources, key partnerships, key activities, and costs). Moreover, the SWOT analysis includes three elements by answering the given questions for each one of them.	channel, customer relationships, revenue streams, key sources, key partnerships, key activities, and costs). Moreover, the SWOT analysis includes two of the four elements by answering the given questions for each one of them.	segments, distribution channel, customer relationships, revenue streams, key sources, key partnerships, key activities, and costs). Moreover, the SWOT analysis includes one of the four elements by answering the given questions for each one of them.	
3. SWOT analysis.	1. The student carries out an insightful research of the business model of the chosen Mexican company by explaining the nine key elements: value proposition, customer segments, distribution channel, customer relationships, revenue streams, key sources, key partnerships, key activities, and costs) with an excellent level of fluency and accuracy.	1. The student delivers a clear presentation of the digital magazine by explaining the main reasons for its creation, its elements, and four suggestions with a good level of fluency and accuracy.	1. The student delivers an inconsistent presentation of the digital magazine by explaining the main reasons for its creation, its elements, and two to three suggestions with a limited level of fluency and accuracy.	1. The student delivers an incomplete presentation of the digital magazine by explaining the main reasons for its creation, its elements, and one or no suggestions with a weak level of fluency and accuracy.	
4. Grammar and vocabulary.	1. The student demonstrates full command of the main grammar and vocabulary elements studied in module, for instance, past continuous,	1. The student demonstrates a good command of the main grammar and vocabulary elements studied in module, for instance, past	1. The student demonstrates a weak command of the main grammar and vocabulary elements studied in module, for instance, past continuous, past perfect, business and	1. The student demonstrates a highly deficient command of the main grammar and vocabulary elements studied in module, for instance, past continuous, past perfect,	

	past perfect, business and marketing vocabulary, passive voice, modal verbs, reported speech, among others.	continuous, past perfect, business and marketing vocabulary, passive voice, modal verbs, reported speech, among others.	marketing vocabulary, passive voice, modal verbs, reported speech, among others.	business and marketing vocabulary, passive voice, modal verbs, reported speech, among others.	
					Final Grade