

# Inglés para negocios Modalidad Connect

Teacher's Guide  
Code: LTHI1803  
Level: Profesional Ejecutivo

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## General information

Course name: Inglés para negocios

Level: Licenciatura

Modality: Connect

Code: LTH1803

## Competence

**Listening:** to understand vocabulary related to business and improve your level of response by listening recorded material about meetings, debates, phone calls, business presentations, customer service, among others.

**Speaking:** to improve your fluency and accuracy while working on different areas of communication: socializing, delivering business presentations, using the telephone, welcoming foreign visitors, participating in meetings, role-play, and negotiations.

**Reading:** to identify specialized vocabulary about business from reading texts, conversations, memos, minutes, emails, cases, articles, among others.

**Writing:** to develop your writing skills by describing jobs, work-life balance, the functioning of a product and the cultural barriers between a customer and yourself. You will be able to be efficient when writing emails, delivering progress reports, responding to customer's feedback and difficult questions, describing your workspace as well as talents and personal traits, among others.

## Course introduction

English is the world's most widely used language, in other words, the go-to language. It is a key element in business since different fields relied on it, such as medicine, business management, international marketing, engineering, mass entertainment, international telecommunications, scientific publishing, diplomacy, among others.

As a result, there has been a growing demand for Business English courses in recent years with more students choosing to study Business English than any other English for Specific Purpose (ESP) courses.

In this course, you will be able to improve your Business English by working on different areas of communications, for instance meetings, debates, phone calls, business presentations, customer service, negotiation, and other workplace scenarios. Moreover, you will practice with these workplace scenarios while you work on your writing, speaking, reading, and listening skills.

Finally, it is important you keep in mind that improving your English for work is an essential part of your career and these are the main reasons.

1. English is the international language of communication and also of the internet.
2. Solid skills in written and spoken language are attractive skills for an employer, if you can speak the language for work purposes, you can

overcome the cultural and language barriers.

3. It will give you with a better negotiation advantage, specifically in business deals and labor issues.
4. Business English entails more empathetic social communication, and it will lead you to build better business relationships.

Investing time into improving your own international language skills as an employee will provide you with the ability to succeed with your global development; thus, giving you the advantage over other candidates when it comes to promotions and job opportunities.

## Methodology

A Connect course has been designed to be taught by a leading teacher with experience in the field of work, who will share with you his/her

## Bibliography

Each course requires a bibliographic material available in electronic format, to make its acquisition more accessible and inexpensive. To find out which book to purchase, check out the bibliography section of your course.

## Evaluation

In the evaluation section you can see how the final grade of the course will be integrated. Depending on the course, the evaluation may vary with a combination of the following elements:

- Platform exams in weeks 1 and 3.
- Two evidence to assess the progress in the level of competency acquired by the student.
- Activities that take up the conceptual content of the week's topics.
- Standardized final evaluation composed of activities such as mini-cases, multiple-choice examinations, trials, projects, among others.

knowledge, experience, and the best practices that he performs in his professional work.

The Connect course experience promotes virtual interaction among students located on different campuses of TecMilenio University, to enrich your training, contrasting the reality of your city or region with that of other colleagues.

During each virtual session, the teacher transmits his experience and acts as a guide in the learning process during the performance of the activities.

This is a four-month period course with a weekly distribution; each week has a three-hour synchronous virtual session held through a technological videoconferencing tool. Attendance at these videoconferencing sessions is particularly important, but not mandatory, as you are able to review the recorded session, in case you cannot attend at the established schedule.

## Structure of the sessions

Sessions are divided into three blocks. These are the recommended activities.

Block 1	Block 2	Block 3
<ul style="list-style-type: none"> <li>• Welcome and schedule presentation</li> <li>• Wellbeing activity-mindfulness</li> <li>• Development of the week's topics               <ul style="list-style-type: none"> <li>○ Application in real contexts</li> <li>○ Activities</li> <li>○ Topic closure</li> </ul> </li> <li>• Block closure using several technological tools for a dynamic activity, forum, or quiz.</li> <li>• Break</li> </ul>	<ul style="list-style-type: none"> <li>• Lead in</li> <li>• Development of the week's topics               <ul style="list-style-type: none"> <li>○ Application in real contexts</li> <li>○ Activities</li> <li>○ Topic closure</li> </ul> </li> <li>• Block closure using several technological tools for a dynamic activity, forum, or quiz.</li> <li>• Break</li> </ul>	<ul style="list-style-type: none"> <li>• Lead in</li> <li>• Development of the week's topics               <ul style="list-style-type: none"> <li>○ Application in real contexts</li> <li>○ Activities</li> <li>○ Topic closure</li> </ul> </li> <li>• Block closure using several technological tools for a dynamic activity, forum, or quiz.</li> </ul>

Before attending a session, you must read the explanations and the textbook, as they will provide you the theoretical foundations of the course topics. Also, you must review additional material such as videos and readings.

During the synchronous sessions, the teacher gives a brief explanation of the topic, solves doubts, shares the instructions of the activities, and accompanies you while you carry them out.

## Activities

Some activities have been designed to be carried out individually and others collaboratively. For collaborative activities, the teacher integrates teams with students from different campuses, allowing you to get more enriching learning experiences.

For greater effectiveness of collaborative work, you have the functionalities of the collaboration tool that allow the creation of interactive virtual rooms, where you can share screens, documents, videos, and audios.

As a way to promote the dynamism and interaction of students in different formats, during the sessions, the teacher alternates individual, plenary and group interventions that enrich your views and, at the same time, give you the opportunity to present your ideas and positions around the class topics.

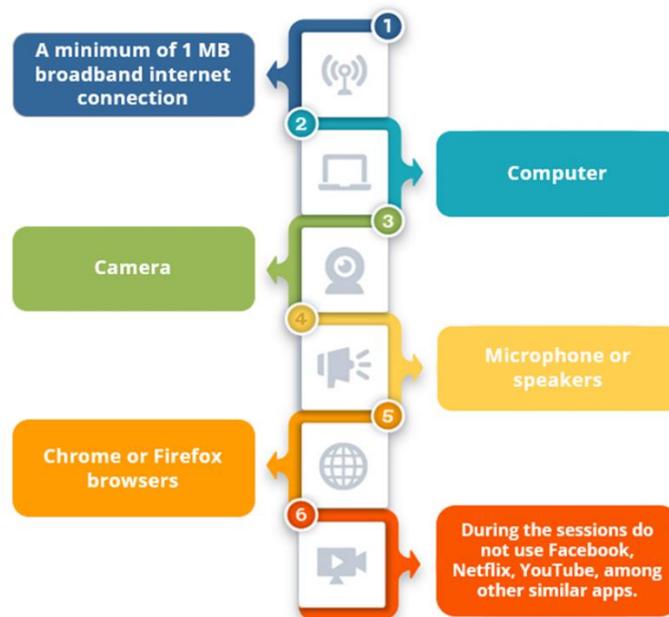
The result of all the activities and tasks carried out during the week should be concentrated in a single document that will be delivered through the technological platform for review and evaluation by the teacher.

It is very important that you review the evaluation scheme and criteria that the teacher will use to give you a grade. This is intended to make clear, from the beginning of the week, the level of complexity and effort you require to make weekly deliveries and ensure your success within the course.

If you have questions about any exercise or the content of the course, you can contact your teacher through the means indicated by them.

## Virtual sessions

A video conferencing tool is used for the transmission of sessions. To improve the quality of such interactions, the following is recommended.



## Evaluation

Number	Assessment tool	Weighting
1	Week 1 activities	10
2	Week 2 activities	30
3	Week 3 activities	15
4	Week 4 activities	30
		15
<b>Total:</b>		<b>100</b>

## Calendar ✓

Semana	Temas	Actividades	Tareas	Evidencia	Examen
1	<ul style="list-style-type: none"> <li>The basics of business English</li> <li>Meetings and projects in the business world</li> <li>Leisure and conversations</li> <li>Customer service</li> </ul>	✓			
2	<ul style="list-style-type: none"> <li>Talking to foreigners and business plan</li> <li>Company policies and organizational changes</li> <li>Writing and reading documents</li> <li>Writing and understanding documents</li> </ul>	✓	✓		
3	<ul style="list-style-type: none"> <li>Negotiation</li> <li>Innovation and introduction of business presentations</li> <li>Objectives and results</li> <li>Performance and labor issues</li> </ul>	✓			
4	<ul style="list-style-type: none"> <li>Attracting the attention</li> <li>Objectives and talents</li> <li>Achievements</li> </ul>	✓	✓		
5	Final exam				✓

## Bibliography and special resources

### Textbook

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- This course does not require a textbook.

### Support book

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- This course does not require a support book.

## Course content

Topic 1.	The basics of business English
Topic 2.	Meetings and projects in the business world
Topic 3.	Leisure and conversations
Topic 4.	Customer service
Topic 5.	Talking to foreigners and business plan
Topic 6.	Company policies and organizational changes
Topic 7.	Writing and reading documents
Topic 8.	Writing and understanding documents
Topic 9.	Negotiation
Topic 10.	Innovation and introduction of business presentations
Topic 11.	Objectives and results
Topic 12.	Performance and labor issues
Topic 13.	Attracting the attention
Topic 14.	Objectives and talents
Topic 15.	Achievements

## Tools

To make sure you make the most of this learning experience through this course modality, we recommend checking these [tutorials](#).

## Frequently asked questions

Where or how do I report an error in the content of the course?

You can report to [atencioncursos@servicios.tecmilenio.mx](mailto:atencioncursos@servicios.tecmilenio.mx), and you can also share suggestions about the content and activities of a course.

Who notifies me of the number of sessions and their duration?

The teachers' coordinator must provide this information.

When are partial and final exams applied?

Check this information with your coordinator by using the calendars based on the teaching modality.

Do I have to registrar the grades in banner and Canvas?

It is important that you register the grades in Canvas, so the students are aware of their progress and receive feedback about everything they do in the course. Banner is the official registry of student's grades.

## Guide for the sessions

### Week 1

### Block 1

Activity	Description	Duration
<b>Welcome and agenda's presentation</b>	The teacher will introduce himself, the rules, and guidelines as well as the agenda. Moreover, he/she will explain the content and activities that will be studied in class.	10 minutes
<b>Wellbeing activity</b>	The professor will follow the instructions of the corresponding activity and will open the following link: <a href="https://youtu.be/JNCVDK2thZI">https://youtu.be/JNCVDK2thZI</a>	10 minutes
<b>Development of the week's topics</b>	Review of topic  1. The basics of business English.	20 minutes
<b>Topic's activity</b>	Complete activity #1.	10 minutes
<b>Break</b>	There will be a break for the students.	10 minutes



## Activity 1

1. First, use the third person singular verb forms in the present simple such as: -s, -es, -ies.
  - Have: has.
  - Go: goes
  - Fix: fixes.
  - Dance: dances
  - Do: does.
  - Cry: cries.
  - Stop: stops.
  - Teach: teaches.
  - Plan: plans.
  - Fly: flies.
  - Watch: watches.
  - Play: plays.
  - Push: pushes.
  - Run: runs.
  - Buzz: buzzes.
  
2. Then, fill in the blanks with the correct form of the verb.
  - A dog (not have) doesn't have wings. A butterfly (have) has wings.
  - Natalia always (sit) doesn't sit the sun. She barely (go) goes to the beach.
  - We (not catch) don't catch a cold in winter, but we usually (catch) catch a cold in summer.
  - You (not do) don't do homework before you (eat) eat dinner.
  - What (do) do you (do) do for a living?
  - Where (do) does she go play football?
  - Rebeca (try) tries to be a good student, but she doesn't pay (not pay) attention.
  - My co-worker doesn't help (not help) me at all. I do (do) everything by myself.
  - The company (increase) increases its profit at least 5% each year.
  - This job (not require) doesn't require overtime.

### Deliverables

A document that includes the answers of both activities.

Activity	Description	Duration
<b>Lead in</b>	The teacher will ask questions related to frequency of adverbs and how often they complete different activities, for example: <ol style="list-style-type: none"> <li>a. How often do you exercise?</li> <li>b. How often do you deliver progress reports?</li> <li>c. How often do you deliver a presentation?</li> </ol>	5 minutes
<b>Development of the week's topics</b>	Review of topics <ol style="list-style-type: none"> <li>2. Meetings and projects in the business world.</li> <li>3. Leisure and conversations.</li> </ol>	20 minutes
<b>Topic's activity</b>	Complete activity #2.	10 minutes
<b>Block's wrap up activity</b>	The professor will design an activity through different software tools such as Quizizz, Padlet, Kahoot, Wordwall, students' forum, among others.	15 minutes
<b>Break</b>	There will be a break for the students.	10 minutes



## Activity 2

1. Complete the sentences by using the correct frequency adverb.
  - a. I am never happy. I am always sad.
  - b. He is late for work only once a year. He is hardly ever late.
  - c. Gina failed only one exam in the university. She usually passes her tests.
  - d. Reyna always forgets to do homework. She always forgets to do it.
  - e. Alfred seldom goes to restaurants. He always watches movies.
  - f. Vanessa had an appointment with her dentist for the first time in four years. She hardly ever has problems with her teeth.
  - g. I always prepare for our meetings. I never make mistakes.
  - h. We get up at six o'clock seven days a week. We always get up early.
  - i. My co-worker never prepares for our meetings. He always receives negative feedback.
  - j. We get together two times a year to work on a project. The project is sometimes complete.
  - k. Our city is always hot and sunny. Therefore, I am never cold.
  - l. A: Do you ever write your speech? B: Yes, but only sometimes, not often. Just when it is extremely important.
  - m. I often ride my bike to school, maybe two or three times a week.
  - n. A: Does he ever understand what the expositor says? B: Yes, but only sometimes not often, just when he is not texting.
  - o. I never work overtime. I promised my wife I was going to spend time with her.

2. Match the cues with their correct written speech.

Answer	Cues	Written speech
<b>i</b>	1. Provide the subject of the presentation.	a. Now I would like to move one of the alternatives and options we have.
<b>e</b>	2. Questions OK.	b. Let me show you the strategy which I...
<b>g</b>	3. Lead into part 1: context.	c) Thank you so much for your attention and time.
<b>f</b>	4. Summarize and close part 1.	d) Does anyone have comments or questions?
<b>a</b>	5. Link to part 2: options.	e) You can interrupt if you have comments or anything to say.
<b>b</b>	6. Visual aids: show figures.	f) To sum up, the past record of this project is...
<b>h</b>	7. Summarize and close: part 2.	g) Let's begin with some background information to explain...
<b>j</b>	8. Move on to part 3: recommendations.	h) As you can see, the results are...
<b>c</b>	9. Close.	i) I want to talk to you today about...
<b>d</b>	10. Invite further questions.	j) That is everything about the current alternatives we have...

## Deliverables

A document that includes the answers of both activities.

• • • • **Block 3** • • • •

Activity	Description	Duration
<b>Lead in</b>	The teacher will provide examples of customer service by using conversations and asking students different questions based on a set of photos and images, for example: <ol style="list-style-type: none"> <li>a. What do you think they are saying?</li> <li>b. Do you identify a problem?</li> <li>c. How can this problem be avoided?</li> <li>d. Have you gone through a similar situation?</li> </ol>	5 minutes
<b>Development of the week's topics</b>	Review of topic 4. Customer service	20 minutes
<b>Topic's activity</b>	Complete activity #3.	20 minutes
<b>Closure of the session</b>	The professor will design an activity through different software tools such as Quizizz, Padlet, Kahoot, Wordwall, students' forum, among others.	15 minutes



### Activity 3

- Complete the table by using the correct comparative adjective and an example for each one of them.

	Adjective	Comparative	Example
1.	Intelligent	More intelligent	I am more intelligent than you.
2.	Expensive	More expensive	This house is more expensive than that one.
3.	Cold	Colder	Winter is colder than summer.
4.	Cheap	Cheaper	My car is cheaper than yours.
5.	Dry	Drier	Chihuahua is drier than Queretaro.
6.	Tall	Taller	I am taller than him.
7.	Young	Younger	She is younger than him.
8.	Bad	Worse	Her grades are worse than before.
9.	Happy	Happier	My family is happier than yours.
10.	Good	Better	Football is better than volleyball.
11.	Bad	Worse	A tornado is worse than an avalanche.
12.	Far	Farther	The school is farther than the restaurant.
13.	Large	Larger	This box is larger than that one.
14.	Sad	Sadder	I am sadder than you.
15.	Clean	Cleaner	My room is cleaner than yesterday.

- First, complete the exchanges below with the words from the box.

A: There seems to be a problem with this product.

B: I am sorry to hear that.

Do you have a customer serial number?

C: I would like to speak to Mr. Jesus.

D: He is not available right now, but I will ask him to call you back as soon as he comes back.

I am really sorry. We have had a delay in distribution.

E: I think there is an issue with the invoice.

F: If you hold on, he will transfer you the right department.

G: I still haven't received the products.

H: I'm sorry. We have had a delay in distribution.

Everything should be ready for a reference next week.

## Deliverables

A document that includes the answers of both activities.

The result of all activities and tasks carried out during the week should be concentrated in a **single document** that will be delivered through the technological platform for review and evaluation by the teacher, based on the following evaluation criteria:

### Evaluation criteria of the week

Activity	Evaluation criteria	Weighting	Points on final assessment
Activity 1	Answers both activities correctly.	30%	3.0 points
Activity 2	Answers both activities correctly.	40%	4.0 points
Activity 3	Answers both activities correctly.	30%	3.0 points
<b>Total</b>		<b>100%</b>	<b>10 points</b>

**Week 2**
**Block 1**

Activity	Description	Duration
<b>Welcome and agenda's presentation</b>	The teacher will introduce the agenda and he/she will explain the content and activities that will be studied in class.	10 minutes
<b>Wellbeing activity</b>	The professor will follow the instructions of the corresponding activity and will open the following link: <a href="https://youtu.be/oq-klVxvm5g">https://youtu.be/oq-klVxvm5g</a>	10 minutes
<b>Development of the week's topics</b>	Review of topic 5. Talking to foreigners and business plan.	20 minutes
<b>Topic's activity</b>	Complete activity #1.	10 minutes
<b>Break</b>	There will be a break for the students.	10 minutes


**Activity 1**

1. Read the following text, identify the message implied.
2. Then, provide comments for each statement.

**Eye contact**

In many western societies, including the United States, a person who does not maintain “good eye contact” is regarded as being slightly suspicious, or a “shifty” character. Americans unconsciously associate people who avoid eye contact as unfriendly, insecure, untrustworthy, inattentive, and impersonal. However, in contrast, Japanese children are taught in school to direct their gaze at the region of their teacher’s Adam’s apple or tie knot, and, as adults, Japanese lower their eyes when speaking to a superior, a gesture of respect.

Latin American cultures, as well as some African cultures, such as Nigeria, have longer looking times, but prolonged eye contact from an individual or lower status is considered disrespectful. In the U.S., it is considered rude to stare, regardless of who is looking at whom. In contrast, the polite Englishman is taught to pay strict attention to a speaker, to listen carefully, and to blink his eyes to let the speaker know he or she has been understood as well as heard.

Americans signal interest and comprehension by bobbing their heads or grunting.

A widening of the eyes can also be interpreted differently, depending on circumstances and culture. Take, for instance, the case of an American and a Chinese discussing the terms of a proposed contract. Regardless of the language in which the proposed contract is carried out, the US negotiator may interpret a Chinese person's widened eyes as an expression of astonishment instead of as a danger signal (its true meaning) to politely express anger.

Harris, P., and Moran, R. (1996). *Managing Cultural Difference* (4th ed.). United States: Gulf Professional Publishing.

## Questions

1. Observations about many people from the United States.
2. Observations about Japanese children.
3. Observations about the English.
4. The meaning of lowering the eyes in Japan.
5. Why would stare at someone for a long time might be considered rude?
6. What is the meaning of widened eyes in China?

## Deliverables

A document that includes the identification of the message and comments for each one of the six statements.

Block 2

Activity	Description	Duration
Lead in	The teacher will ask questions related to organizational changes and prompt students to rank the following elements: <ol style="list-style-type: none"> <li>Assess the current conditions of your company.</li> <li>Define your objective.</li> <li>Work as a team.</li> <li>Communication is a key element.</li> <li>Rely on benchmarking.</li> <li>Be prepared for resistance.</li> <li>Learn from your mistakes.</li> </ol>	5 minutes
Development of the week's topics	Review of topics 6. Company policies and organizational changes	20 minutes
Topic's activity	Complete part 1 of evidence 1.	15 minutes
Block's wrap up activity	The professor will design an activity through different software tools such as Quizizz, Padlet, Kahoot, Wordwall, students' forum, among others.	10 minutes
Break	There will be a break for the students.	10 minutes



### Evidence 1

#### Part 1

- In topic 7.1, you studied what a business proposal is. However, it is time to design the complete version. You must think about your own business, its possible location, structure, budget, and potential customers. To begin with, you will develop and include the following elements studied in this topic in a Word document.

- a. Title page
- b. Table of contents
- c. Executive summary
- d. Problem or need
- e. Solution (product or service)
- f. Qualifications
- g. Pricing
- h. Terms and conditions

2. It is important that you include all the information in a Word document and follow a proper structure.

## Deliverables

A document that includes the development of each one of your business' characteristics.



Activity	Description	Duration
Lead in	The teacher will explain the ways of communication and then provide the responsibilities of writing skills. Likewise, he/she will ask the student what the responsibilities of a meeting taker.	5 minutes
Development of the weekly topics	Review of topic 7. Writing and reading documents 8. Writing and understanding documents	20 minutes
Topic's activity	Complete part 2 of evidence 1.	25 minutes
Closure of the session	The professor will design an activity through different software tools such as Quizizz, Padlet, Kahoot, Wordwall, students' forum, among others.	10 minutes



## Evidence 1

### Part 2

1. Continue working with the same business you developed in part 1 of evidence 1.
2. Then, record a 3 minute-video in which you present the following information:
  - a. The mission and vision of the company.
  - b. The functioning of your products or services.
  - c. The organizational structure.
  - d. Potential customers.
  - e. Marketing strategies.
  - f. Obligations and restrictions.
  - g. Explain why you think this business will succeed.
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. In addition, prepare your speech by using what you have studied in module #1: simple present, adjectives for describing your job, business world, products, and services. Moreover, use topics related to delivering reports, customer service, cultural barriers, among others.
5. Finally, follow the correct structure for your presentation: introduction, delivery, and conclusions.

#### ➤ Note

If you want to learn how to create and share videos, follow this tutorial:

“How to create videos: share a video on YouTube”, click [here](#).

### Deliverables

The link of the video that includes the requested points.

The result of all activities and tasks carried out during the week should be concentrated in a **single document** that will be delivered through the technological platform for review and evaluation by the teacher, based on the rubric included in annex 1 and the following evaluation criteria:

● ● ● ● Evaluation criteria of the week ● ● ● ●

Activity	Evaluation criteria	Weighting	Points on final assessment
Activity 1	Answer all the questions correctly.	16.66%	5.0 points
Evidence Part 1 & 2	The student follows the rubric included in annex 1.	83.34%	25.0 points
<b>Total</b>		<b>100%</b>	<b>30 points</b>

Activity	Description	Duration
<b>Welcome and agenda's presentation</b>	The teacher will introduce himself, the rules, and guidelines as well as the agenda. Moreover, he/she will explain the content and activities that will be studied in class.	10 minutes
<b>Wellbeing activity</b>	The professor will follow the instructions of the corresponding activity and will open the following link: <a href="https://youtu.be/lrsaUmq2l1w">https://youtu.be/lrsaUmq2l1w</a>	5 minutes
<b>Development of the week's topics</b>	Review of topic 9. Negotiation	20 minutes
<b>Topic's activity</b>	Complete activity #1.	15 minutes
<b>Break</b>	There will be a break for the students.	10 minutes



### Activity 1

1. First, create first conditional sentences with the following information.

- Example**

*I buy a new car. I go to many places.*

*If I buy a new car, I will go to many places.*

	Sentence	Answers
1.	We buy the new machinery. We produce more cars.	If we buy the new machinery, we will produce more cars.
2.	They go to the fair. They have more presence with their target market.	If they go to the fair, they will have more presence with their target market.
3.	She types fast. She finishes the report early.	If she types fast, she will finish the report early.

4.	The supervisor monitors the workers. The workers make high-quality products.	If the supervisor monitors the workers, they will make high-quality products.
5.	We set high-quality standards. Our products are error free.	If we set high-quality standards, our products will be error free.
6.	We attend our clients' suggestions. Our clients are more satisfied.	If we attend our client's suggestions, they will be more satisfied.
7.	We reduce overtime. Our workers are not stressed.	If we reduce overtime, our workers will not be stressed.
8.	The supervisors don't control the scrap. The price of the product increases.	If the supervisors don't control the scrap, the price of the product will increase.
9.	The manager doesn't evaluate the employees. They don't know how they are performing.	If the manager doesn't evaluate the employees, they won't know how they are performing.
10.	They redecorate the offices. They have better appearance.	If they redecorate the offices, they will have a better appearance.

2. Then, create second conditional sentences with the following information.

- **Example**

*I don't have money. I want to buy a house.*

*If I had money, I would buy a house.*

Sentence		Answers
1.	Facts: My computer isn't an HP. My computer fails.	If my computer were an HP, it wouldn't fail.
2.	Facts: My job isn't interesting. I don't love it!	If my job were interesting, I would love it.
3.	Facts: My computer runs sophisticated software. I don't need an Apple.	If my computer didn't run sophisticated software, I would need an apple.
4.	Facts: My computer doesn't run sophisticated software. I need an Apple	If my computer ran sophisticated software, I wouldn't need an Apple.
5.	Facts: My colleague Jan isn't friendly. He doesn't help me.	If my colleague Jan were friendly, he would help me.
6.	Facts: My company prohibits receiving presents from suppliers. We do not compromise our integrity.	If my company received presents from suppliers, we would compromise our integrity.
7.	Facts: We don't change our pool of cars every five years. The cars aren't in great conditions.	If we changed our pools of cars every five years, the cars would be in great conditions.
8.	Facts: Your boss is tough. He doesn't accept mistakes.	If your boss weren't tough, he would accept mistakes.
9.	Facts: We aren't committed to quality. We don't produce with high-quality standards.	If we were committed to quality, we would produce with high-quality standards.
10.	Facts: She doesn't take notes in meetings. She forgets many things.	If she took notes in meetings, she wouldn't forget many things.

### Deliverables

A document that includes the answers of both activities.

#### TEACHER'S GUIDE

• • • • **Block 2** • • • •

Activity	Description	Duration
<b>Lead in</b>	The teacher will ask questions related to superlatives, for example: <ul style="list-style-type: none"> <li>a. Who is the most diligent student?</li> <li>b. Who is the fastest at running?</li> <li>c. What is the biggest company in the world?</li> <li>d. What is the most dangerous job in the world?</li> </ul>	5 minutes
<b>Development of the week's topics</b>	Review of topics 10. Innovation and introduction of business presentations	20 minutes
<b>Topic's activity</b>	Complete activity #2.	15 minutes
<b>Block's wrap up activity</b>	The professor will design an activity through different software tools such as Quizizz, Padlet, Kahoot, Wordwall, students' forum, among others.	10 minutes
<b>Break</b>	There will be a break for the student.	10 minutes



## Activity 2

- Write the correct superlative for each adjective and provide an example.

	Adjective	Superlative	Example
<b>a.</b>	Difficult	Most difficult	Math is the most difficult class.
<b>b.</b>	Cheap	Cheapest	This is the cheapest car.

c.	Expensive	Most expensive	Dubai is the most expensive place.
d.	Good	Best	Football is the best sport.
e.	Lazy	Laziest	I am the laziest person in the world.
f.	Pretty	Prettiest	She is the prettiest woman here.
g.	Beautiful	Most beautiful	That man is the most beautiful person in the class.
h.	Shy	Shiest	I am the shiest student in the class.
i.	Happy	Happiest	My mother is the happiest person alive.
j.	Short	Shortest	My wife is the shortest woman.
k.	Famous	Most famous	He is the most famous actor in Hollywood.
l.	Comfortable	Most comfortable	This couch is the most comfortable.
m.	Ugly	Ugliest	That house is the ugliest in the street.
n.	Warm	Warmest	Cancun is the warmest place.
o.	Long	Longest	This is the longest trip I have ever been.
p.	Intelligent	Most intelligent	My father is the most intelligent man.
q.	Wide	Widest	My bag is the widest.
r.	Long	Longest	This highway is the longest in the city.
s.	Tidy	Tidiest	Your room is the tidiest room I have ever seen.
t.	Smart	Smartest	My best friend is the smartest person.
u.	Far	Farthest	Disneyland is the farthest place I want to visit.
v.	Bad	Worst	This food is the worst.

w.	Fat	Fattest	I ate too much; I am the fattest person.
x.	Interesting	Most interesting	The movie was the most interesting movie I have ever watched.
z.	Narrow	Narrowest	This hallway is the narrowest.

## Deliverables

A document that includes the answers of this activity.

● ● ● ● **Block 3** ● ● ● ●

Activity	Description	Duration
<b>Lead in</b>	The teacher will ask students about the most efficient way to present results. Moreover, he/she might provide examples by using TED Talks and YouTube to exemplify the best ways to deliver business presentations.	5 minutes
<b>Development of the week's topics</b>	Review of topic 11. Objectives and results 12. Performance and labor issues	25 minutes
<b>Topic's activity</b>	Complete activity #3.	15 minutes
<b>Closure of the session</b>	The professor will design an activity through different software tools such as Quizizz, Padlet, Kahoot, Wordwall, students' forum, among others.	15 minutes



### Activity 3

1. First, create a Word document and write a one-page essay about one of the suggested topics of activity 11.3.
  1. Then, research by searching for videos, readings, and every material that provides this valuable information.
  2. Next, include the strategies studied in topic 11.3 to provide arguments in favor (agree) or against (disagree) of the chosen topic.
  3. Finally, read and learn the basic elements of an essay shown in the following chart.

#### Basic elements of an essay

1. **Thesis statement.** It determines the primary focus. It should be coherent and clear. It should be the last sentence in your introductory paragraph.
2. **Outline.** It is the outline of material to create the most effective structure. It involves classifying the main points of your essay in order.
3. **Introduction.** It consists of one paragraph at the beginning that provides general information about the whole essay or topic, and it includes the thesis statement.
4. **Body.** The supporting paragraphs that support your thesis statement. Each paragraph develops a specific point from the outline, and it requires facts and information researched from various sources.
5. **Conclusion.** It is one final paragraph that summarizes the main points throughout the body. The conclusion just confirms why your thesis statement is correct using the points from your supporting body paragraphs.

#### Deliverables

A document that includes the essay.

The result of all activities and tasks carried out during the week should be concentrated in a **single document** that will be delivered through the technological platform for review and evaluation by the teacher, based on the following evaluation criteria:

### Evaluation criteria of the week

Activity	Evaluation criteria	Weighting	Points on final assessment
Activity 1	Answers the tables correctly.	33.33%	5.0 points
Activity 2	Answers the table correctly.	20%	3.0 points
Activity 3	Development of essay by using the suggested guidelines.	46.66%	7.0 points
<b>Total</b>		<b>100%</b>	<b>15 points</b>

Activity	Description	Duration
<b>Welcome and agenda's presentation</b>	The teacher will introduce the agenda and he/she will explain the content and activities that will be studied in class.	10 minutes
<b>Wellbeing activity</b>	The professor will follow the instructions of the corresponding activity and will open the following link: <a href="https://youtu.be/zmGogSbH5FQ">https://youtu.be/zmGogSbH5FQ</a>	10 minutes
<b>Development of the week's topics</b>	Review of topic 13. Attracting the attention	20 minutes
<b>Topic's activity</b>	Complete activity #1.	10 minutes
<b>Break</b>	There will be a break for the students.	10 minutes



## Activity 1

1. Complete the time expressions with a full sentence in past continuous about yourself.
  - At 5:00 pm yesterday afternoon, I was + verb (-ing) + complement.
  - At 10 am yesterday morning, I was + verb (-ing) + complement.
  - At 3:00 last night, I was + verb (-ing) + complement.
  - Ten minutes ago, I was + verb (-ing) + complement.
  - At 12 pm two days ago, I was + verb (-ing) + complement.
2. Complete the following sentences in past continuous.
  - I was cleaning when a spider came from under the couch (clean).
  - The driver was looking at the road when a passenger felt sick on the back of the bus (look).
  - My son was doing his homework before you came to visit (do).
  - We were looking for you all over the school (look).
  - The team was having a bad season before their victory (have).

### Deliverables

A document that includes the answers of this activity.

• • • • **Block 2** • • • •

Activity	Description	Duration
Lead in	The teacher will ask the student to design a brief checklist about the most important aspects involved in a performance assessment. The students will have to create a list of at least seven points.	5 minutes
Development of the week's topics	Review of topics 14. Objectives and talents	20 minutes
Topic's activity	Complete part 1 of evidence 1.	15 minutes
Block's wrap up activity	The professor will design an activity through different software tools such as Quizizz, Padlet, Kahoot, Wordwall, students' forum, among others.	10 minutes
Break	There will be a break for the students.	10 minutes



## Evidence 2

### Part 1

1. First, research about the distinctive elements of a company to make suggestions and improvements. You can choose the company you work for (if applicable) or use the following list of companies as a reference to choose it.

National	International
<ul style="list-style-type: none"> <li>• Banorte</li> <li>• BBVA México</li> <li>• General Motors</li> </ul>	<ul style="list-style-type: none"> <li>• Apple Inc.</li> <li>• Amazon.com</li> <li>• Walmart Inc.</li> <li>• PetroChina Co.</li> <li>• CVS Health</li> </ul>

de México <ul style="list-style-type: none"> <li>• América Móvil</li> <li>• CEMEX</li> <li>• Alfa</li> <li>• Inbursa</li> <li>• Grupo Elektra</li> </ul>	<ul style="list-style-type: none"> <li>• AT&amp;T</li> <li>• Costco</li> <li>• Ford Motor Company</li> </ul>
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2. Once you choose the company, write a report in a Word document in which you answer the following questions related to week 3 and 4.
  - a. What is their negotiation process? Explain.
  - b. What makes them innovative? Provide examples.
  - c. How do they provide and receive feedback through customer service?
  - d. What are their most common performance mistakes and labor issues?
  - e. What approach do they use to assess performance?
  - f. How do they establish objectives and what model do they use?
  - g. Describe their work environment. Are the company's objectives aligned to the employees'? Why? Why not?
  - h. Describe their most common job descriptions (talents and personal traits).
3. When you write your report, include detailed information in a clear and logical manner. Make sure you use vocabulary related to week 4.

## Deliverables

A report that includes the development of a specific company and the eight requested points.

Block 3

Activity	Description	Duration
Lead in	The teacher will ask a student to read and think about the following quote by John Wooden, we are sure that it will give the students a perspective on challenges and objectives, <i>“success is peace of mind that is the direct result of self-satisfaction in knowing you did your best to become the best that you are capable of becoming.”</i>  Then, the teacher will ask students about their most important achievements.	5 minutes
Development of the week's topics	Review of topic  15. Achievements	20 minutes
Topic's activity	Complete part 2 of evidence 1.	25 minutes
Closure of the session	The professor will design an activity through different software tools such as Quizizz, Padlet, Kahoot, Wordwall, students' forum, among others.	10 minutes



## Evidence 2

### Part 2

1. After you complete the first part of the evidence, present your report by designing a 4-to-6-minutes business presentation in which you describe your results and make recommendations. If applicable, you can present in class or record your presentation in a video.

When designing and delivering your presentation, make sure that you:

Make sure you recommend or suggest:

<ul style="list-style-type: none"> <li>• Deliver your point of view persuasively.</li> <li>• Use the main elements of business presentations.</li> <li>• Practice different ways to respond to difficult questions and negative feedback.</li> <li>• Use the strategies for efficient presentations of results, solutions, and/or findings.</li> <li>• Use the strategies for an effective debate.</li> <li>• Attract the audience's attention by using the studied strategies.</li> </ul>	<ul style="list-style-type: none"> <li>• A more efficient negotiation process.</li> <li>• A strategy to respond to difficult questions and negative feedback through customer service.</li> <li>• A strategy to present and receive labor issue reports.</li> <li>• An outline to assess performance and establish objectives.</li> <li>• An approach to align the employees and company's objectives and accomplish goals.</li> </ul>
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1. Follow the correct structure for your presentation: introduction, delivery, and conclusions.
2. Finally, illustrate your presentation with images, photos, short clips, logos, slogans, music, short videos, among others.

➤ **Note**

If you want to learn how to create and share videos, follow this tutorial.

How to create videos: share a video on YouTube", click [here](#).

## Deliverables

The presentation of part 1 and the link of the video that includes the requested points.

The result of all activities and tasks carried out during the week should be concentrated in a **single document** that will be delivered through the technological platform for review and evaluation by the teacher, based on the rubric included in Annex 2 and the following evaluation criteria:

● ● ● ● **Evaluation criteria of the week** ● ● ● ●

Activity	Evaluation criteria	Weighting	Points on final assessment
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<b>Activity 1</b>	Answers both activities correctly.	16.66%	5.0 points
<b>Evidence Part 1 &amp; 2</b>	The student follows the rubric included in annex 2.	83.34%	25.0 points
<b>Total</b>		<b>100%</b>	<b>30 points</b>



## Annex 1. Rubric 1

	Performance level			
Evaluation criteria	Highly competent 100%-86%	Competent 85%-70%	Competence not developed yet 69%-0%	%
<b>1. General task completion</b>	<b>25 - 17</b> The student develops a business proposal and a video with a high level of detail, creativity, preparation, and organization (business proposal that includes the eight elements, and the seven elements of the video, images, vocabulary, suggested topics).	<b>16 - 9</b> The student develops a business proposal and a video with an adequate level of detail, creativity, preparation, an organization (business proposal that includes from five to seven elements, and from four to six elements of the video, images, vocabulary, suggested topics).	<b>8 - 0</b> The student develops a business proposal and a video with an extremely limited level of detail, creativity, preparation, and organization (business proposal that includes less than five elements, and less than four elements in the video, images, vocabulary, suggested topics).	
	<b>25 - 17</b> The student carries out an insightful and complete development of the business proposal by explaining all the key elements: title page, table of contents, executive summary, problem or need, solution, qualifications, pricing, terms, and conditions.	<b>16 - 9</b> The student carries out a complete development of the business proposal by explaining most of the key elements: title page, table of contents, executive summary, problem or need, solution, qualifications, pricing, terms, and conditions.	<b>8 - 0</b> The student partially carries out a development of the business proposal by explaining just a few key elements: title page, table of contents, executive summary, problem or need, solution, qualifications, pricing, terms, and conditions.	
<b>2. Business proposal</b>	<b>25 - 17</b> The student carries out an insightful video of the business proposal by explaining all the key elements: mission and vision, functioning of your products or services, organizational structure, potential customers, marketing strategies, obligations and restrictions, and reasons for success with an excellent level of fluency and accuracy.	<b>16 - 9</b> The student delivers a clear video of the business proposal by explaining most of the key elements: mission and vision, functioning of your products or services, organizational structure, potential customers, marketing strategies, obligations and restrictions, and reasons for success with a good level of fluency and accuracy.	<b>8 - 0</b> The student delivers an incomplete video of the business proposal by explaining just a few key elements: mission and vision, functioning of your products or services, organizational structure, potential customers, marketing strategies, obligations and restrictions, and reasons for success with a weak level of fluency and accuracy.	
	<b>25 - 17</b>	<b>16 - 9</b>	<b>8 - 0</b>	

<b>4. Topics, grammar, and vocabulary</b>	The student demonstrates full command of the main grammar, vocabulary, and topic information studied in this week.	The student demonstrates a good command of the main grammar, vocabulary, and topic information studied in this week.	The student demonstrates a highly deficient command of the main grammar, vocabulary, and topic information studied in this week.	
<b>TOTAL</b>				100%

## Annex 2. Rubric 2

Evaluation criteria	Performance level			%
	Highly competent 100%-86%	Competent 85%-70%	Competence not developed yet 69%-0%	
<b>1. General task completion</b>	<b>25 - 17</b>	<b>16 - 9</b>	<b>8 - 0</b>	
	The student examines a specific company and designs a presentation with a high level of detail, creativity, preparation, and organization (research with all elements and suggestions or recommendations, and a presentation based on the suggested guidelines).	The student examines a specific company and designs a presentation with an adequate level of detail, creativity, preparation, and organization (research with most elements and suggestions or recommendations, and a presentation based on the suggested guidelines).	The student examines a specific company and designs a presentation with an extremely limited level of detail, creativity, preparation, and organization (research with just a few elements suggestions or recommendations, and a presentation based on the suggested guidelines).	
<b>2. Company's research</b>	<b>25 - 17</b>	<b>16 - 9</b>	<b>8 - 0</b>	
	The student carries out an insightful and complete development of the company's research by explaining all elements: negotiation process, innovation, feedback, performance mistakes, and labor issues, performance assessment, objectives, work environment, and job descriptions.	The student carries out a complete development of the company's research by explaining most elements: negotiation process, innovation, feedback, performance mistakes, and labor issues, performance assessment, objectives, work environment, and job descriptions.	The student partially carries out a development of the company's research by explaining just a few elements: negotiation process, innovation, feedback, performance mistakes, and labor issues, performance assessment, objectives, work environment, and job descriptions.	
<b>3. Presentation design and delivery</b>	<b>25 - 17</b>	<b>16 - 9</b>	<b>8 - 0</b>	
	The student carries out an insightful presentation of the company's research and his/her suggestions by using the main strategies for delivering a point of view persuasively, the main	The student delivers a clear presentation of the company's research and his/her suggestions by using the main strategies for delivering a point of view persuasively, the main	The student delivers an incomplete presentation of the company's research and his/her suggestions by using the main strategies for delivering a point of view persuasively, the main elements of a business	

	elements of a business presentation, ways to respond to difficult questions and feedback, strategies for efficient presentations of results, solutions and/or findings, strategies for an effective debate and attract the audience's attention.	elements of a business presentation, ways to respond to difficult questions and feedback, strategies for efficient presentations of results, solutions and/or findings, strategies for an effective debate and attract the audience's attention.	presentation, ways to respond to difficult questions and feedback, strategies for efficient presentations of results, solutions and/or findings, strategies for an effective debate and attract the audience's attention.	
<b>4. Topics, grammar, and vocabulary</b>	<b>25 - 17</b>	<b>16 - 9</b>	<b>8 - 0</b>	
	The student demonstrates full command of the main grammar, vocabulary, and topic information studied in this week.	The student demonstrates a good command of the main grammar, vocabulary, and topic information studied in this week.	The student demonstrates a highly deficient command of the main grammar, vocabulary, and topic information studied in this week.	
<b>TOTAL</b>				100%