***Dear Consultant: Please mostly focus on listening and speaking production with HR linguistic range.***

***Her main areas of growth are below.***

- ***She also needs to focus on learning retention — she needs high reinforcement and repetition.***

| Pronunciation | Accuracy | L1 interference |
|---|---|---|
| Repetition<br>Slow down her delivery<br>Pronunciation drills<br>Breaking down words in syllable | Focus on simple tenses, structure consistency and proper use of each one.<br>Focus on self-awareness on her mistake. | Simplify ideas, target conciseness and simple but accurate structures.<br>Coherent responses according to the question and task. |

| **Interview Preparation Curriculum<br>- LESSON PLANNING** |
|---|
| Student: Araceli Serrano<br>Classes per week: 3<br>Position: HR Manager<br>Level: B1<br>Curriculum: Interview Preparation Curriculum<br>Current week: |

| **Decompress**: |
|---|
| **Here's the template:** Needs analysis/Decompress template |
| **Notes on Client (Changes on new curriculum, suggestions, needs another curriculum, etc.):** |
| **Remember to notify your leader when decompress is completed, or contact directly with Jaime via Slack** |

| **Week 1 - Introduction**<br><br>Aims: | | | |
|---|---|---|---|
| **TOPIC & CONTENT** | **LANGUAGE FOCUS** | **PRODUCTION** | **MATERIALS / SKILLS** |
| Date/teacher:October 20th, Claudia<br>October 16th, Claudia (DNH)<br>October 15th, Claudia(DNH) | | | |
| Lesson 1: Introduce yourself | • Grammar: Present tense | • Client is able to | |

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| Comments/ Suggestions for next lesson: **Oct 15 and 16.- Adazeli sent me a message apologizing, because she had some personal issues to solved.** |

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|---|---|---|---|
| Date/teacher: October 22nd, Claudia | | | |
| Lesson 2: Discuss your professional background | • Past simple; present perfect; career development and achievements | • Client can explain her career path, describe previous positions, and highlight relevant professional experiences. | Career timeline; interview questions |
| Comments/ Suggestions for next lesson: | | | |

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|---|---|---|---|
| Date/teacher: October 28th, Claudia | | | |
| Lesson 3: Interview pitch: Tell me about yourself | • Sequencers; present and past tense review; conciseness and intonation | • Client can deliver a structured introduction highlighting her experience, strengths, and career goals. | Elevator pitch; mock interview |
| Comments/ Suggestions for next lesson: | | | |

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|---|---|---|---|
| **Week 2 - Common interviews**<br><br>**Aims:** | | | |
| **TOPIC & CONTENT** | **LANGUAGE FOCUS** | **PRODUCTION** | **MATERIALS / SKILLS** |

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|---|---|---|---|
| Date/teacher: October 30th, Claudia | | | |
| Lesson 4: Common HR Manager interview questions | • Question forms; listening for details | • Client can understand and respond to questions about HR responsibilities, leadership, and professional experience. | |
| Comments/ Suggestions for next lesson: | | | |

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| Date/teacher: November 3rd, Claudia |

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|---|---|---|---|
| Lesson 5: Answer competency-based interview questions | • Past simple; past continuous; STAR framework | • Client can describe professional challenges, actions, and results using structured interview answers. | |
| Comments/ Suggestions for next lesson: | | | |

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|---|---|---|---|
| Date/teacher: 11/06 Eka | | | |
| Lesson 6: HR Manager interview simulation | • Present and past tense review; fluency; self-correction | • Client can participate in a simulated job interview and support her answers with examples. | |
| Comments/ Suggestions for next lesson: | | | |

| **Week 3 - A previous life**<br>**Aims:** | | | |
|---|---|---|---|
| **TOPIC & CONTENT** | **LANGUAGE FOCUS** | **PRODUCTION** | **MATERIALS / SKILLS** |

| | | | |
|---|---|---|---|
| Date/teacher: November 10th, Claudia | | | |
| Lesson 7: Describe your professional achievements | • Past simple vs. present perfect; KPIs, percentages, performance | • Client can describe professional achievements and explain their impact using measurable results and HR indicators. | |
| Comments/ Suggestions for next lesson: | | | |

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|---|---|---|---|
| Date/teacher: 11/12 Eka | | | |
| Lesson 8: Discuss successful and unsuccessful business decisions | • Second and third conditionals; discourse markers; budgets and savings | • Client can explain past business decisions, describe consequences, and discuss what she would do differently. | |
| Comments/ Suggestions for next lesson: | | | |

| Date/teacher: 11/18 Eka DNH (Review)<br>11/17 Eka | | | |
|---|---|---|---|
| Lesson 9: Explain your career expectations | • Future forms; would like to; career goals | • Client can explain her career goals, expectations, and potential contributions to a new organization. | |
| Comments/ Suggestions for next lesson: | | | |

| **Week 4 - Soft skills**<br>**Aims:** | | | |
|---|---|---|---|
| **TOPIC & CONTENT** | **LANGUAGE FOCUS** | **PRODUCTION** | **MATERIALS / SKILLS** |

| Date/teacher: | | | |
|---|---|---|---|
| Lesson 10: Identify your most valuable leadership skills | • Exemplification; leadership qualities and soft skills | • Client can identify her leadership strengths and support them with professional examples. | |
| Comments/ Suggestions for next lesson: | | | |

| Date/teacher: | | | |
|---|---|---|---|
| Lesson 11: Investing in people: Training vs. recruitment | • Comparatives; should, could, need to; training and recruitment costs | • Client can compare training employees with hiring new talent. | |
| Comments/ Suggestions for next lesson: | | | |

| Date/teacher: | | | |
|---|---|---|---|
| Lesson 12: Tell a leadership success story | • Sequencers; cause and effect; fluency and pronunciation | • Client can deliver a leadership story outlining a challenge, her actions, and the result. | |
| Comments/ Suggestions for next lesson: | | | |

| **Week 5 - To the point and powerful**<br><br>**Aims:** | | | |
|---|---|---|---|
| **TOPIC & CONTENT** | **LANGUAGE FOCUS** | **PRODUCTION** | **MATERIALS / SKILLS** |
| Date/teacher: | | | |
| Lesson 13: Explain HR budgets and financial priorities | • Quantifiers; percentages; budget, expenses, savings, allocation | • Client can explain HR financial priorities and propose an allocation for recruitment, training, and technology. | |
| Comments/ Suggestions for next lesson: | | | |
| Date/teacher: | | | |
| Lesson 14: Evaluate investments and business opportunities | • First and second conditionals; risk, return, financial goals | • Client can compare investment options, discuss risks and benefits, and justify a preferred choice. | |
| Comments/ Suggestions for next lesson: | | | |
| Date/teacher: | | | |
| Lesson 15: Defend a business decision during an interview | • Cause and effect; modals; conditionals; persuasion | • Client can defend an HR or financial decision using reasons, examples, and expected results. | |
| Comments/ Suggestions for next lesson: | | | |
| **Topic 6 - AI and the Future of HR** | | | |

| **Aims:** | | | |
|---|---|---|---|
| **TOPIC & CONTENT** | **LANGUAGE FOCUS** | **PRODUCTION** | **MATERIALS / SKILLS** |

| Date/teacher: | | | |
|---|---|---|---|
| Lesson 16: Discuss how AI is transforming the workplace | • Present simple vs. present continuous; present perfect; AI vocabulary | • Client can describe how AI is used in HR and explain changes in workplace processes. | |
| Comments/ Suggestions for next lesson: | | | |

| Date/teacher: | | | |
|---|---|---|---|
| Lesson 17: Evaluate the benefits and risks of AI in recruitment | • Might, could, may; contrast markers; screening, bias, privacy | • Client can compare traditional recruitment with AI-based methods and explain benefits, drawbacks, and risks. | |
| Comments/ Suggestions for next lesson: | | | |

| Date/teacher: | | | |
|---|---|---|---|
| Lesson 18: Recommend an AI solution for your department | • First and second conditionals; recommendation language; persuasion | • Client can propose an AI solution, explain expected costs and benefits, and respond to management questions. | |
| Comments/ Suggestions for next lesson: | | | |

| **Topic 7 - Fake it till you make it, tips and tricks**<br><br>**Aims:** | | | |
|---|---|---|---|
| **TOPIC & CONTENT** | **LANGUAGE FOCUS** | **PRODUCTION** | **MATERIALS / SKILLS** |

| Date/teacher: | | | |
|---|---|---|---|
| Lesson 19: Prepare for strategic HR interview questions | • Rephrasing; HR strategy, business performance, finance, AI | • Client can answer questions about HR strategy, financial priorities, and technology with professional examples. | |
| Comments/ Suggestions for next lesson: | | | |

| Date/teacher: | | | |
|---|---|---|---|
| Lesson 20: Handle challenging and unexpected questions | Indirect questions; polite clarification; follow-up questions | • Client can respond to unexpected questions, request clarification, and explain decisions in difficult scenarios. | |
| Comments/ Suggestions for next lesson: | | | |

| Date/teacher: | | | |
|---|---|---|---|
| Lesson 21: Communicate confidently under pressure | • Discourse markers; intonation; fluency; self-correction | • Client can give concise answers under time pressure, manage hesitation, and respond to follow-up questions. | |
| Comments/ Suggestions for next lesson: | | | |

**Week 8 - Review**

**Aims:** Review previous lessons

| TOPIC & CONTENT | LANGUAGE FOCUS | PRODUCTION | MATERIALS / SKILLS |
|---|---|---|---|

| Date/teacher: |
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|---|---|---|---|
| Lesson 22: Review professional background and leadership competencies | • Present and past tenses; storytelling; exemplification | Client can discuss her background and leadership achievements in a competency-based interview. | |
| Comments/ Suggestions for next lesson: | | | |

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|---|---|---|---|
| Date/teacher: | | | |
| Lesson 23: Review strategic business communication | Conditionals; comparatives; modals; finance, investment, AI | Client can evaluate a business challenge involving finance, investment, or AI and defend a recommendation. | |
| Comments/ Suggestions for next lesson: | | | |

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|---|---|---|---|
| Date/teacher: | | | |
| Lesson 24: Final HR Manager interview simulation | Integrated grammar; HR vocabulary; fluency, accuracy, coherence | Client can complete a full HR management interview and answer challenging follow-up questions. | |
| **Client's comments about evaluation/next curriculum:** | | | |

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|---|
| **Lesson 25: Final speaking evaluation -** |
| **Date/consultant:** |
| **Observations:** |
| **Next curriculum (learner's path):** |

| **PROJECT MANAGEMENT LESSON PLANNING** |
|---|
| Student: Araceli Serrano<br>Classes per week: 3<br>Position: HR Manager<br>Level: B1<br>Curriculum: B1 Project Management Curriculum<br>Current topic: 1-8 |
| |

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|---|
| **Decompress**: |
| **Here's the template:** Needs analysis/Decompress template |
| **Notes on Client (Changes on new curriculum, suggestions, needs another curriculum, etc.):** |
| **Remember to notify your leader when decompress is completed, or contact directly with Jaime via Slack** |

**Week 1 - Professional profile**
**Aims:** To adequately describe your job position, the responsibilities it involves as well as properly introduce each member of your team.

| TOPIC & CONTENT | LANGUAGE FOCUS | PRODUCTION | MATERIALS / SKILLS |
|---|---|---|---|
| **Date/teacher: June 26th, Claudia** | | | |
| Lesson 1: Introduce yourself & describe your position | • Grammar: Present tense / Sentence structure with conjunctions<br>• Vocabulary: Action verbs necessary for the position | • Clients introduce themselves and describe their job | What is project management? (video) |
| Comments/ Suggestions for next lesson: | | | |
| **Date/teacher: June 30th, Claudia** | | | |
| Lesson 2: Go over activities & responsibilities | • Grammar: Gerunds (for activities & verbs that take gerunds)<br>• Vocabulary: work activities and responsibilities | • Clients talk about work activities and responsibilities | Linkedin profiles |
| Comments/ Suggestions for next lesson: June 30th/ Adazeli was very energetic, she practiced gerunds pronunciation, she participated a lot. In one activity, she said that she wanted to write the exercise instead of speak. | | | |
| **Date/teacher: July 2nd, Claudia** | | | |
| Lesson 3: Introduce your team members | • Grammar: Present Simple and Continuous<br>• Vocabulary: Adjectives | • Clients are able to introduce others and describe their responsibilities | https://pitchavatar.com/how-to-properly-introduce-your-team/ |
| Comments/ Suggestions for next lesson: June 2nd- Adazeli was very motivated, she really likes to practice the break on syllables technique. | | | |

**Week 2 - Your company**
**Aims:** To present a timeline of your company as well as its position within the industry.

| TOPIC & CONTENT | LANGUAGE FOCUS | PRODUCTION | MATERIALS / SKILLS |
|---|---|---|---|

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|---|---|---|---|
| **Date/teacher: July 8th, Claudia** | | | |
| Lesson 4: Describe the evolution of your company | • Grammar: Past continuous vs past simple/ timelines<br>• Vocabulary: company history, time markers for the past | • Client presents the timeline of their company | Ex Apple timeline |
| Comments/ Suggestions for next lesson: July 8th,2026.- Today we practiced fluency with a special drill of Rassias Method, she says she really likes it. and she was excited with the reading activity too. | | | |
| **Date/teacher**: July 9th, Claudia | | | |
| Lesson 5: Connect actions inside the company | • Grammar: Connectors (emphasize, addition, contrast, …)<br>• Vocabulary: organizational structure | • Client describes the organizational structure of their company and how it is connected | Connectors<br>Types of organizational structures |
| Comments/ Suggestions for next lesson: | | | |
| **Date/teacher: July 16th, Claudia**<br>**July 15th, Claudia(OFF CURRICULUM)** | | | |
| Lesson 6: Explain the relation with suppliers & clients | • Grammar: Modal verbs (possibilities & requests)<br>• Vocabulary:work relationships | • Clients talks about the relationships at work | Modal verbs exercises |
| Comments/ Suggestions for next lesson: **July 15th.-Claudia(She arrives 20 minutes late but she lets me know about it on time. The power light went out and she needed to send a message to all her employees before starting English class).** | | | |
| **Week 3 - Current projects**<br>**Aims:** To thoroughly describe present, past and future projects as well as their creation process. | | | |
| **TOPIC & CONTENT** | **LANGUAGE FOCUS** | **PRODUCTION** | **MATERIALS / SKILLS** |
| **Date/teacher: July 21st, Claudia** | | | |
| Lesson 7: Explain the process when you start a project | • Grammar: Modals/Connection words (cause & effects)<br>• Vocabulary: projects | • Client discussed and describes a process of starting a project | Six questions to ask before starting a big project. |
| Comments/ Suggestions for next lesson: | | | |
| **Date/teacher: July 29th, Claudia** | | | |
| Lesson 8: Describe your current project | • Grammar: Sequencers, Present Perfect<br>• Vocabulary: adjectives, projects | • Client describes and details current projects | Good project managers vs bad managers |
| Comments/ Suggestions for next lesson: | | | |
| **Date/teacher: August 6th, Edgar** | | | |
| Lesson 9: Describe past & | • Grammar: Past Simple | • Client details past and | How to Write a Projec… |

| | | | |
|---|---|---|---|
| future projects | vs Present Perfect/ Future tense<br>• Vocabulary: adjectives, projects | future projects | |

Comments/ Suggestions for next lesson:

**Week 4 - Organizational chart**
**Aims:** To describe in an accurate form the positions within a company as well as their roles.

| TOPIC & CONTENT | LANGUAGE FOCUS | PRODUCTION | MATERIALS / SKILLS |
|---|---|---|---|
| **Date/teacher: August 7th, Claudia** | | | |
| Lesson 10: Explain the hierarchy of your company - Who works where? | • Conditionals (0 & 1st)<br>• Vocabulary: jobs and tasks | • Client details the hierarchy and structure of their company | Create organizational chart |
| Comments/ Suggestions for next lesson: | | | |
| **Date/teacher: August 11th, Claudia** | | | |
| Lesson 11: Explain who is responsible for what or in charge of | • Grammar: verb + Prepositions/ gerunds and infinitives<br>• Vocabulary: departments | • Client details the departments in their company and their duties | Draw the setup of your company |
| Comments/ Suggestions for next lesson: | | | |
| **Date/teacher: August 13th, Claudia** | | | |
| Lesson 12: Compare different company structures | • Grammar: Comparatives & superlatives<br>• Vocabulary: company structure | • Client compares different company structures (Alcanza vs Coppel) - what are the pros and cons? | Difference between startups and SMEs |
| Comments/ Suggestions for next lesson: | | | |

**Week 5 - Meetings**
**Aims:** To be able to manage all aspects related to a business meeting.

| TOPIC & CONTENT | LANGUAGE FOCUS | PRODUCTION | MATERIALS / SKILLS |
|---|---|---|---|
| **Date/teacher: August 18th, Claudia** | | | |
| Lesson 13: Scheduling & rescheduling meetings | • Grammar: Polite language (request & phrases)/ Preposition of time<br>• Skill: More complex question formation<br>• Vocabulary: meetings | • Client is able to schedule and reschedule appointments, discuss availability | • Meeting vocabulary<br>• Quiz meeting vocabulary |
| Comments/ Suggestions for next lesson: | | | |
| **Date/teacher: August 20th, Claudia** | | | |

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|---|---|---|---|
| Lesson 14: Preparing a meeting | • Grammar: Phrasal verbs<br>• Vocabulary: wants and needs | • Client explains how they set up their meetings (wants & needs) | Article your meetings stink & what to do about it. |
| Comments/ Suggestions for next lesson: | | | |
| **Date/teacher: August 25th, Claudia** | | | |
| Lesson 15: Having a meeting | • Grammar: Discourse markers / WH question forms<br>• Skill: participating in a meeting<br>• Vocabulary: meetings | • Client role plays participating in a meeting | • Questions to ask in a meeting<br>• The most critical types of project management |
| Comments/ Suggestions for next lesson: | | | |
| **Week 6 - Let's hire someone!**<br>**Aims:** To fully prepare the needs of a new position within the company as well as select the proper candidate for it. | | | |
| **Date/teacher: August 27th, Claudia** | | | |
| Lesson 16: Minimum vs preferred qualities (write a vacancy) | • Grammar: passive voice, Royal order of adjectives<br>• Skills: writing<br>• Vocabulary: skills hard and soft | • Client details and describes a job vacancy | • Job Description Vocabulary<br>• Job Description Template |
| Comments/ Suggestions for next lesson: | | | |
| **Date/teacher: September 1st, Claudia** | | | |
| Lesson 17: Job interview | • Grammar: questions in passive<br>• Vocabulary: job vacancy | • Client asks and answers questions for a job interview | • Inclusive Language (extension activity) |
| Comments/ Suggestions for next lesson: | | | |
| **Date/teacher: September 3rd, Claudia** | | | |
| Lesson 18: Evaluate candidates | • Grammar: reported speech<br>• Vocabulary: skills | • Client evaluates potential candidates for a vacancy | |
| Comments/ Suggestions for next lesson: | | | |
| **Week 7 Projects 2.0 - Into the deep**<br>**Aims:** To fully evaluate the risks and benefits of a new project. | | | |
| **TOPIC & CONTENT** | **LANGUAGE FOCUS** | **PRODUCTION** | **MATERIALS / SKILLS** |
| **Date/teacher: September 8th, Claudia** | | | |
| Lesson 19: Managing time | • Grammar: Second Conditional / prepositions of time<br>• Vocabulary: time | • Clients discusses their time management and deadlines | Quiz vocab time management<br>Time management tips |

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|---|---|---|---|
| | management | | |
| Comments/ Suggestions for next lesson: | | | |
| **Date/teacher: September 15th, Claudia<br>September 10th,(OFF CURR)** | | | |
| Lesson 20: Scopes and capabilities | • Grammar: Tenses review (all)<br>• Vocabulary: intensifiers | • Client reflects on their scope and capabilities | Avoid this time management mistakes |
| Comments/ Suggestions for next lesson: **Sept 10th, 2026 Adazeli arrived 10 minutes late, and she had some connection issues so we just had time to practice pronunciation and check the "discussion and vocabulary parts" I recommend to see this lesson before moving forward.** | | | |
| **Date/teacher: September 17th, Claudia** | | | |
| Lesson 21: Risk and Result | • Grammar: will vs would/ conditionals review<br>• Vocabulary: predictions | • Client is able to discuss how to calculate cost, outcome and manage risks and results | How to prioritize your company's projects |
| Comments/ Suggestions for next lesson: | | | |
| **Topic 8 - Evaluation - Formal** | | | |
| **Date/teacher: September 22nd, Claudia** | | | |
| Lesson 22: Evaluation prep | • Content from week 1-3 | • Explain who is involved in your current project | |
| Comments/ Suggestions for next lesson: | | | |
| **Date/teacher: September 24th, Claudia** | | | |
| Lesson 23: Evaluation prep | • Content from week 4-5 | • Explain the problems & solutions from your previous projects | |
| Comments/ Suggestions for next lesson: | | | |
| **Date/teacher: September 29th, 2026/Tere** | | | |
| Lesson 24: Evaluation prep | • Content from week 6-7 | • Explain the KPIs of your project | |
| Comments/ Suggestions for next lesson: | | | |
| Lesson 25: Final eval | | | |
| **Client's comments about evaluation/next curriculum:** | | | |

| Intermediate Business - LESSON PLANNING |
|---|
| Student: Araceli Serrano<br>Classes per week: 3<br>Position: HR Manager<br>Level: B1<br>Curriculum: Intermediate Business - Curriculum<br>Current week: |

| **Decompress**: June 23rd, Ivan |
|---|
| **Here's the template:** Needs analysis/Decompress template |
| **Notes on Client (Changes on new curriculum, suggestions, needs another curriculum, etc.):** |
| **Remember to notify your leader when decompress is completed, or contact directly with Jaime via Slack** |

**Week 1 - Recruitment**

Aims:

| TOPIC & CONTENT | LANGUAGE FOCUS | PRODUCTION | MATERIALS / SKILLS |
|---|---|---|---|
| Date/teacher: Mar 3, 2026 Alejandro | | | |
| Lesson 1: Minimum vs. preferred qualifications | • Grammar: Gerund vs infinitives | • Client is able to know when to use gerunds and when to use infinitives | - https://promova.com/english-grammar/gerund-vs-infinitive-in-english |
| Comments/ Suggestions for next lesson: | | | |
| Date/teacher: March 5th, Edgar | | | |
| Lesson 2: Writing job descriptions | • Grammar: Royal order of adjectives | • Client is able to apply the adjective order when writing a job description, | - https://www.wright.edu/human-resources/writing-an-effective-job-description |
| Comments/ Suggestions for next lesson: | | | |

| Date/teacher: March 10th, Edgar | | | |
|---|---|---|---|
| Lesson 3: Diversity, equity and inclusion | • Grammar: Pronunciation: final -ed and final -s sounds | • Client is able to pronounce the ed sounds correctly | - https://www.grammar.cl/english/pronunciation-ed.htm |
| Comments/ Suggestions for next lesson: | | | |

| **Week 2 - Interviewing**<br><br>**Aims:** | | | |
|---|---|---|---|
| **TOPIC & CONTENT** | **LANGUAGE FOCUS** | **PRODUCTION** | **MATERIALS / SKILLS** |

| Date/teacher: March 17th, Edgar<br>Date/teacher: March 12th, Edgar **OFF CURRICULUM** | | | |
|---|---|---|---|
| Lesson 4: Preparing for the interview | • Grammar: Word order: questions | • Client is able to make questions during an interview | - https://hbr.org/2021/11/10-common-job-interview-questions-and-how-to-answer-them |
| Comments/ Suggestions for next lesson: **Client was late and wanted to review the previous topic, specifically -ed and -ing adjectives. So we focused on that.** | | | |

| Date/teacher: March 19th, Edgar | | | |
|---|---|---|---|
| Lesson 5: Conducting the interview | • Grammar: Past tense | • Client is able to ask for a background to a candidate | - https://www.youtube.com/watch?v=Hkv8LeyQ22w&t=6s |
| Comments/ Suggestions for next lesson: | | | |

| Date/teacher: March 24th, Edgar | | | |
|---|---|---|---|
| Lesson 6: Dos and don'ts - Tone & delivery | • Grammar: Pronunciation: rising and falling intonation | • Client is able to explain rules to someone | - https://dictionary.cambridge.org/us/grammar/british-grammar/intonation |

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| Comments/ Suggestions for next lesson: |

| **Week 3 - Extending the Offer**<br>**Aims:** | | | |
|---|---|---|---|
| **TOPIC & CONTENT** | **LANGUAGE FOCUS** | **PRODUCTION** | **MATERIALS / SKILLS** |
| Date/teacher: Mar 27, 2026 Alejandro | | | |
| Lesson 7: Making a job offer on the phone | • Grammar: Word order: negative form | • Client is able to use the negative forms when making job offers | - https://resources.workable.com/tutorial/making-job-offer-candidate |
| Comments/ Suggestions for next lesson: | | | |

| Date/teacher: April 14th Edgar<br>Date/teacher: April 9th JaredDNH<br>Apr 10, 2026 Alejandro DNH | | | |
|---|---|---|---|
| Lesson 8: Salary negotiation | • Grammar: Modals for requests and offers | • Client is able to politely negotiate and offer | - https://learnenglish.britishcouncil.org/grammar/english-grammar-reference/modal-verbs |
| Comments/ Suggestions for next lesson: | | | |

| Date/teacher: April 15th, Karelle | | | |
|---|---|---|---|
| Lesson 9: Explaining the benefits package | • Grammar: Pronunciation: content vs. function words | • Client is able to emphasize the most important details when explaining benefits | - https://thesoundofenglish.org/content-function-words/ |
| Comments/ Suggestions for next lesson: | | | |

| **Week 4 - Onboarding & Training**<br>**Aims:** |
|---|

| TOPIC & CONTENT | LANGUAGE FOCUS | PRODUCTION | MATERIALS / SKILLS |
|---|---|---|---|
| Date/teacher: April 16th, Edgar | | | |
| Lesson 10: Reviewing company policies (time off, dress code, etc.) | • Grammar: Pronoun usage | • Client is able to review company policies and write a dress code according to that | - https://www.indeed.com/career-advice/career-development/dress-code-policy |
| Comments/ Suggestions for next lesson: | | | |
| Date/teacher: April 21st, Edgar | | | |
| Lesson 11: Preparing for the new hire's first day | • Grammar: Present perfect vs. past | • Client is able to guide a freshman through the first day of work | - https://continuingstudies.uvic.ca/elc/studyzone/410/grammar/ppvpast/ |
| Comments/ Suggestions for next lesson: | | | |
| Date/teacher: April 28th, Ivan<br>April 23rd, Edgar **OFF CURRICULUM** | | | |
| Lesson 12: Shadowing a colleague | • Grammar: Pronunciation: linking, especially with contractions | • Client is able to shadow a colleague in a task. | - https://www.investopedia.com/terms/s/shadowing.asp |
| Comments/ Suggestions for next lesson: **Client was almost 30 minutes late and was interrupted a couple of minutes after joining for work. She said that she was feeling very stressed and that she preferred just to practice conversation during this session.** | | | |

| **Week 5 - Programs, Usage, Application**<br>**Aims:** | | | |
|---|---|---|---|
| **TOPIC & CONTENT** | **LANGUAGE FOCUS** | **PRODUCTION** | **MATERIALS / SKILLS** |
| Date/teacher: May 5th, Ivan<br>April 30th, Edgar **OFF CURRICULUM**<br>Date/teacher: 04/29 Eka **OFF CURRICULUM** | | | |
| Lesson 13: Systems in a workplace | • Grammar: Gerunds (used) for + verb + ing | • Client is able to explain hierarchy in the workplace | - https://www.indeed.com/hire/c/info/what-is-a-chain- |

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|---|---|---|---|
| | | | of-command-in-the-workplace |
| Comments/ Suggestions for next lesson: | | | |

| Date/teacher: May 7th, Ivan | | | |
|---|---|---|---|
| Lesson 14: Technology | • Grammar: Infinitive (designed) to + infinitive | • Client is able to talk about technology that he or she uses while working | - https://blog.vantagecircle.com/technology-in-the-workplace/ |
| Comments/ Suggestions for next lesson: | | | |

| Date/teacher: May 14th, Claudia | | | |
|---|---|---|---|
| Lesson 15: Common programs/apps for your job | • Grammar: Vocabulary, Adjectives and Adverbs. Conditionals | • Client is able to use helpful apps for his/her job | - https://learnenglish.britishcouncil.org/grammar/b1-b2-grammar/conditionals-zero-first-second<br>- |
| Comments/ Suggestions for next lesson: | | | |

**Week 6 - Project Management**

**Aims:**

| TOPIC & CONTENT | LANGUAGE FOCUS | PRODUCTION | MATERIALS / SKILLS |
|---|---|---|---|

| Date/teacher: May 21st, Ivan | | | |
|---|---|---|---|
| Lesson 16: When a project is assigned, How do you recruit a team? | • Grammar: Gerunds and infinitives | • Client is able to choose team members according to the task | - https://www.youtube.com/watch?v=QSdcDBuLU-8 |
| Comments/ Suggestions for next lesson: | | | |

| Date/teacher: May 22, 2026/Tere |
|---|

| | | | |
|---|---|---|---|
| Lesson 17: Agile Project Management | • Grammar: Order of adjectives | • Client is able to manage a project | - https://business.adobe.com/blog/basics/steps-to-manage-project#research-your-project-and-identify-a-purpose |
| Comments/ Suggestions for next lesson: | | | |

| | | | |
|---|---|---|---|
| Date/teacher: May 26th, Claudia | | | |
| Lesson 18: Managing projects from start to finish | • Grammar: Pronunciation: final -ed and final -s sounds | • Client is able to execute projects | - https://www.usability.gov/what-and-why/project-management.html<br>- |
| Comments/ Suggestions for next lesson: | | | |

**Week 7 -Research**

**Aims:**

| TOPIC & CONTENT | LANGUAGE FOCUS | PRODUCTION | MATERIALS / SKILLS |
|---|---|---|---|
| Date/teacher: May 28th, Claudia | | | |
| Lesson 19: Automation | • Grammar: Conditionals revision | • Client is able to use the conditionals | - What are co… |
| Comments/ Suggestions for next lesson: | | | |

| | | | |
|---|---|---|---|
| Date/teacher: June 2nd, Claudia | | | |
| Lesson 20: Innovation | • Grammar: Passive voice | • Client is able to talk about company innovations by using passive voice | - https://ideascale.com/wp-content/uploads/2023/07/technology-innovation-descriptive.jpg<br>- |
| Comments/ Suggestions for next lesson: | | | |

| | | | |
|---|---|---|---|
| Date/teacher: June 4th, Claudia | | | |
| Lesson 21: Future technology | • Grammar: Future tenses | • Client is able to talk about the company's future plans | - https://eslgrammar.org/future-tense/<br>- |
| Comments/ Suggestions for next lesson: | | | |

| | | | |
|---|---|---|---|
| **Week 8 - Review**<br><br>**Aims:** Review previous lessons | | | |
| **TOPIC & CONTENT** | **LANGUAGE FOCUS** | **PRODUCTION** | **MATERIALS / SKILLS** |

| | | | |
|---|---|---|---|
| Date/teacher: June 9th, Claudia | | | |
| Lesson 22: Review | • Contents from week 1-3 | Client is able to review the contents of weeks 1-3 | |
| Comments/ Suggestions for next lesson: | | | |

| | | | |
|---|---|---|---|
| Date/teacher: June 11th, Claudia | | | |
| Lesson 23:Review | • Contents from week 4-5 | Client is able to review the contents of weeks 4-5 | |
| Comments/ Suggestions for next lesson: | | | |

| | | | |
|---|---|---|---|
| Date/teacher: June 16th, Ivan | | | |
| Lesson 24: Review | • Contents from week 6-7 | Client is able to review the contents of weeks 6-7 | |
| **Client's comments about evaluation/next curriculum:** | | | |

| **Lesson 25: Final speaking evaluation -** |
|---|
| **Date/consultant:** |
| **Observations:** |
| **Next curriculum (learner's path):** |

| **BUSINESS COMMUNICATION CURRICULUM (B1+/B2) - LESSON PLANNING** |
|---|
| Student: Adazeli Serrano<br>Classes per week: 3<br>Position: HR Manager<br>Level: B1+/B2<br>Curriculum: B1+/B2 Business Communication Curriculum<br>Current week: |

| **Decompress**: 02/17 Eka |
|---|
| **Here's the template:** Needs analysis/Decompress template |
| |
| |

| **Week 1 - The COmpany overview**<br><br>-Aims: | | | |
|---|---|---|---|
| **TOPIC & CONTENT** | **LANGUAGE FOCUS** | **PRODUCTION** | **MATERIALS / SKILLS** |

| Date/teacher: October 16th, Edgar<br>ctober 14th, Edgar **OFF CURRICULUM**<br><br>}-October 20, 2025/Tere | | | | |
|---|---|---|---|---|
| Lesson 1: Explain the purpose, mission and vision<br>e | | • Grammar: Present tenses review -all<br><br>• Vocabulary: Action verbs | • Clients describe their company's purpose, mission and vision | • |
| Comments/ Suggestions for next lesson: **Client wanted to review a presentation in English she is preparing for this Friday. We focused on this for the whole session.** | | | | |

| Date/teacher: Oct 28, 2025 Bernardo<br><br>Oct 24, 2025 Bernardooff curriculum | | | |
|---|---|---|---|
| Lesson 2: Give the company foundation information | • Grammar: Past tenses review- all<br>• Vocabulary:timelines | • Clients talk about the foundation and timeline of their company | • |
| Comments/ Suggestions for next lesson: | | | |

| Date/teacher: October 30th, Edgar | | | |
|---|---|---|---|
| Lesson 3:The current status and stage of the company | • Grammar: Passive voice - present and past<br>• Vocabulary: adjectives | • Clients are able to describe the current stage and status of their company | • |
| Comments/ Suggestions for next lesson: | | | |

| **Week 2 - Projects**<br><br>**Aims:** | | | |
|---|---|---|---|
| **TOPIC & CONTENT** | **LANGUAGE FOCUS** | **PRODUCTION** | **MATERIALS / SKILLS** |

| Date/teacher: November 6th, Edgar<br>Nov 4, 2025 Edgar **OFF CURRICULUM** | | | |
|---|---|---|---|
| Lesson 4: Describe what you want & need | • Grammar: Wants & need - first and second conditional<br>• Vocabulary: wants and needs | • Client describes their wants and needs in relation with their job and company | • |
| Comments/ Suggestions for next lesson: **Client was late and had to leave early due to an important breakfast with her CEO. Also client was a little down for personal reasons so we only focused on conversation practice for the lesson.** | | | |

| Date/teacher: November 11th, Edgar | | | |
|---|---|---|---|
| Lesson 5: Identify your projects & tasks - breaking down a project | • Grammar: Comparisons<br>• Vocabulary: projects | • Client describes their projects in detail (goal, scope, deliverables, timelines) | • |
| Comments/ Suggestions for next lesson: | | | |

| Date/teacher: November 13-Karelle :) | | | |
|---|---|---|---|
| Lesson 6:Create a timeline of a project | • Grammar:Present Perfect S and C<br>• Vocabulary: sequencers | • Clients talks about the timeline of their projects | • |
| Comments/ Suggestions for next lesson: | | | |

| **Week 3 - Writing emails**<br>**Aims:** | | | |
|---|---|---|---|
| **TOPIC & CONTENT** | **LANGUAGE FOCUS** | **PRODUCTION** | **MATERIALS / SKILLS** |

| Date/teacher: November 18th, Edgar | | | |
|---|---|---|---|
| Lesson 7: Making requests via email | • Grammar: Modals for requests<br>•<br>• Vocabulary: requests, formal emails | • Client is able to make formal requests via email | • |
| Comments/ Suggestions for next lesson: | | | |

| Date/teacher: November 20th, Ivan |
|---|

| | | | |
|---|---|---|---|
| Lesson 8: Authorize or deny requests | • Grammar:Use of can/can not , could/could not<br>• Vocabulary: authorising or denying | • Client is able to say yes or no in a formal way to others' requests | • |
| Comments/ Suggestions for next lesson: | | | |

| | | | |
|---|---|---|---|
| Date/teacher: Nov 27 Maja | | | |
| Lesson 9: Emails for specific functions | • Grammar: Being concise<br>• Vocabulary: discourse markers | • Client is able to create a variety of emails for asking/offering/requesting something (raise, time off, extension, etc) | • |
| Comments/ Suggestions for next lesson: | | | |

| | | | |
|---|---|---|---|
| **Week 4 - Meeting logistics**<br>**Aims:** | | | |
| **TOPIC & CONTENT** | **LANGUAGE FOCUS** | **PRODUCTION** | **MATERIALS / SKILLS** |
| Date/teacher: November 28th, Edgar | | | |
| Lesson 10: Explain what you want & need for your next meeting | • Grammar: Phrasal verbs<br>• Vocabulary: meetings logistic | • Client details the wants and needs of their next meeting | • |
| Comments/ Suggestions for next lesson: | | | |

| | | | |
|---|---|---|---|
| Date/teacher: December 4th, Edgar | | | |
| Lesson 11: Setting up a meeting via email | • Grammar:Adverbs<br>• Vocabulary: emails | • Client is able to set up meetings and respond to emails regarding a meeting | • |

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| Comments/ Suggestions for next lesson: |

| | | | |
|---|---|---|---|
| Date/teacher: 12/05 Eka | | | |
| Lesson 12: Follow up a meeting | • Grammar: 2nd conditional<br>• Vocabulary: sequencers | • Client is able to follow up on a meeting and send a list of minutes/main points | • |
| Comments/ Suggestions for next lesson: | | | |

| | | | |
|---|---|---|---|
| **Week 5 - Meeting interactions**<br><br>**Aims:** | | | |
| **TOPIC & CONTENT** | **LANGUAGE FOCUS** | **PRODUCTION** | **MATERIALS / SKILLS** |

| | | | |
|---|---|---|---|
| Date/teacher: 12/09 Eka | | | |
| Lesson 13:Share a project status during a meeting | • Grammar: Past Perfect and Narrative tenses<br>• Skill: More complex sentences<br>• Vocabulary: projects | • Client is able to share a detailed overview of their project | • |
| Comments/ Suggestions for next lesson: | | | |

| | | | |
|---|---|---|---|
| Date/teacher: 12/11 Eka | | | |
| Lesson 14: Explain notes in detail & bullet points | • Grammar: : Subordinate / relative clauses<br>• Vocabulary: paraphrasing | • Client explains details from the past | • |

| | | | |
|---|---|---|---|
| | • Skill: explaining and paraphrasing | | |
| Comments/ Suggestions for next lesson: | | | |

| Date/teacher: December 19th, Edgar **DNH - December 22, 25/Tere** | | | |
|---|---|---|---|
| Lesson 15: Explain errors/improvements | • Grammar: 3rd conditional<br>• Vocabulary: regrets and improvements | • Client is able to reflect on errors and explain improvements /changes | |
| Comments/ Suggestions for next lesson: | | | |

**Topic 6 - Sharing information**

**Aims:**

| TOPIC & CONTENT | LANGUAGE FOCUS | PRODUCTION | MATERIALS / SKILLS |
|---|---|---|---|

| Date/teacher: January 13, 2026/Tere | | | |
|---|---|---|---|
| Lesson 16: Give your opinion (agree/disagree) | • Grammar: phrasal verbs<br>• Vocabulary: useful phrases to agree or disagree | • Client is able to give opinion, agree and disagree with what had been said | • |
| Comments/ Suggestions for next lesson: | | | |

| Date/teacher: January 15th, Ivan | | | |
|---|---|---|---|
| Lesson 17: Give ideas or input during meetings | • Grammar: modals in the past<br>• Vocabulary: ideas and input | • Client is able to express own ideas and give input during a discussion | • |

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| Comments/ Suggestions for next lesson: |

| | | | |
|---|---|---|---|
| Date/teacher: January 19, 2026/Tere | | | |
| Lesson 18:Clarify complex situations for outstanders | • Grammar: discourse markers<br>• Vocabulary: clarifying and paraphrasing | • Client is able to offer an explanation to a third party | |
| Comments/ Suggestions for next lesson: | | | |

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|---|---|---|---|
| **Topic 7 - Reporting**<br><br>**Aims:** | | | |
| **TOPIC & CONTENT** | **LANGUAGE FOCUS** | **PRODUCTION** | **MATERIALS / SKILLS** |

| | | | |
|---|---|---|---|
| Date/teacher: Jan 27, 2026 Beranrdo | | | |
| Lesson 19:Reporting information | • Grammar : reported speech<br>• Vocabulary: reporting verbs | • Client is able to report on what was previously said | |
| Comments/ Suggestions for next lesson: | | | |

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|---|---|---|---|
| Date/teacher: Jan 28.Karelle DNH / January 30 | | | |
| Lesson 20: Identifying areas of growth | • Grammar : conjunctions<br>• Vocabulary: growth, improvements<br>• | • CLient is able to discuss areas of growth and correlations between results and past actions | |
| Comments/ Suggestions for next lesson: **THIS CLASS WAS SKIPPED** | | | |

| Date/teacher: 01/29 Eka | | | |
|---|---|---|---|
| Lesson 21: Talking about numbers | • Grammar : numbers and charts<br>• Vocabulary: talking about numbers and graphs<br>• | • Client is able to report on numbers or information present in a graph/chart | |
| Comments/ Suggestions for next lesson: **01/29.- Please review this topic, the part of reporting on graphs**<br>**30/01 we did a review of lesson 20 and 21** | | | |

| **we review** | | | |
|---|---|---|---|
| **TOPIC & CONTENT** | **LANGUAGE FOCUS** | **PRODUCTION** | **MATERIALS / SKILLS** |

| Date/teacher: February 3, 2026/Tere | | | |
|---|---|---|---|
| Lesson 22: | • Review Content from week 1-3<br>• | | |
| Comments/ Suggestions for next lesson: | | | |

| Date/teacher: February 4 —Karelle | | | |
|---|---|---|---|
| Lesson 23: | • Review Content from week 4-5<br>• | | |
| Comments/ Suggestions for next lesson: | | | |

| Date/teacher: February 10 Karelle | | | |
|---|---|---|---|
| Lesson 24: | • Review Content from week 6-7<br>• | | |

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|---|
| **Client's comments about evaluation/next curriculum:** |

| |
|---|
| **Lesson 25: Final speaking evaluation - February 12/Karelle** |
| **Date/consultant:** |
| **Observations:** |
| **Next curriculum (learner's path):** |

| **B1 HUMAN RESOURCES CURRICULUM - LESSON PLANNING** |
|---|
| Student: Adazeli Serrano<br>Classes per week: 3<br>Position: HR Manager<br>Level: -B2/B2<br>Curriculum: B1 Human Resources Curriculum<br>Current week: 8-8 |

| |
|---|
| **Decompress**: October 9th, Edgar |
| **Here's the template:** Needs analysis/Decompress template |
| **Notes on Client (Changes on new curriculum, suggestions, needs another curriculum, etc.):** |
| **Remember to notify your leader when decompress is completed, or contact directly with Jaime via Slack** |

| **Week 1 - Professional profile**<br><br>Aims: | | | |
|---|---|---|---|
| **TOPIC & CONTENT** | **LANGUAGE FOCUS** | **PRODUCTION** | **MATERIALS / SKILLS** |
| Date/teacher: june 26th, bernardo | | | |
| Lesson 1: Minimum vs. preferred qualifications | • Grammar: ED and ING adjectives<br>• Vocabulary: adjectives, qualifications | • Clients analyze the ideal qualifications for their candidate | • https://learnenglish.britishcouncil.org/skills/writing/b1-writing/a-professional-profile |
| Comments/ Suggestions for next lesson: | | | |

| Date/teacher: Jul 1, 2025 Bernardo | | | |
|---|---|---|---|
| Lesson 2: Writing job descriptions | • Grammar: Royal order of adjectives<br>• Vocabulary: adjectives , job vacancies | • Clients are able to write an effective job vacancy they want to cover | • Linkedin profiles |
| Comments/ Suggestions for next lesson: | | | |

| Date/teacher: Jul 1, 2025 Bernardo | | | |
|---|---|---|---|
| Lesson 3: Diversity, equity and inclusion | • Grammar: Pronunciation: final -ed and final -s sounds<br>• Vocabulary: adjectives , job vacancies | • Clients debate the equity , diversity and inclusion regarding the ob market and practice pronunciation | • |
| Comments/ Suggestions for next lesson: | | | |

**Week 2 - Interviewing**

**Aims:**

| TOPIC & CONTENT | LANGUAGE FOCUS | PRODUCTION | MATERIALS / SKILLS |
|---|---|---|---|

| Date/teacher: 07/08 Eka | | | |
|---|---|---|---|
| Lesson 4: Preparing for the interview: Resume review and Question writing | • lesson 4: Preparing for the interview: Resume review and Question writing<br>•<br>• | • lesson 4: Preparing for the interview: Resume review and Question writing<br>•<br>• | lesson 4: Preparing for the interview: Resume review and Question writing |
| Comments/ Suggestions for next lesson: | | | |

| Date/teacher: Jul 11, 2025 Bernardo | | | |
|---|---|---|---|
| Lesson 5:Conducting the interview- Tone & delivery | • Grammar: Pronunciation: rising and falling intonation<br>• Vocabulary: organizational structurejob interviews | • Client conducts the interview | • ROle play |
| Comments/ Suggestions for next lesson: | | | |

| Date/teacher: July 16, 25/Tere | | | |
|---|---|---|---|
| Lesson 6: Dos and don'ts | • Grammar: Modal verbs<br>• Vocabulary: advice | • Clients talks about the DO's and DONT's of job interviews | • https://www.indeed.com/career-advice/interviewing/job-interview-dos-and-donts |
| Comments/ Suggestions for next lesson: | | | |

| **Week 3 - Extending the offer**<br>**Aims:** | | | |
|---|---|---|---|
| **TOPIC & CONTENT** | **LANGUAGE FOCUS** | **PRODUCTION** | **MATERIALS / SKILLS** |

| Date/teacher: Jul 17, 2025 Bernardo | | | |
|---|---|---|---|
| Lesson 7: Making a job offer | • Grammar: Modals for requests and offers<br>• Vocabulary: job offer | • Client makes a job offer | • https://www.youtube.com/watch?v=QvSq2PvPnSA |
| Comments/ Suggestions for next lesson: | | | |

| Date/teacher: July 22nd, Edgar |
|---|

| | | | |
|---|---|---|---|
| Lesson 8: Salary negotiation | • Grammar: 1st and 2nd conditional<br>• Vocabulary: negotiation | • Client negotiates the terms with the new candidate | • https://www.essentialenglish.review/book/speak-business-english-like-an-american/lesson-30-negotiating-a-salary-offer/ |
| Comments/ Suggestions for next lesson: | | | |

| | | | |
|---|---|---|---|
| Date/teacher: July 23, 25/Tere | | | |
| Lesson 9: Explaining the details of the job | • Grammar: Clarifying<br>• Vocabulary: useful phrases | • Client clarifies and answers questions about the job vacancy | • https://www.businessenglishresources.com/expressions-describing-job-company/ |
| Comments/ Suggestions for next lesson: | | | |

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|---|---|---|---|
| **Week 4 - Onboarding and training**<br><br>**Aims:** | | | |
| **TOPIC & CONTENT** | **LANGUAGE FOCUS** | **PRODUCTION** | **MATERIALS / SKILLS** |
| Date/teacher: Jul 30, 25/Tere | | | |
| Lesson 10: Reviewing company policies (time off, dress code, etc.) | • Sequencers<br>• Vocabulary: company policies | • Client details the company policies for the new recruit | • https://www.bbc.co.uk/worldservice/learningenglish/general/sixminute/2013/10/131010_6min_rules.shtml |
| Comments/ Suggestions for next lesson: | | | |

| | | | |
|---|---|---|---|
| Date/teacher: Jul 31, 2025 Bernardo | | | |
| Lesson 11: Preparing for the new hire's first day | • Grammar: phrasal verbs | • Client details the onboarding process and | • https://englishlive.ef.com/blog/caree |

| | | | |
|---|---|---|---|
| | • Vocabulary: onboarding process | first day duties to the new recruit | r-english/improve-english-phrasal-verbs-work/ |
| Comments/ Suggestions for next lesson: | | | |

| Date/teacher: Aug 6, 2025 Bernardo | | | |
|---|---|---|---|
| Lesson 12: Clarifying doubts | • Grammar: Rephrasing<br>• Vocabulary: useful expressions | • Client clarifies doubts and rephrases unfamiliar content to the third party | • https://www.eslwriting.org/esl-teaching-materials-learn-english-writing-paraphrase-sentences/ |
| Comments/ Suggestions for next lesson: | | | |

| **Week 5 - Performance reviews**<br><br>**Aims:** | | | |
|---|---|---|---|
| **TOPIC & CONTENT** | **LANGUAGE FOCUS** | **PRODUCTION** | **MATERIALS / SKILLS** |

| Date/teacher: Aug 12, 2025 Bernardo | | | |
|---|---|---|---|
| Lesson 13: Establishing the timeline | • Grammar: Word order: adverbs<br>• Vocabulary: timelines | • Client is able to create and share a performance timeline with employees | • https://blog.planview.com/make-project-timeline-works/ |
| Comments/ Suggestions for next lesson: Adazeli needs to pay attention to the pronunciation of word endings, e.g. S and ING sounds need to be reinforced and repeated. | | | |

| Date/teacher: Aug 19, 2025 Bernardo<br>08/14 Eka | | | |
|---|---|---|---|
| Lesson 14: Communicating expectations to employees | • Grammar: : Infinitives and gerunds<br>•<br>• Vocabulary: | • Client explains expectations and how to meet them | • |

| | | | |
|---|---|---|---|
| | meeting expectations | | |
| Comments/ Suggestions for next lesson: 08/14 – **Next consultant please continue working with reported speech** | | | |

| Date/teacher: Aug 21, 2025 Bernardo<br>**please do a listening exercise related to the topic, this is a request from the client** | | | |
|---|---|---|---|
| Lesson 15: Conducting the performance review | • Grammar: Positive and negative feedback<br>• Vocabulary: useful expressions | • Client is able to conduct a performance review | https://hbr.org/2011/11/delivering-an-effective-perfor |
| Comments/ Suggestions for next lesson: | | | |

| **Topic 6 - Difficult conversations**<br>**Aims:** | | | |
|---|---|---|---|
| **TOPIC & CONTENT** | **LANGUAGE FOCUS** | **PRODUCTION** | **MATERIALS / SKILLS** |

| Date/teacher: Sep 4, 2025 Bernardo | | | |
|---|---|---|---|
| Lesson 16: Types of difficult conversations at work | • Grammar: Discourse markers and conjunctions<br>• Vocabulary: issues | • Client discusses types of difficult conversations | • https://www.cambridgeenglish.org/learning-english/activities-for-learners/b2g062-discourse-markers |
| Comments/ Suggestions for next lesson: | | | |

| Date/teacher: Sep 5, 2025 Bernardo | | | |
|---|---|---|---|
| Lesson 17: Anticipated challenges | • Grammar: Pronunciation: the power of pausing<br>• Vocabulary: challenges | • Client practices the power of pausing by having a difficult conversation | • |
| Comments/ Suggestions for next lesson: | | | |

| Date/teacher: Sep 9, 2025 Bernardo | | | |
|---|---|---|---|
| Lesson 18: Delivering negative feedback constructively | • Grammar: 3rd conditional<br>• Vocabulary: negative feedback, being polite | • Client is able to give negative feedback constructively | https://www.perfect-english-grammar.com/third-conditional.html |
| Comments/ Suggestions for next lesson: | | | |

| **Topic 7 - Terminations**<br><br>**Aims:** | | | |
|---|---|---|---|
| **TOPIC & CONTENT** | **LANGUAGE FOCUS** | **PRODUCTION** | **MATERIALS / SKILLS** |

| Date/teacher: 09/11 Eka | | | |
|---|---|---|---|
| Lesson 19: Creating performance improvement plans | • Grammar: Phrasal verbs<br>• Vocabulary: wants and needs | • Clients discusses improvement plans | |
| Comments/ Suggestions for next lesson: | | | |

| Date/teacher: September 17th, Edgar | | | |
|---|---|---|---|
| Lesson 20: The importance of documentation | • Grammar: Reported speech<br>• Vocabulary: reporting verbs | • Client reports on someone's performance | • |
| Comments/ Suggestions for next lesson: | | | |

| Date/teacher: Sep 25th, Edgar<br>September 22nd, Edgar **DNH** | | | |
|---|---|---|---|
| Lesson 21: Delivering the news face-to-face | • Grammar: Pronunciation<br>Vocabulary: strong words | • Client is able to deliver bad news face to face and | |

| | | | |
|---|---|---|---|
| | | fire someone | |
| Comments/ Suggestions for next lesson: | | | |

| **Week 8 - Review**<br><br>**Aims:** Review previous lessons | | | |
|---|---|---|---|
| **TOPIC & CONTENT** | **LANGUAGE FOCUS** | **PRODUCTION** | **MATERIALS / SKILLS** |

| Date/teacher: September 26th, Edgar | | | |
|---|---|---|---|
| Lesson 22: Review 1 | • Review | | |
| Comments/ Suggestions for next lesson: | | | |

| Date/teacher: Oct 2, 2025 Bernardo | | | |
|---|---|---|---|
| Lesson 23: | • Review | | |
| Comments/ Suggestions for next lesson: | | | |

| Date/teacher: October 3rd, Edgar | | | |
|---|---|---|---|
| Lesson 24: | • Review | | |
| **CClient's comments about evaluation/next curriculum:** | | | |

| **Lesson 25: Final speaking evaluation -** |
|---|
| **Date/consultant: October 7th, Edgar** |
| **Observations:** |

| |
|---|
| **Next curriculum (learner's path):** |

| **Negotiation - LESSON PLANNING** |
|---|
| Student: Adazeli Serrano<br>Classes per week: 3<br>Position: HR Manager<br>Level: B1+<br>Curriculum: B1+/B2 Negotiation curriculum<br>Current week: 1-8<br><br>Material for classes:<br>Material - Negotiations |

| **Decompress**: |
|---|
| **Here's the template:** Needs analysis/Decompress template |
| **Notes on Client (Changes on new curriculum, suggestions, needs another curriculum, etc.):** |
| **Remember to notify your leader when decompress is completed, or contact directly with Jaime via Slack** |

| **TOPIC & CONTENT** | **LANGUAGE FOCUS** | **PRODUCTION** | **MATERIALS / SKILLS** |
|---|---|---|---|
| **Week 1 - Listening for detail in Business conversations**<br>**Aims:** To be able to fully identify the adequate terms and words to present a professional business offer. | | | |
| Date/teacher: March 6 Maja | | | |
| Lesson 1: Listen to a business pitch and identity keywords | • Grammar: imperative, sequencers<br>• Vocabulary: Identifying keywords | • Client is able to create their own business speech | https://piktochart.com/blog/business-pitch/ |
| Comments/ Suggestions for next lesson: | | | |
| Date/teacher: Mar 11, 2025 Bernardo | | | |
| Lesson 2: Use your notes to create complete ideas | • Grammar: sentence structure, linking words<br>• Vocabulary: ideas, key message, communication skills, clarify | • Client is able to generate, express and discuss complete ideas | https://englishwithkim.com/express-ideas-clearly/ |

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| Comments/ Suggestions for next lesson: |

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| Date/teacher: March 13th, Edgar | | | |
| Lesson 3: Explain and classify potential offers | • Grammar: present perfect<br>• Vocabulary: Using negotiation vocabulary | • Client is able to explain and classify potential offers. | https://hbr.org/2017/04/how-to-evaluate-accept-reject-or-negotiate-a-job-offer<br>https://www.fluentu.com/blog/business-english/business-english-negotiation-phrases/ |
| Comments/ Suggestions for next lesson: | | | |

**Week 2 - Finding Sellers**
**Aims:** To adequately identify leads as well as their needs.

| TOPIC & CONTENT | LANGUAGE FOCUS | PRODUCTION | MATERIALS / SKILLS |
|---|---|---|---|
| Date/teacher: March 18, 25/Tere | | | |
| Lesson 4: Find sellers (leads) | • Grammar: comparative and superlative<br>• Vocabulary: irregular verbs | • Client is able to identify the characteristics of a vendor. | https://www.businessenglishpod.com/2020/04/26/business-english-pod-357-english-for-purchasing-3-vendor-qualification/ |
| Comments/ Suggestions for next lesson: | | | |
| Date/teacher: Mar. 20th Brian | | | |
| Lesson 5: Identify needs | • Grammar: Conditionals review (all)<br>• Vocabulary: customer, needs, wants, sale process, sales person | • Client is able to identify and understand the needs of a customer. | https://www.businessenglishpod.com/2015/12/06/bep-280-english-for-sales-process-2-understanding-customer-needs/ |
| Comments/ Suggestions for next lesson: | | | |
| Date/teacher: March 26, 25/Tere | | | |
| Lesson 6: Match the needs w/ target market - “finding a | • Grammar: present perfect continuous | • Client is able to identify and approach the target | How to identify my Tar… |

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| good fit | • Vocabulary: Phrasal verbs , target market, strategy | market | |
| Comments/ Suggestions for next lesson: | | | |

| **Week 3 - Connecting with sellers**<br>**Aims:** To correctly evaluate leads quality and establish techniques for successfully connecting with them. | | | |
|---|---|---|---|
| **TOPIC & CONTENT** | **LANGUAGE FOCUS** | **PRODUCTION** | **MATERIALS / SKILLS** |
| Date/teacher: March 27th, Edgar **OFF CURRICULUM** - April 2, 25/Tere | | | |
| Lesson 7: Identify and qualify leads | • Grammar: past perfect and past perfect continuous<br>• Vocabulary: Vocabulary for sales relationships | • Client is able to identify and qualify leads | https://www.thebalancesmb.com/marketing-sales-prospect-1794386#:~:text=A%20lead%20is%20an%20unqualified,your%20sales%20funnel%20or%20process.<br>https://www.salesreadinessgroup.com/blog/five-types-of-sales-relationships |
| Comments/ Suggestions for next lesson: Client was half an hour late and wanted to review the topic of Phrasal Verbs, please use the material for this lesson. | | | |
| Date/teacher: Apr. 3rd Brian | | | |
| Lesson 8: Questions to establish the lead quality | • Grammar: wh questions present, past and future<br>• Vocabulary: Question forms | • Client is able to identify and measure the lead quality | https://www.monsterinsights.com/how-to-measure-lead-quality/ |
| Comments/ Suggestions for next lesson: | | | |
| Date/teacher: Apr 8, 2025 Bernardo | | | |
| Lesson 9: Evaluating leads and connecting with them | • Grammar: greetings and regards structure<br>• Vocabulary: Formal emails - connecting with leads | • Client is able to use proper strategies to evaluate and connect with leads | https://www.linkedin.com/pulse/7-ways-you-need-connecting-your-best-leads-alexi-lambert-e-i-t- |
| Comments/ Suggestions for next lesson: | | | |

| **Week 4 - Making a pitch**<br>**Aims:** To define and practice useful and key expressions in your own sales pitch. | | | |
|---|---|---|---|
| **TOPIC & CONTENT** | **LANGUAGE FOCUS** | **PRODUCTION** | **MATERIALS / SKILLS** |
| Date/teacher: Apr 10, 2025 bernardo | | | |
| Lesson 10: Identifying who your target is and what you can offer | • Grammar: possessive adjectives and pronouns<br>• Vocabulary: marketing phrasal verbs | • Client is able to describe and identify their target | https://www.inc.com/guides/2010/06/defining-your-target-market.html |
| Comments/ Suggestions for next lesson: | | | |
| Date/teacher:<br>15 abr 2025 Karen DNH - April 30, 25/Tere | | | |
| Lesson 11: Creating the English version of your sales pitch | • Grammar: linking words<br>• Vocabulary: Useful expressions for a pitch | • Client creates the english version of their sales pitch | https://www.saleshandy.com/blog/15-words-power-sales-pitch/ |
| Comments/ Suggestions for next lesson: | | | |
| Date/teacher: May 2, 2025 Bernardo | | | |
| Lesson 12: Getting the sale (role play + feedback) | • Grammar: Selecting the correct tense to use.<br>• Vocabulary: Discourse markers | • Client is able to close the sale properly. | https://www.resourcefulselling.com/closing-the-sale/ |
| Comments/ Suggestions for next lesson: | | | |

| **Week 5 - Negotiating a deal**<br>**Aims:** To identify expected numbers during the negotiation process and make them clear for both parts. | | | |
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| **TOPIC & CONTENT** | **LANGUAGE FOCUS** | **PRODUCTION** | **MATERIALS / SKILLS** |
| Date/teacher: May 7, 25/Tere | | | |
| Lesson 13: Discussing Revenue, Budget, Product | • Grammar: Comparatives and superlatives.<br>• Vocabulary: Finances. | • Clients learn useful expressions, talking about numbers | https://www.indeed.com/career-advice/career-development/revenue-definition |

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| Comments/ Suggestions for next lesson: |

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| Date/teacher: May 12, 2025 Bernardo<br>May 9th, Edgar **DNH** | | | |
| Lesson 14: Expectations and meeting them | • Grammar: Future tense.<br>• Vocabulary: Will vs would. Goals. | • Clients set expectations to work using will/would. | https://www.forbes.com/sites/forbescoachescouncil/2019/11/26/14-ways-to-effectively-set-expectations-with-your-employees/?sh=408f5ac06a20 |
| Comments/ Suggestions for next lesson: | | | |

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|---|---|---|---|
| Date/teacher: May 13, 2025 Bernardo | | | |
| Lesson 15: Clarifying Service level Agreements / Settling | • Grammar: Adverbs of degree.<br>• Vocabulary: SLA | • Client understands SLA to create common understanding with provider | https://meetlogistics.com/cadena-suministro/service-level-agreements/ |
| Comments/ Suggestions for next lesson: | | | |

**Week 6 - Clarifying details**
**Aims:** To clearly understand the negotiation process and identify each of its stages.

| TOPIC & CONTENT | LANGUAGE FOCUS | PRODUCTION | MATERIALS / SKILLS |
|---|---|---|---|
| Date/teacher: May 15, 2025 Bernardo | | | |
| Lesson 16: Negotiations expectations and timelines | • Grammar: Prepositions of time, agendas.<br>• Vocabulary: | • Client sets a considerable timeline for expectations. | https://www.whizlabs.com/blog/how-to-negotiate-for-timelines-and-schedule-of-a-project/ |
| Comments/ Suggestions for next lesson: | | | |

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| Date/teacher: May 21, 25/Tere |

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| Lesson 17: Walking someone through an agreement | • Grammar: Conditionals.<br>• Vocabulary: Deal agreements | • Client is able to carefully explain the points of an agreement with a vendor. | https://ironcladapp.com/journal/contract-process/contract-negotiation/ |
| Comments/ Suggestions for next lesson: | | | |

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|---|---|---|---|
| Date/teacher: May 23rd Brian DNH May 27th Brian | | | |
| Lesson 18: Identifying what to ask and what not to ask (framing) | • Grammar: W/H Questions, Modals.<br>• Vocabulary: Can, could, might, may, should, must. | • Client is able to identify the best questions to close a deal, meeting, or event. | https://www.pon.harvard.edu/daily/negotiation-skills-daily/ask-better-questions-in-negotiation-nb/ |
| Comments/ Suggestions for next lesson: | | | |

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| **Week 7 - Closing the deal**<br>**Aims:** To correctly manage the best strategies to close and follow up deals. | | | |
| **TOPIC & CONTENT** | **LANGUAGE FOCUS** | **PRODUCTION** | **MATERIALS / SKILLS** |

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|---|---|---|---|
| Date/teacher: May 28, 25/Tere | | | |
| Lesson 19: Analysing and closing the deal strategies and when to use each | • Grammar: cause and effect<br>• Vocabulary: negotiation step | • Clients discuss and detail different negotiation strategies | https://www.vistage.com/research-center/business-growth-strategy/six-successful-strategies-for-negotiation/ |
| Comments/ Suggestions for next lesson: | | | |

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|---|---|---|---|
| Date/teacher: 06/05 Eka | | | |
| Lesson 20: Closing the deal scenarios | • Grammar: Third conditional.<br>• Vocabulary: Could, would. | • Client is able to close a deal successfully. | https://www.efficy.com/techniques-close-deals/ |
| Comments/ Suggestions for next lesson: | | | |

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| Date/teacher: Jun 5, 2025 Bernardo |

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|---|---|---|---|
| Lesson 21: Follow-up on a deal | • Grammar: phrasal verbs / prepositions<br>• Vocabulary: Feedback, useful expressions | • Client is able to follow up past discussion deals and close them. | https://www.pipedrive.com/en/blog/sales-follow-up-email-templates |
| Comments/ Suggestions for next lesson: | | | |

| **Week 8 - Evaluation preparation**<br>**Aims:** General review | | | |
|---|---|---|---|
| **TOPIC & CONTENT** | **LANGUAGE FOCUS** | **PRODUCTION** | **MATERIALS / SKILLS** |
| Date/teacher: June 11, 25/Tere | | | |
| Lesson 22: Evaluation prep | • Content from week 1-3 | | |
| Comments/ Suggestions for next lesson: | | | |
| Date/teacher: Jun 12, 2025 Ryan | | | |
| Lesson 23: Evaluation prep | • Content from week 4-5 | | |
| Comments/ Suggestions for next lesson: | | | |
| Date/teacher: Jun 18, 2025 Bernardo | | | |
| Lesson 24: Evaluation prep | • Content from week 6-7 | | |
| **Client's comments about evaluation/next curriculum:** | | | |

| **Lesson 25: Final speaking evaluation -** |
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| **Date/consultant: Jun 19, 2025 Bernardo** |
| **Observations:** |
| **Next curriculum (learner's path):** |

| B1+ Presentations/Meetings LESSON PLANNING |
|---|
| Student: Adazeli Serrano<br>Classes per week: 3<br>Position: HR Manager<br>Level:<br>Curriculum: B1+ Presentations/Meetings Curriculum<br>Current week: 1-8<br><br>Material for classes:<br>Presentations/Meetings Material |

**Topic 1 - Projects**

**Aims:** Describing current projects you are involved in, your deliverables, people involved as well as past and future project your department is looking forward to initiating.

| TOPIC & CONTENT | LANGUAGE FOCUS | PRODUCTION | MATERIALS / SKILLS |
|---|---|---|---|
| Date/teacher: 02/12 Eka | | | |
| Lesson 1: Projects and deliverables | • Present Perfect Simple and Continuous<br>• Projects and deliverables | • Describe your current projects, deliverables and goals | 50 common business idioms<br>http://www.blairenglish.com/exercises/projects/exercises/projectessentials/projectessentials.html |
| Comments/ Suggestions for next lesson: | | | |
| Date/teacher: February 13, 25/Tere (DNH) - February 14, 25/Tere | | | |
| Lesson 2: Staffing a project | • Adjectives and Adverbs<br>• Staffing | • Discuss the people involved in your projects | https://linkstaffing.com/resources/a-guide-to-recruitment-and-staffing-terms/ |
| Comments/ Suggestions for next lesson: | | | |
| Date/teacher: February 20th, Edgar | | | |
| Lesson 3: Past and future projects | • Past tenses - simple and continuous<br>• Future tenses | • Explain and discuss your past and future projects | https://www.youtube.com/watch?v=d0wV9EC3t14 |

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| Comments/ Suggestions for next lesson: |

| **Topic 2 - The concept of presentations**<br><br>**Aims:** Describe the components of a presentation, starting and ending a presentation and explaining the outline of a presentation | | | |
|---|---|---|---|
| **TOPIC & CONTENT** | **LANGUAGE FOCUS** | **PRODUCTION** | **MATERIALS / SKILLS** |
| Date/teacher: Feb 21, 2025 Bernardo | | | |
| Lesson 4: Components of a presentation | • Presentation etiquette<br>• Sequencers | • Describe the components of a presentation | English Presentations \| Presenting in English |
| Comments/ Suggestions for next lesson: | | | |
| Date/teacher: February 26, 25/Tere | | | |
| Lesson 5: Starting and ending a presentation | • Intonation & tone<br>• Useful phrases | • How to start & end a presentation | How to start a presentation<br><br>Business English Presentations- Roleplays & Phrases - ESL Lesson Plans<br><br>**https://mannerofspeaking.org/2019/05/12/transitions-in-a-speech-or-presentation/** |
| Comments/ Suggestions for next lesson: | | | |
| Date/teacher: Feb. 27, 2025 Brian | | | |
| Lesson 6: Introduction | • Phrasal verbs in meeting setting<br>• Vocab for starting a presentation | • Explain what you cover in your presentations | Intonation & Stress in Public Speaking: Definition & Examples - Video & Lesson Transcript<br>IELTS Life Skills B1 Listening test 11 ( British settlement and citizenship )<br>https://www.youtube.com/watch?v=liRYtck3dXc&ab_channel=BHVTinH%E1%BB%8Dc |

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| Comments/ Suggestions for next lesson: |

| **Topic 3 - Presentation interactions**<br><br>**Aims:** Keeping the attention during a presentation, asking and answering questions on what you hear | | | |
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| **TOPIC & CONTENT** | **LANGUAGE FOCUS** | **PRODUCTION** | **MATERIALS / SKILLS** |
| Date/teacher: Feb. 28, 2025 Brian | | | |
| Lesson 7: Components of a presentation | • Phrases to command an audience<br>• IF and UNLESS | • How to keep the focus on the topic during a presentation. | 30 phrasal verbs often used in business small talk and meetings<br><br>30 useful phrases for presentations in English<br><br>The 6 Components of a Great Presentation |
| Comments/ Suggestions for next lesson: | | | |
| Date/teacher: Mar. 5th 2025 Brian | | | |
| Lesson 8: Questions | • Question formation | • Discuss possible follow up questions of your presentation | Vocabulary and Phrases for Making Presentations in English<br>http://worldwidefrontier.com/2018/02/grammar-tip-b2-making-questions-easy-way/ |
| Comments/ Suggestions for next lesson: | | | |
| Date/teacher: Mar. | | | |
| Lesson 9: Answers | • Answering strategies<br>• Useful phrases | • Answer follow up questions about your presentation | Transcript of "How to speak so that people want to listen" |
| Comments/ Suggestions for next lesson: | | | |
| **Topic 4 - Sharing information** | | | |

| **Aims:** Give your opinion (agree/disagree) on what has been said during the last meeting, give ideas or input during meeting and clarify complex situations for outstanders | | | |
|---|---|---|---|
| **TOPIC & CONTENT** | **LANGUAGE FOCUS** | **PRODUCTION** | **MATERIALS / SKILLS** |
| Date/teacher: | | | |
| Lesson 10: Giving your opinion | • Modals (should, must, could, might)<br>• Agreeing and disagreeing | • Give opinion/ agree/disagree on what has been said during the last meeting | Modal verbs 4 – Requests, offers, permission and invitations: ESL/EFL Lesson Plan and Worksheet |
| Comments/ Suggestions for next lesson: | | | |
| Date/teacher: | | | |
| Lesson 11: Sharing ideas | • Pitching - conditionals<br>• Expressing opinions | • Pitching ideas and sharing opinions | 11 Steps to a Perfect Startup Pitch: Expert Insights From Bianca Praetorius |
| Comments/ Suggestions for next lesson: | | | |
| Date/teacher: | | | |
| Lesson 12: Clarifying | • Discourse markers<br>• Tag questions | • Clarify complex situations for outstanders | https://www.youtube.com/watch?v=kEAjrjqACDs<br><br>Discourse markers \| Learning English |
| Comments/ Suggestions for next lesson: | | | |
| **Topic 5 - Meetings**<br><br>**Aims:** Leading a meeting, participating in a meeting and covering some strategies how to politely interrupt, ask for clarification or jump to a different topic. | | | |
| **TOPIC & CONTENT** | **LANGUAGE FOCUS** | **PRODUCTION** | **MATERIALS / SKILLS** |

| Date/teacher: | | | |
|---|---|---|---|
| Lesson 13: Meeting components | • Meeting components and strategies<br>• Conditionals | • Discuss meeting components and strategies | 12 Useful Phrasal Verbs for Business Meetings - Impactfulenglish.com |
| Comments/ Suggestions for next lesson: | | | |

| Date/teacher: | | | |
|---|---|---|---|
| Lesson 14: Leading a meeting | • Starting and finishing a meeting<br>• Leadership strategies | • Leading a successful meeting from start to finish | Business Etiquette Basics (INTERMEDIATE (B1) - UPPER-INTERMEDIATE (B2)) — Fluentize |
| Comments/ Suggestions for next lesson: | | | |

| Date/teacher: | | | |
|---|---|---|---|
| Lesson 15: Participating in meetings | • Interrupting politely<br>• Expressing your opinion<br>• Asking for clarification<br>• Changing the topic | • Effectively participating in a meeting | Technical Presentation Workbook: Winning Strategies for Effective Public Speaking |
| Comments/ Suggestions for next lesson: | | | |

**Topic 6 - Emails**

**Aims:** Defining the differences between formal & informal emails, sending an email requesting, or rescheduling a meeting, and with the minutes of your last meeting

| TOPIC & CONTENT | LANGUAGE FOCUS | PRODUCTION | MATERIALS / SKILLS |
|---|---|---|---|

| Date/teacher: | | | |
|---|---|---|---|
| Lesson 16: Formal and informal emails | • Formal and informal expressions for emails<br>• Business email structure | • Draft formal & informal emails | http://english.teamdev.com/resources/useful-phrases<br><br>https://learnenglish.britishcouncil.org/business-english/en |

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| | | | glish-for-emails/unit-4-starting-and-finishing-emails |
| Comments/ Suggestions for next lesson: | | | |

| Date/teacher: | | | |
|---|---|---|---|
| Lesson 17: Requesting or rescheduling a meeting | • Modals for offers/requests<br>• Apologizing | • Schedule and reschedule meetings | https://learnenglishteens.britishcouncil.org/grammar/intermediate-grammar/can-could-would-invitations-offers-requests-permission |
| Comments/ Suggestions for next lesson: | | | |

| Date/teacher: | | | |
|---|---|---|---|
| Lesson 18: Meeting minutes | • Summarizing/being concise<br>• Discourse markers | • Send a summary of your meeting to your team members/boss | https://corporatefinanceinstitute.com/resources/knowledge/other/meeting-minutes/ |
| Comments/ Suggestions for next lesson: | | | |

**Topic 7 - Reporting data**

**Aims:** Focusing on numbers, tables, graphics and charts during meetings/presentations and describing and discussing these visuals

| TOPIC & CONTENT | LANGUAGE FOCUS | PRODUCTION | MATERIALS / SKILLS |
|---|---|---|---|

| Date/teacher: | | | |
|---|---|---|---|
| Lesson 19: Reporting numbers | • Phrasal verbs for Statistics, percentages , trends<br>• Numbers - ordinal and cardinal, percentages, | • Discuss and report on numbers, percentages and trends | https://preply.com/en/blog/charts-graphs-and-diagrams-in-the-presentation/#scroll-to-heading-5 |
| Comments/ Suggestions for next lesson: | | | |

| Date/teacher: | | | |
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| Lesson 20: Charts and graphs | • Phrasal verbs for describing visuals<br>• discourse markers | • Discuss and report on visuals | https://academic-englishuk.com/describing-graphs/ |

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| | • Comparison and contrast | | |
| Comments/ Suggestions for next lesson: | | | |

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|---|---|---|---|
| Date/teacher: | | | |
| Lesson 21: Reports | • Passive voice<br>• Writing skills / reports | • Draft a report on your project/presentation/meeting | https://edu.gcfglobal.org/en/business-communication/how-to-write-a-powerful-business-report/1/ |
| Comments/ Suggestions for next lesson: | | | |

| **Week 8 - Review week: Project preparation** | | | |
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| **TOPIC & CONTENT** | **LANGUAGE FOCUS** | **PRODUCTION** | **MATERIALS / SKILLS** |

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|---|---|---|---|
| Date/teacher: | | | |
| Lesson 22: Review | • Prepare a presentation on a current project | | |
| Comments/ Suggestions for next lesson: | | | |

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| Date/teacher: | | | |
| Lesson 23: Review | • Question answering techniques | | |
| Comments/ Suggestions for next lesson: | | | |

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|---|---|---|---|
| Date/teacher: | | | |
| Lesson 24: Review | • Reporting on presentations/meetings | | |
| Comments/ Suggestions for next lesson: | | | |

| **Lesson 25: Final speaking evaluation -present your project, answer questions about your presentation and draft an email to report to your manager on the presentation meeting** |
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| **Date/consultant:** |
| **Observations:** |
| **Next curriculum (learner's path):** |

| **B1+ Advanced B Interactions- LESSON PLANNING** |
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| Student: Adazeli Serrano<br>Classes per week: 3<br>Position: HR Manager<br>Level: B2<br>Curriculum: B1+ Advanced B Interactions Curriculum |

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| **Decompress**: 09/30 Eka |
| **Here's the template:** Needs analysis/Decompress template |
| **Notes on Client (Changes on new curriculum, suggestions, needs another curriculum, etc.):** |
| **Remember to notify your leader when decompress is completed, or contact directly with Jaime via Slack** |

| **Week 1 - Making Requests and asking for Authorization**<br><br>Aims: | | | |
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| **TOPIC & CONTENT** | **LANGUAGE FOCUS** | **PRODUCTION** | **MATERIALS / SKILLS** |
| Date/teacher: October 10th, Edgar | | | |
| Lesson 1: Making requests, changing plans | • Grammar: Present Simple vs Continuous<br>• Vocabulary: requests and offers | • Client is able to discuss plans and request their change | • |
| Comments/ Suggestions for next lesson: | | | |

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| Date/teacher: 10/08 Eka |

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| Lesson 2 Authorise or deny requests | • Grammar: Use of can/can't / could/couldn't (past, present & future)<br>• Vocabulary: authorizations, deny and approve | • Client is able to approve or deny requests in a polite way | • |
| Comments/ Suggestions for next lesson: | | | |

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| Date/teacher: Nov 5, 2024 Bernardo<br>Oct. 10, 24/Tere (DNH), Oct. 15, 24/Tere (DNH) | | | |
| Lesson 3 Requests via email | • Grammar: emails<br>• Vocabulary: writer requests | • Client is able to write and answer requests via email | • |
| Comments/ Suggestions for next lesson: | | | |

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| **Week 2 - Apologizing**<br><br>**Aims:** | | | |
| **TOPIC & CONTENT** | **LANGUAGE FOCUS** | **PRODUCTION** | **MATERIALS / SKILLS** |
| Date/teacher: Nov. 6, 24/Tere | | | |
| Lesson 4: How to handle complaints | • Grammar: Will and going to, modals<br>•<br>• Vocabulary: complaints and solutions | • Client is able to respond successfully to complaints | • |
| Comments/ Suggestions for next lesson: | | | |

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|---|---|---|---|
| Date/teacher: Nov 6, 2024 Bernardo | | | |
| Lesson 5: How to apologize and take responsibility | • Grammar: Past S and C<br>• Vocabulary: apologizing | • Client is able to identify and apologize for past mistakes | • |

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| Comments/ Suggestions for next lesson: |

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| Date/teacher: Nov. 13, 24/Tere | | | |
| Lesson 6: Have some good excuses ready should you need them | • Grammar: Word order<br>• Vocabulary: Phrasal verbs , excuses | • Client is able to give an excuse for past mistakes | • |
| Comments/ Suggestions for next lesson: | | | |

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| **Week 3 - Project status**<br>**Aims:** | | | |
| **TOPIC & CONTENT** | **LANGUAGE FOCUS** | **PRODUCTION** | **MATERIALS / SKILLS** |
| Date/teacher: 11/14 Eka | | | |
| Lesson 7: Explain the process when you start a project | • Grammar: Sequencers and modals<br>• Vocabulary: projects , processes | • Client is able to identify and describe their process of starting a new project | • |
| Comments/ Suggestions for next lesson: | | | |

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| Date/teacher: 11/19 Eka | | | |
| Lesson 8: Explain the status of your current project | • Grammar: Connections words (cause & effects)<br>• Vocabulary: project scope | • Client is able to identify and describe the status and stages of a current project | • |
| Comments/ Suggestions for next lesson: | | | |

| Date/teacher: 11/20 Eka | | | |
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| Lesson 9: Describe results and impact of previous projects | • Grammar:Past tense (past continuous vs past perfect)<br>• Vocabulary: cause and effect | • Client is able to use past tenses to describe impact of past projects on current results | • |
| Comments/ Suggestions for next lesson: | | | |

| **Week 4 - Client vs Boss**<br>**Aims:** | | | |
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| **TOPIC & CONTENT** | **LANGUAGE FOCUS** | **PRODUCTION** | **MATERIALS / SKILLS** |
| Date/teacher: Nov 21, 2024 Bernardo | | | |
| Lesson 10: Talk about some common complaints clients have. | • Grammar: modals for probability may might could can't<br>• Vocabulary: complaints | • Client is able to describe and identify common complaints from clients | • |
| Comments/ Suggestions for next lesson: | | | |

| Date/teacher: Nov 27, 2024 Bernardo | | | |
|---|---|---|---|
| Lesson 11: How to interrupt politely to give some input | • Grammar:Intonation/pitch<br>• Vocabulary: Useful expressions for interrupting | • Client is able to interrupt politely and express their opinion | • |
| Comments/ Suggestions for next lesson: | | | |

| Date/teacher: Dec. 5, 24/Tere | | | |
|---|---|---|---|
| Lesson 12:Agreeing & disagreeing in a polite manner | • Grammar: tone<br>• Vocabulary: agreeing and | • Client is able to agree or disagree politely | • |

| | | | |
|---|---|---|---|
| | disagreeing | | |
| Comments/ Suggestions for next lesson: | | | |

| **Week 5 - Write an email**<br><br>**Aims:** | | | |
|---|---|---|---|
| **TOPIC & CONTENT** | **LANGUAGE FOCUS** | **PRODUCTION** | **MATERIALS / SKILLS** |

| Date/teacher: Dec. 6, 24/Tere | | | |
|---|---|---|---|
| Lesson 13: Write an email to a client to apologize for … | • Grammar:Formal vs Informal emails<br>•<br>• Vocabulary: Formal vs Informal emails<br>• | • Clients are able to write an apology email | • |
| Comments/ Suggestions for next lesson: | | | |

| Date/teacher: Dec. 10, 24/Tere | | | |
|---|---|---|---|
| Lesson 14:Write an email to your boss explaining what the last meeting was about | • Grammar: Concise information, past tenses<br>• Vocabulary: reporting verbs | • Clients are able to write an email to report on a meeting | • |
| Comments/ Suggestions for next lesson: | | | |

| Date/teacher: 12/11 Eka | | | |
|---|---|---|---|
| Lesson 15: Write an email asking for permission to do … | • Grammar: Modals request/permission<br>• Vocabulary: | • CLients are able to write an email to request permission | |

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|---|
| Comments/ Suggestions for next lesson: |

| **Topic 6 - Team performance assessment / Reporting team performance**<br><br>**Aims:** | | | |
|---|---|---|---|
| **TOPIC & CONTENT** | **LANGUAGE FOCUS** | **PRODUCTION** | **MATERIALS / SKILLS** |
| Date/teacher: Dec. 12, 24/Tere | | | |
| Lesson 16:How do you monitor the performance of your team? | • Grammar:Conditionals review<br>• Vocabulary: KPIs | • Client explains the performance of team members | • |
| Comments/ Suggestions for next lesson: | | | |
| Date/teacher: Dec. 17, 24/Tere | | | |
| Lesson 17: How to improve team performance | • Grammar: Giving advice (modals)<br>• Vocabulary: advice and improvements | • Client is able to give advice on improving performance | • |
| Comments/ Suggestions for next lesson: | | | |
| Date/teacher: Dec. 18, 24/Tere | | | |
| Lesson 18: Give feedback to collaborators. | • Grammar:Passive voice<br>• Vocabulary: feedback | • Client is able to give objective feedback on team performance | |
| Comments/ Suggestions for next lesson: | | | |

| **Topic 7 - Reporting**<br><br>**Aims:** | | | |
|---|---|---|---|
| **TOPIC & CONTENT** | **LANGUAGE FOCUS** | **PRODUCTION** | **MATERIALS / SKILLS** |
| Date/teacher: Dec. 19, 24/Tere | | | |
| Lesson 19: Create an organizational chart describing your team | • Grammar:Adjectives and adverbs<br>• Vocabulary: org charts | • Clients discuss and detail their org chart | |
| Comments/ Suggestions for next lesson: | | | |
| Date/teacher: Jan. 15, 24/Tere | | | |
| Lesson 20: Describe your team's traits (physical & character) | • Grammar:Descriptions vocab, royal order of adjectives<br>• Vocabulary: adjectives and adverbs | • Client is able to describe their team | • |
| Comments/ Suggestions for next lesson: | | | |
| Date/teacher: Jan. 16, 24/Tere | | | |
| Lesson 21: Report to your team what clients said they do good/bad | • Grammar: Reported speech<br>• Vocabulary: reports | • Client is able to report on their team | |
| Comments/ Suggestions for next lesson: ***Adazeli got late for her class so there was no time for her to work with the reported speech part. You're welcome to repeat the lesson.*** | | | |

| **Week 8 - Review**<br><br>**Aims:** Review previous lessons | | | |
|---|---|---|---|
| **TOPIC & CONTENT** | **LANGUAGE FOCUS** | **PRODUCTION** | **MATERIALS / SKILLS** |

| Date/teacher: 01/29 Eka<br>January 21, 25/Tere (DNH) | | | |
|---|---|---|---|
| Lesson 22: Evaluation prep | • Content from week 1-5 | • | |
| Comments/ Suggestions for next lesson: | | | |

| Date/teacher: 01/30 Eka | | | |
|---|---|---|---|
| Lesson 23: Evaluation prep | • Review content from week 5-7 | | |
| Comments/ Suggestions for next lesson: | | | |

| Date/teacher: February 4, 25/Tere | | | |
|---|---|---|---|
| Lesson 24: | • Review | | |
| **Client's comments about evaluation/next curriculum:** | | | |

| **Lesson 25: Final speaking evaluation -** |
|---|
| **Date/consultant: 02/05 Eka** |
| **Observations:** |
| **Next curriculum (learner's path):** |

| **High level interactions-LP** |
|---|
| Student: Adazeli Serrano<br>Classes per week: 3<br>Position: HR Manager<br>Level: -B2 |

Curriculum: High level interactions curriculum
Current week: 8-8

Materials for classes:

**Decompress**: May 15, 2024 Bernardo

**Here's the template:** Needs analysis/Decompress template

**Notes on Client (Changes on new curriculum, suggestions, needs another curriculum, etc.):**

**Remember to notify your leader when decompress is completed, or contact directly with Jaime via Slack**

**Module 1 - General Conversation**
Aims:

| TOPIC & CONTENT | LANGUAGE FOCUS | PRODUCTION | MATERIALS / SKILLS |
|---|---|---|---|
| Date/teacher: May 16, 2024 Bernardo | | | |
| Lesson 1: Storytelling – experiences | • Grammar:Tenses review : past s , past continuous, past perfect | • Client is able to | |
| Comments/ Suggestions for next lesson: | | | |
| Date/teacher: May 20, 2024 Bernardo | | | |
| Lesson 2:Travel interactions | • Grammar: Asking for and Offering help | • Client is able to | |
| Comments/ Suggestions for next lesson: | | | |
| Date/teacher: 05/22 Eka | | | |
| Lesson 3: Explain cultural | • Grammar:Comparing and contrasting | • Client is able to | |

| | | | |
|---|---|---|---|
| differences | | | |
| Comments/ Suggestions for next lesson: | | | |

| **Module 2 - Executive Conversation**<br>**Aims:** | | | |
|---|---|---|---|
| **TOPIC & CONTENT** | **LANGUAGE FOCUS** | **PRODUCTION** | **MATERIALS / SKILLS** |
| Date/teacher: May 23, 2024 Bernardo | | | |
| Lesson 4: The Art of Small Talk | • Grammar: Asking questions | • Client is able to | |
| Comments/ Suggestions for next lesson: | | | |

| Date/teacher: May 27, 2024 Bernardo | | | |
|---|---|---|---|
| Lesson 5: Explain what projects you're currently working on | • Grammar: Linking words | • Client is able to | |
| Comments/ Suggestions for next lesson: | | | |

| Date/teacher: May 28, 2024 Bernardo | | | |
|---|---|---|---|
| Lesson 6: Offer your opinion on a project strategy | • Grammar: How to prepare for an unplanned conversation | • Client is able to | |
| Comments/ Suggestions for next lesson: | | | |

| **Module 3 - High-Level Networking**<br>**Aims:** | | | |
|---|---|---|---|
| **TOPIC & CONTENT** | **LANGUAGE FOCUS** | **PRODUCTION** | **MATERIALS / SKILLS** |
| Date/teacher: May 29, 2024 Bernardo | | | |
| Lesson 7: Giving your "elevator pitch" | • Grammar: Being concise | • Client is able to | |
| Comments/ Suggestions for next lesson: | | | |
| Date/teacher: Jun 3, 2024 Bernardo | | | |
| Lesson 8: Conversation starters | • Grammar: Active listening, useful vocabulary | • Client is able to | |
| Comments/ Suggestions for next lesson: | | | |
| Date/teacher: Jun 8, 2024 Bernardo | | | |
| Lesson 9: Asking exceptional questions | • Grammar: Sending a follow-up email | • Client is able to | |
| Comments/ Suggestions for next lesson: | | | |
| **Module 4 - Business Negotiation**<br>**Aims:** | | | |
| **TOPIC & CONTENT** | **LANGUAGE FOCUS** | **PRODUCTION** | **MATERIALS / SKILLS** |
| Date/teacher: Jun 10, 2024 Bernardo | | | |

| | | | |
|---|---|---|---|
| Lesson 10: Analyze different negotiation strategies | • Grammar: Best strategies to convince someone | • Client is able to | |
| Comments/ Suggestions for next lesson: | | | |

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|---|---|---|---|
| Date/teacher: Jun 12, 2024 Bernardo | | | |
| Lesson 11: Identify your counterpart's needs | • Grammar: Conditionals review | • Client is able to | |
| Comments/ Suggestions for next lesson: | | | |

| | | | |
|---|---|---|---|
| Date/teacher: Jun 13, 2024 Bernardo | | | |
| Lesson 12: Useful vocabulary and expressions for negotiating | • Grammar: phrasal verbs | • Client is able to | |
| Comments/ Suggestions for next lesson: | | | |

| **Module 5 - Must-haves of Anglo-Saxon culture**<br>**Aims:** | | | |
|---|---|---|---|
| **TOPIC & CONTENT** | **LANGUAGE FOCUS** | **PRODUCTION** | **MATERIALS / SKILLS** |

| | | | |
|---|---|---|---|
| Date/teacher: Jun 18, 2024 Bernardo | | | |
| Lesson 13: Famous American businessmen | • Grammar: Present perfect s and c review | • Client is able to | |
| Comments/ Suggestions for next lesson: | | | |

| | | | |
|---|---|---|---|
| Date/teacher: Jun 19 Julio | | | |
| Lesson 14: Cult films of the English-speaking world | • Grammar: emphasizing skills | • Client is able to | |
| Comments/ Suggestions for next lesson: | | | |

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|---|---|---|---|
| Date/teacher: Jun 19, 2024 Bernardo | | | |
| Lesson 15: England vs the US | • Advanced comparisons.<br>• Vocabulary: Sports in the Commonwealth. | • Client is able to | |
| Comments/ Suggestions for next lesson: | | | |

| | | | |
|---|---|---|---|
| **Module 6 - Analyzing and discussing current events**<br>**Aims:** | | | |
| **TOPIC & CONTENT** | **LANGUAGE FOCUS** | **PRODUCTION** | **MATERIALS / SKILLS** |

| | | | |
|---|---|---|---|
| Date/teacher: 06/25 Edgar | | | |
| Lesson 16: Politics in the US/Mexico | • Grammar: Expressing your opinion | • Client is able to | |
| Comments/ Suggestions for next lesson: | | | |

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|---|---|---|---|
| Date/teacher: 06/27 Edgar | | | |
| Lesson 17: Talking about trends and the future | • Grammar: Future tenses review | • Client is able to | |
| Comments/ Suggestions for next lesson: | | | |

| Date/teacher: Aug 27, 2024 Bernardo | | | |
|---|---|---|---|
| Lesson 18: Health & science | • Grammar: Explaining causes and consequences | • Client is able to | |
| Comments/ Suggestions for next lesson: | | | |

| **Module 7 - Technology**<br>**Aims:** | | | |
|---|---|---|---|
| **TOPIC & CONTENT** | **LANGUAGE FOCUS** | **PRODUCTION** | **MATERIALS / SKILLS** |

| Date/teacher: Aug 29, 2024 Bernardo | | | |
|---|---|---|---|
| Lesson 19: Technology and Apps | • Grammar: relative clauses | • Client is able to | |
| Comments/ Suggestions for next lesson: | | | |

| Date/teacher: Sep 3, 2024 Bernardo | | | |
|---|---|---|---|
| Lesson 20: Technology and Innovation | • Grammar: debate skills | • Client is able to | |
| Comments/ Suggestions for next lesson: | | | |

| Date/teacher: Sep 4, 2024 Bernardo | | | |
|---|---|---|---|
| Lesson 21: Technology at Work | • Grammar: phrasal verbs | • Client is able to | |
| Comments/ Suggestions for next lesson: | | | |

**Week 8 - evaluation preparation - review**
**Aims:** Review previous lessons

| TOPIC & CONTENT | LANGUAGE FOCUS | PRODUCTION | MATERIALS / SKILLS |
|---|---|---|---|
| Date/teacher: Sep. 12, 24/Tere | | | |
| Lesson 22: Evaluation prep | • Content from week 1-3 | | |
| Comments/ Suggestions for next lesson: | | | |
| Date/teacher: Sep. 19, 24/Tere | | | |
| Lesson 23: Evaluation prep | • Content from week 4-5 | | |
| Comments/ Suggestions for next lesson: | | | |
| Date/teacher: Sep. 24/24/Tere | | | |
| Lesson 24: Evaluation prep | • Content from week 6-7 | | |
| **Client's comments about evaluation/next curriculum:** | | | |
| **Lesson 25: Final speaking evaluation -** | | | |
| **Date/consultant: Sep. 26, 24/Tere** | | | |
| **Observations:** | | | |
| **Next curriculum (learner's path): Business Communication** | | | |

**B1+ Presentations/Meetings LESSON PLANNING**

Student: Adazeli Serrano
Classes per week: 3
Position: HR Manager
Level: B1+/B2-
Curriculum: B1+ Presentations/Meetings Curriculum
Current week: 8-8

**Topic 1 - Projects**

**Aims:** Describing current projects you are involved in, your deliverables, people involved as well as past and future project your department is looking forward to initiating

| TOPIC & CONTENT | LANGUAGE FOCUS | PRODUCTION | MATERIALS / SKILLS |
|---|---|---|---|
| Date/teacher: March 11th, Jaime | | | |
| Lesson 1: Projects and deliverables | • Present Perfect Simple and Continuous<br>• Projects and deliverables | • Describe your current projects, deliverables and goals | |
| Comments/ Suggestions for next lesson: | | | |
| Date/teacher: 03/14 Eka | | | |
| Lesson 2: Staffing a project | • Adjectives and Adverbs<br>• Staffing | • Discuss the people involved in your projects | Lesson 2: Staffing a project |
| Comments/ Suggestions for next lesson: | | | |
| Date/teacher: Mar 15, 2024 Bernardo | | | |
| Lesson 3:Past and future projects | • Past tenses - simple and continuous<br>• Future tenses | • Explain and discuss your past and future projects | Lesson 3:Past and future projects |
| Comments/ Suggestions for next lesson: | | | |

**Topic 2 - The concept of presentations**

**Aims:** Describe the components of a presentation, starting and ending a presentation and explaining the outline of a presentation

| TOPIC & CONTENT | LANGUAGE FOCUS | PRODUCTION | MATERIALS / SKILLS |
|---|---|---|---|

| Date/teacher: Mar 21, 2024 Bernardo<br>March 20th, Jaime (OFF CURRICULUM) | | | |
|---|---|---|---|
| Lesson 4: Components of a presentation | • Presentation etiquette<br>• Sequencers | • Describe the components of a presentation | |
| Comments/ Suggestions for next lesson: I tried to help the student with a lot of fossilized mistakes, so I didn't use the material of the class. You can use it if you want. | | | |

| Date/teacher: March 22nd, Jaime | | | |
|---|---|---|---|
| Lesson 5: Starting and ending a presentation | • Intonation & tone<br>• Useful phrases | • How to start & end a presentation | |
| Comments/ Suggestions for next lesson: | | | |

| Date/teacher: 04/05 Eka<br>Apr 2, 2024 Bernardo dnh | | | |
|---|---|---|---|
| Lesson 6: Introduction | • Phrasal verbs in meeting setting<br>• Vocab for starting a presentation | • Explain what your cover in your presentations | Lesson 6: Introduction |
| Comments/ Suggestions for next lesson: | | | |

**Topic 3 - Presentation interactions**

**Aims:** Keeping the attention during a presentation, asking and answering questions on what you hear

| TOPIC & CONTENT | LANGUAGE FOCUS | PRODUCTION | MATERIALS / SKILLS |
|---|---|---|---|

| Date/teacher: 04/09 Edgar | | | |
|---|---|---|---|
| Lesson 7: Components of a presentation | • Phrases to command an audience<br>• IF and UNLESS | • How to keep the focus on topic during a presentation | Lesson 7: Components of a presentation |
| Comments/ Suggestions for next lesson: | | | |

| Date/teacher: Apr 10, 2024 Bernardo |
|---|

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|---|---|---|---|
| Lesson 8: Questions | • Question formation | • Discuss possible follow up questions of your presentation | |
| Comments/ Suggestions for next lesson: | | | |

| | | | |
|---|---|---|---|
| Date/teacher: 04/11 Edgar | | | |
| Lesson 9: Answers | • Answering strategies<br>• Useful phrases | • Answer follow up questions about your presentation | Lesson 9: Answers |
| Comments/ Suggestions for next lesson: | | | |

**Topic 4 - Sharing information**

**Aims:** Give your opinion (agree/disagree) on what has been said during the last meeting, give ideas or input during meeting and clarify complex situations for outstanders

| TOPIC & CONTENT | LANGUAGE FOCUS | PRODUCTION | MATERIALS / SKILLS |
|---|---|---|---|
| Date/teacher: Apr 12, 2024 Bernardo | | | |
| Lesson 10: Giving your opinion | • Modals (should, must, could, might)<br>• Agreeing and disagreeing | • Give opinion/ agree/disagree on what has been said during the last meeting | |
| Comments/ Suggestions for next lesson: | | | |

| | | | |
|---|---|---|---|
| Date/teacher: 04/16 Eka | | | |
| Lesson 11: Sharing ideas | • Pitching - conditionals<br>• Expressing opinions | • Pitching ideas and sharing opinions | |
| Comments/ Suggestions for next lesson: | | | |

| | | | |
|---|---|---|---|
| Date/teacher: 04/17 Edgar | | | |
| Lesson 12: Clarifying | • Discourse markers<br>• Tag questions | • Clarify complex situations for outstanders | |

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|---|
| Comments/ Suggestions for next lesson: |

| **Topic 5 - Meetings**<br><br>**Aims:** Leading a meeting, participating in a meeting and covering some strategies how to politely interrupt, ask for clarification or jump to a different topic. | | | |
|---|---|---|---|
| **TOPIC & CONTENT** | **LANGUAGE FOCUS** | **PRODUCTION** | **MATERIALS / SKILLS** |
| Date/teacher: 04/17 Edgar | | | |
| Lesson 13: Meeting components | • Meeting components and strategies<br>• Conditionals | • Discuss meeting components and strategies | |
| Comments/ Suggestions for next lesson: | | | |
| Date/teacher: 04/19 Eka | | | |
| Lesson 14: Leading a meeting | • Starting and finishing a meeting<br>• Leadership strategies | • Leading a successful meeting from start to finish | |
| Comments/ Suggestions for next lesson: | | | |
| Date/teacher: Apr 23, 2024 Bernardo | | | |
| Lesson 15: Participating in meetings | • Interrupting politely<br>• Expressing your opinion<br>• Asking for clarification<br>• Changing the topic | • Effectively participating in a meeting | |
| Comments/ Suggestions for next lesson: | | | |

| **Topic 6 - Emails**<br><br>**Aims:** Defining the differences between formal & informal emails, sending an email requesting, or rescheduling a meeting, and with the minutes of your last meeting | | | |
|---|---|---|---|
| **TOPIC & CONTENT** | **LANGUAGE FOCUS** | **PRODUCTION** | **MATERIALS / SKILLS** |

| Date/teacher: 04/24 Eka | | | |
|---|---|---|---|
| Lesson 16: Formal and informal emails | • Formal and informal expressions for emails<br>• Business email structure | • Draft formal & informal emails | |
| Comments/ Suggestions for next lesson: | | | |

| Date/teacher: 04/25 EKa | | | |
|---|---|---|---|
| Lesson 17: Requesting or rescheduling a meeting | • Modals for offers/requests<br>• Apologizing | • Schedule and reschedule meetings | |
| Comments/ Suggestions for next lesson: | | | |

| Date/teacher: Apr 25, 2024 Bernardo | | | |
|---|---|---|---|
| Lesson 18: Meeting minutes | • Summarizing/being concise<br>• Discourse markers | • Send a summary of your meeting to your team members/boss | |
| Comments/ Suggestions for next lesson: | | | |

**Topic 7 - Reporting data**

**Aims:** Focusing on numbers, tables, graphics and charts during meetings/presentations and describing and discussing these visuals

| TOPIC & CONTENT | LANGUAGE FOCUS | PRODUCTION | MATERIALS / SKILLS |
|---|---|---|---|

| Date/teacher: Apr 29, 2024 Bernardo | | | |
|---|---|---|---|
| Lesson 19: Reporting numbers | • Phrasal verbs for Statistics, percentages , trends<br>• Numbers - ordinal and cardinal, percentages, | • Discuss and report on numbers, percentages and trends | |
| Comments/ Suggestions for next lesson: | | | |

| Date/teacher: May 2, 2024 Bernardo | | | |
|---|---|---|---|
| Lesson 20: Charts and graphs | • Phrasal verbs for describing visuals<br>• discourse markers<br>• Comparison and contrast | • Discuss and report on visuals | |
| Comments/ Suggestions for next lesson: | | | |

| Date/teacher: May 2, 2024 Bernardo | | | |
|---|---|---|---|
| Lesson 21: Reports | • Passive voice<br>• Writing skills / reports | • Draft a report on your project/presentation /meeting | |
| Comments/ Suggestions for next lesson: | | | |

| **Week 8 - Review week: Project preparation** | | | |
|---|---|---|---|
| **TOPIC & CONTENT** | **LANGUAGE FOCUS** | **PRODUCTION** | **MATERIALS / SKILLS** |

| Date/teacher: May 7, 2024 Bernardo | | | |
|---|---|---|---|
| Lesson 22: Review | • Prepare a presentation on a current project | | Conduct the Perfect Job Interview in Twelve Simple Steps https://www.linkedin.com/pulse/20140210135852-20017018-conduct-the-perfect-job-interview-in-twelve-simple-steps |
| Comments/ Suggestions for next lesson: | | | |

| Date/teacher: May 8, 2024 Bernardo | | | |
|---|---|---|---|
| Lesson 23: Review | • Question answering techniques | | |
| Comments/ Suggestions for next lesson: | | | |

| | | | |
|---|---|---|---|
| Date/teacher: May 9, 2024 Bernardo | | | |
| Lesson 24: Review | • Reporting on presentations/meetings | | |
| Comments/ Suggestions for next lesson: | | | |

**Lesson 25: Final speaking evaluation -present your project, answer questions about your presentation and draft an email to report to your manager on the presentation meeting**

**May 14, 2024 Bernardo**

**B1+ Advanced B Interactions- LESSON PLANNING**

Student: Adazeli Serrano
Classes per week: 3
Position: HR Manager
Level: B1+
Curriculum: B1+ Advanced B Interactions Curriculum
Current week: **8**-8

**Decompress: 8 dic 2023– Eka**

**Here's the template:** Needs analysis/Decompress template

**Notes on Client (Changes on new curriculum, suggestions, needs another curriculum, etc.):**

**Remember to notify your leader when decompress is completed, or contact directly with Jaime via Slack**

**Week 1 - Making Requests and asking for Authorization**

Aims:

| TOPIC & CONTENT | LANGUAGE FOCUS | PRODUCTION | MATERIALS / SKILLS |
|---|---|---|---|
| Date/teacher: Dec 11, 2023 Bernardo | | | |
| Lesson 1: Making requests, changing plans | • Grammar: Present Simple vs Continuous<br>• Vocabulary: | • Client is able to discuss plans and request their change | • |

| | | | |
|---|---|---|---|
| | requests and offers | | |
| Comments/ Suggestions for next lesson: | | | |

| | | | |
|---|---|---|---|
| Date/teacher: DEC 13 KAREN | | | |
| Lesson 2 Authorise or deny requests | • Grammar: Use of can/can't / could/couldn't (past, present & future)<br>• Vocabulary: authorizations, deny and approve | • Client is able to approve or deny requests in a polite way | • |
| Comments/ Suggestions for next lesson: | | | |

| | | | |
|---|---|---|---|
| Date/teacher: Dec 13, 2023 Bernardo | | | |
| Lesson 3 Requests via email | • Grammar: emails<br>• Vocabulary: writer requests | • Client is able to write and answer requests via email | • |
| Comments/ Suggestions for next lesson: | | | |

| | | | |
|---|---|---|---|
| **Week 2 - Apologizing**<br><br>**Aims:** | | | |
| **TOPIC & CONTENT** | **LANGUAGE FOCUS** | **PRODUCTION** | **MATERIALS / SKILLS** |

| | | | |
|---|---|---|---|
| Date/teacher: Dec 19, 2023 Bernardo<br>12/15 Maja DNH | | | |
| Lesson 4: How to handle complaints | • Grammar: Will and going to, modals<br>•<br>• Vocabulary: complaints and solutions | • Client is able to respond successfully to complaints | • |
| Comments/ Suggestions for next lesson: | | | |

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|---|---|---|---|
| Date/teacher: **21 Dec 2023, Edgar**<br>12/20 Edgar dnh ***9 January Julio*** | | | |

| | | | |
|---|---|---|---|
| Lesson 5: How to apologize and take responsibility | • Grammar: Past S and C<br>• Vocabulary: apologizing | • Client is able to identify and apologize for past mistakes | • |
| Comments/ Suggestions for next lesson: | | | |

| | | | |
|---|---|---|---|
| Date/teacher: 1/10 Eka | | | |
| Lesson 6: Have some good excuses ready should you need them | • Grammar: Word order<br>• Vocabulary: Phrasal verbs , excuses | • Client is able to give an excuse for past mistakes | • |
| Comments/ Suggestions for next lesson: | | | |

| **Week 3 - Project status**<br>**Aims:** | | | |
|---|---|---|---|
| **TOPIC & CONTENT** | **LANGUAGE FOCUS** | **PRODUCTION** | **MATERIALS / SKILLS** |

| | | | |
|---|---|---|---|
| Date/teacher: 1/11 Maja | | | |
| Lesson 7: Explain the process when you start a project | • Grammar: Sequencers and modals<br>• Vocabulary: projects , processes | • Client is able to identify and describe their process of starting a new project | • |
| Comments/ Suggestions for next lesson: | | | |

| | | | |
|---|---|---|---|
| Date/teacher: Jan 16, 2024 Bernardo | | | |
| Lesson 8: Explain the status of your current project | • Grammar: Connections words (cause & effects)<br>• Vocabulary: project scope | • Client is able to identify and describe the status and stages of a current project | • |
| Comments/ Suggestions for next lesson: | | | |

| Date/teacher: Jan 17, 2024 Bernardo DNH/Jan 18, 2024 Bernardo | | | |
|---|---|---|---|
| Lesson 9: Describe results and impact of previous projects | • Grammar:Past tense (past continuous vs past perfect)<br>• Vocabulary: cause and effect | • Client is able to use past tenses to describe impact of past projects on current results | • |
| Comments/ Suggestions for next lesson: | | | |

| **Week 4 - Client vs Boss**<br>**Aims:** | | | |
|---|---|---|---|
| **TOPIC & CONTENT** | **LANGUAGE FOCUS** | **PRODUCTION** | **MATERIALS / SKILLS** |

| Date/teacher: Jan 24, 2024 Bernardo | | | |
|---|---|---|---|
| Lesson 10: Talk about some common complaints clients have. | • Grammar: modals for probability may might could can't<br>• Vocabulary: complaints | • Client is able to describe and identify common complaints from clients | • |
| Comments/ Suggestions for next lesson: | | | |

| Date/teacher: January 25th, Jaime | | | |
|---|---|---|---|
| Lesson 11: How to interrupt politely to give some input | • Grammar:Intonation/pitch<br>• Vocabulary: Useful expressions for interrupting | • Client is able to interrupt politely and express their opinion | • |
| Comments/ Suggestions for next lesson: | | | |

| Date/teacher: Feb 7, 2024 Bernardo<br>**January 30th, Karen DHN** | | | |
|---|---|---|---|
| Lesson 12:Agreeing & disagreeing in a polite manner | • Grammar: tone<br>• Vocabulary: agreeing and | • Client is able to agree or disagree politely | • |

| | | | |
|---|---|---|---|
| | disagreeing | | |
| Comments/ Suggestions for next lesson: | | | |

| **Week 5 - Write an email**<br><br>**Aims:** | | | |
|---|---|---|---|
| **TOPIC & CONTENT** | **LANGUAGE FOCUS** | **PRODUCTION** | **MATERIALS / SKILLS** |

| Date/teacher: 02/08 Edgar | | | |
|---|---|---|---|
| Lesson 13: Write an email to a client to apologize for … | • Grammar:Formal vs Informal emails<br>•<br>• Vocabulary: Formal vs Informal emails<br>• | • Clients are able to write an apology email | • |
| Comments/ Suggestions for next lesson: | | | |

| Date/teacher: Feb 9, 2024 Bernardo | | | |
|---|---|---|---|
| Lesson 14:Write an email to your boss explaining what the last meeting was about | • Grammar: Concise information, past tenses<br>• Vocabulary: reporting verbs | • Clients are able to write an email to report on a meeting | • |
| Comments/ Suggestions for next lesson: | | | |

| Date/teacher: Feb 12, 2024 Bernardo | | | |
|---|---|---|---|
| Lesson 15: Write an email asking for permission to do … | • Grammar: Modals request/permission<br>• Vocabulary: | • CLients are able to write an email to request permission | |

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| Comments/ Suggestions for next lesson: |

| **Topic 6 - Team performance assessment / Reporting team performance**<br><br>**Aims:** | | | |
|---|---|---|---|
| **TOPIC & CONTENT** | **LANGUAGE FOCUS** | **PRODUCTION** | **MATERIALS / SKILLS** |
| Date/teacher: February 14th, Jaime | | | |
| Lesson 16:How do you monitor the performance of your team? | • Grammar:Conditionals review<br>• Vocabulary: KPIs | • Client explains the performance of team members | • |
| Comments/ Suggestions for next lesson: | | | |
| Date/teacher: Feb 15, 2024 Bernardo | | | |
| Lesson 17: How to improve team performance | • Grammar: Giving advice (modals)<br>• Vocabulary: advice and improvements | • Client is able to give advice on improving performance | • |
| Comments/ Suggestions for next lesson: | | | |
| Date/teacher: 19/Feb Julio | | | |
| Lesson 18: Give feedback to collaborators. | • Grammar:Passive voice<br>• Vocabulary: feedback | • Client is able to give objective feedback on team performance | |
| Comments/ Suggestions for next lesson: | | | |

| **Topic 7 - Reporting**<br><br>**Aims:** | | | |
|---|---|---|---|
| **TOPIC & CONTENT** | **LANGUAGE FOCUS** | **PRODUCTION** | **MATERIALS / SKILLS** |
| Date/teacher: February 21st, Jaime | | | |
| Lesson 19: Create an organizational chart describing your team | • Grammar:Adjectives and adverbs<br>• Vocabulary: org charts | • Clients discuss and detail their org chart | |
| Comments/ Suggestions for next lesson: | | | |
| Date/teacher: February 22nd, Jaime | | | |
| Lesson 20: Describe your team's traits (physical & character) | • Grammar:Descriptions vocab, royal order of adjectives<br>• Vocabulary: adjectives and adverbs | • Client is able to describe their team | • |
| Comments/ Suggestions for next lesson: | | | |
| Date/teacher: 02/27 Eka | | | |
| Lesson 21: Report to your team what clients said they do good/bad | • Grammar: Reported speech<br>• Vocabulary: reports | • Client is able to report on their team | |
| Comments/ Suggestions for next lesson: | | | |
| **Week 8 - Review**<br><br>**Aims:** Review previous lessons | | | |
| **TOPIC & CONTENT** | **LANGUAGE FOCUS** | **PRODUCTION** | **MATERIALS / SKILLS** |

| Date/teacher: 02/28 Edgar | | | |
|---|---|---|---|
| Lesson 22: Evaluation prep | • Content from week 1-3 | • | |
| Comments/ Suggestions for next lesson: | | | |

| Date/teacher: 02/29 Edgar | | | |
|---|---|---|---|
| Lesson 23: Eval Prep 2 | • Review | | |
| Comments/ Suggestions for next lesson: | | | |

| Date/teacher: Mar 5, 2024 Bernardo | | | |
|---|---|---|---|
| Lesson 24: eval prep 3 | • Review | | |
| **Client's comments about evaluation/next curriculum:** | | | |

| **Lesson 25: Final speaking evaluation -** |
|---|
| **Date/consultant: Mar 6, 2024 Bernardo** |
| **Observations:** |
| **Next curriculum (learner's path):** |

| B1+ Presentations/Meetings LESSON PLANNING |
|---|
| Student: Adazeli Serrano<br>Classes per week: 3<br>Position: HR Manager<br>Level: B1/B1+<br>Curriculum: B1+ Presentations/Meetings Curriculum<br>Current week: 8 / 8 |

**Topic 1 - Projects**

**Aims:** Describing current projects you are involved in, your deliverables, people involved as well as past and future project your department is looking forward to initiating

| TOPIC & CONTENT | LANGUAGE FOCUS | PRODUCTION | MATERIALS / SKILLS |
|---|---|---|---|
| Date/teacher: 4/oCTOBER Julio | | | |
| Lesson 1: Projects and deliverables | • Present Perfect Simple and Continuous<br>• Projects and deliverables | • Describe your current projects, deliverables and goals | |
| Comments/ Suggestions for next lesson: | | | |
| Date/teacher: October 5th, Jaime | | | |
| Lesson 2: Staffing a project | • Adjectives and Adverbs<br>• Staffing | • Discuss the people involved in your projects | Lesson 2: Staffing a project |
| Comments/ Suggestions for next lesson: | | | |
| Date/teacher: October 10th, Bernardo | | | |
| Lesson 3:Past and future projects | • Past tenses - simple and continuous<br>• Future tenses | • Explain and discuss your past and future projects | Lesson 3:Past and future projects |
| Comments/ Suggestions for next lesson: | | | |

| **Topic 2 - The concept of presentations**<br><br>**Aims:** Describe the components of a presentation, starting and ending a presentation and explaining the outline of a presentation | | | |
|---|---|---|---|
| **TOPIC & CONTENT** | **LANGUAGE FOCUS** | **PRODUCTION** | **MATERIALS / SKILLS** |
| Date/teacher: October 11th, Bernardo | | | |
| Lesson 4: Components of a presentation | • Presentation etiquette<br>• Sequencers | • Describe the components of a presentation | |
| Comments/ Suggestions for next lesson: | | | |
| Date/teacher: October 12th, Bernardo | | | |
| Lesson 5: Starting and ending a presentation | • Intonation & tone<br>• Useful phrases | • How to start & end a presentation | |
| Comments/ Suggestions for next lesson: | | | |
| Date/teacher: October 17th, Bernardo | | | |
| Lesson 6: Introduction | • Phrasal verbs in meeting setting<br>• Vocab for starting a presentation | • Explain what your cover in your presentations | Lesson 6: Introduction |
| Comments/ Suggestions for next lesson: | | | |
| **Topic 3 - Presentation interactions**<br><br>**Aims:** Keeping the attention during a presentation, asking and answering questions on what you hear | | | |
| **TOPIC & CONTENT** | **LANGUAGE FOCUS** | **PRODUCTION** | **MATERIALS / SKILLS** |
| Date/teacher: October 18th, Bernardo | | | |
| Lesson 7: Components of a presentation | • Phrases to command an audience<br>• IF and UNLESS | • How to keep the focus on topic during a presentation | Lesson 7: Components of a presentation |

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| Comments/ Suggestions for next lesson: | | | |

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|---|---|---|---|
| Date/teacher: October 18th, Bernardo | | | |
| Lesson 8: Questions | • Question formation | • Discuss possible follow up questions of your presentation | |
| Comments/ Suggestions for next lesson: | | | |

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|---|---|---|---|
| Date/teacher: October 24th, Bernardo | | | |
| Lesson 9: Answers | • Answering strategies<br>• Useful phrases | • Answer follow up questions about your presentation | |
| Comments/ Suggestions for next lesson: | | | |

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|---|---|---|---|
| **Topic 4 - Sharing information**<br><br>**Aims:** Give your opinion (agree/disagree) on what has been said during the last meeting, give ideas or input during meeting and clarify complex situations for outstanders | | | |
| **TOPIC & CONTENT** | **LANGUAGE FOCUS** | **PRODUCTION** | **MATERIALS / SKILLS** |

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|---|---|---|---|
| Date/teacher: October 26th, Bernardo<br>October 25th, Bernardo: off curriculum | | | |
| Lesson 10: Giving your opinion | • Modals (should, must, could, might)<br>• Agreeing and disagreeing | • Give opinion/ agree/disagree on what has been said during the last meeting | |
| Comments/ Suggestions for next lesson: the material is there, we focus on a presentation that she wanted to practice | | | |

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|---|---|---|---|
| Date/teacher: October 31st, Jaime | | | |
| Lesson 11: Sharing ideas | • Pitching - conditionals<br>• Expressing opinions | • Pitching ideas and sharing opinions | |

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| Comments/ Suggestions for next lesson: |

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|---|---|---|---|
| Date/teacher: November 2nd, Edgar | | | |
| Lesson 12: Clarifying | • Discourse markers<br>• Tag questions | • Clarify complex situations for outstanders | |
| Comments/ Suggestions for next lesson: | | | |

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|---|---|---|---|
| **Topic 5 - Meetings**<br><br>**Aims:** Leading a meeting, participating in a meeting and covering some strategies how to politely interrupt, ask for clarification or jump to a different topic. | | | |
| **TOPIC & CONTENT** | **LANGUAGE FOCUS** | **PRODUCTION** | **MATERIALS / SKILLS** |
| Date/teacher: 11/03 Edgar | | | |
| Lesson 13: Meeting components | • Meeting components and strategies<br>• Conditionals | • Discuss meeting components and strategies | |
| Comments/ Suggestions for next lesson: | | | |
| Date/teacher: November 7th, Bernardo | | | |
| Lesson 14: Leading a meeting | • Starting and finishing a meeting<br>• Leadership strategies | • Leading a successful meeting from start to finish | |
| Comments/ Suggestions for next lesson: | | | |
| Date/teacher: 11/08 Edgar | | | |
| Lesson 15: Participating in meetings | • Interrupting politely<br>• Expressing your opinion<br>• Asking for clarification<br>• Changing the topic | • Effectively participating in a meeting | |

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| Comments/ Suggestions for next lesson: |

| **Topic 6 - Emails**<br><br>**Aims:** Defining the differences between formal & informal emails, sending an email requesting, or rescheduling a meeting, and with the minutes of your last meeting | | | |
|---|---|---|---|
| **TOPIC & CONTENT** | **LANGUAGE FOCUS** | **PRODUCTION** | **MATERIALS / SKILLS** |
| Date/teacher: 11/09 Edgar | | | |
| Lesson 16: Formal and informal emails | • Formal and informal expressions for emails<br>• Business email structure | • Draft formal & informal emails | |
| Comments/ Suggestions for next lesson: | | | |
| Date/teacher: 11/16 Edgar | | | |
| Lesson 17: Requesting or rescheduling a meeting | • Modals for offers/requests<br>• Apologizing | • Schedule and reschedule meetings | |
| Comments/ Suggestions for next lesson: | | | |
| Date/teacher: November 17th, Bernardo | | | |
| Lesson 18: Meeting minutes | • Summarizing/being concise<br>• Discourse markers | • Send a summary of your meeting to your team members/boss | |
| Comments/ Suggestions for next lesson: | | | |

| **Topic 7 - Reporting data**<br><br>**Aims:** Focusing on numbers, tables, graphics and charts during meetings/presentations and describing and discussing these visuals | | | |
|---|---|---|---|
| **TOPIC & CONTENT** | **LANGUAGE FOCUS** | **PRODUCTION** | **MATERIALS / SKILLS** |

| Date/teacher: November 21st Edgar | | | |
|---|---|---|---|
| Lesson 19: Reporting numbers | • Phrasal verbs for Statistics, percentages , trends<br>• Numbers - ordinal and cardinal, percentages, | • Discuss and report on numbers, percentages and trends | |
| Comments/ Suggestions for next lesson: | | | |

| Date/teacher: November 22nd, Alejandro | | | |
|---|---|---|---|
| Lesson 20: Charts and graphs | • Phrasal verbs for describing visuals<br>• discourse markers<br>• Comparison and contrast | • Discuss and report on visuals | |
| Comments/ Suggestions for next lesson: **The last two tasks were not done because the client was late for her session. Please include them in the next session in case the topic is appropriate for it.** | | | |

| Date/teacher: Nov 23 Maja | | | |
|---|---|---|---|
| Lesson 21: Reports | • Passive voice<br>• Writing skills / reports | • Draft a report on your project/presentation /meeting | |
| Comments/ Suggestions for next lesson: | | | |

| **Week 8 - Review week: Project preparation** | | | |
|---|---|---|---|
| **TOPIC & CONTENT** | **LANGUAGE FOCUS** | **PRODUCTION** | **MATERIALS / SKILLS** |
| Date/teacher: **November 29th, Alejandro** | | | |
| Lesson 22: Review | • Prepare a presentation on a current project<br>• | | Conduct the Perfect Job Interview in Twelve Simple Steps https://www.linkedin.com/pulse/20140210135852-20017018-conduct-the-perfect-job-interview-in-twelve-simple-steps |

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| Comments/ Suggestions for next lesson: |

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|---|---|---|---|
| Date/teacher: Nov 29, 2023 Bernardo | | | |
| Lesson 23: Review | • Question answering techniques | | |
| Comments/ Suggestions for next lesson: | | | |

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|---|---|---|---|
| Date/teacher: Nov 30, 2023 Bernardo | | | |
| Lesson 24: Review | • Reporting on presentations/meetings | | |
| Comments/ Suggestions for next lesson: | | | |

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| **Lesson 25: Final speaking evaluation -present your project, answer questions about your presentation and draft an email to report to your manager on the presentation meeting** |

| B1+ Advanced B Interactions- LESSON PLANNING |
|---|
| Student: Adazeli Serrano<br>Classes per week: 3<br>Position: HR Manager<br>Level: B1<br>Curriculum: B1+ Advanced B Interactions Curriculum<br>Current week: 8/8 |

October 3rd, Bernardo - Off curriculum

| **Decompress**: |
|---|
| **Here's the template:** Needs analysis/Decompress template |
| **Notes on Client (Changes on new curriculum, suggestions, needs another curriculum, etc.):** |
| **Remember to notify your leader when decompress is completed, or contact directly with Jaime via Slack** |

**Week 1 - Making Requests and asking for Authorization**

Aims:

| TOPIC & CONTENT | LANGUAGE FOCUS | PRODUCTION | MATERIALS / SKILLS |
|---|---|---|---|
| Date/teacher: DO DECOMPRESS FIRST 30/May Julio, May 31st, Julio | | | |
| Lesson 1: Making requests, changing plans | • Grammar: Present Simple vs Continuous<br>• Vocabulary: requests and offers | • Client is able to discuss plans and request their change | • |
| Comments/ Suggestions for next lesson: DECOMPRESS HAPPENED 🙂 BUT LESSON 1 MATERIAL IS STILL AVAILABLE | | | |

| Date/teacher: June 6th, Bernardo | | | |
|---|---|---|---|
| Lesson 2 Authorise or deny requests | • Grammar: Use of can/can't / could/couldn't (past, present & future)<br>• Vocabulary: authorizations, deny and approve | • Client is able to approve or deny requests in a polite way | • |
| Comments/ Suggestions for next lesson: | | | |

| Date/teacher: JUNE 9TH, Bernardo | | | |
|---|---|---|---|
| Lesson 3 Requests via email | • Grammar: emails<br>• Vocabulary: writer requests | • Client is able to write and answer requests via email | • |
| Comments/ Suggestions for next lesson: | | | |

| **Week 2 - Apologizing**<br><br>**Aims:** | | | |
|---|---|---|---|
| **TOPIC & CONTENT** | **LANGUAGE FOCUS** | **PRODUCTION** | **MATERIALS / SKILLS** |

| Date/teacher: June 13th, Jaime | | | |
|---|---|---|---|
| Lesson 4: How to handle complaints | • Grammar: Will and going to, modals<br>•<br>• Vocabulary: complaints and solutions | • Client is able to respond successfully to complaints | • |
| Comments/ Suggestions for next lesson: | | | |

| Date/teacher: June 15th, Bernardo | | | |
|---|---|---|---|
| Lesson 5: How to apologize and take | • Grammar: Past S and C | • Client is able to identify and apologize for | • |

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|---|---|---|---|
| responsibility | • Vocabulary: apologizing | past mistakes | |
| Comments/ Suggestions for next lesson: | | | |

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|---|---|---|---|
| Date/teacher: 06/20 Edgar | | | |
| Lesson 6: Have some good excuses ready should you need them | • Grammar: Word order<br>• Vocabulary: Phrasal verbs , excuses | • Client is able to give an excuse for past mistakes | • |
| Comments/ Suggestions for next lesson: | | | |

| **Week 3 - Project status**<br>**Aims:** | | | |
|---|---|---|---|
| **TOPIC & CONTENT** | **LANGUAGE FOCUS** | **PRODUCTION** | **MATERIALS / SKILLS** |

| | | | |
|---|---|---|---|
| Date/teacher: 21/June Julio | | | |
| Lesson 7: Explain the process when you start a project | • Grammar: Sequencers and modals<br>• Vocabulary: projects , processes | • Client is able to identify and describe their process of starting a new project | • |
| Comments/ Suggestions for next lesson: | | | |

| | | | |
|---|---|---|---|
| Date/teacher: June 22nd Jaime | | | |
| Lesson 8: Explain the status of your current project | • Grammar: Connections words (cause & effects)<br>• Vocabulary: project scope | • Client is able to identify and describe the status and stages of a current project | • |
| Comments/ Suggestions for next lesson: | | | |

| Date/teacher: June 27th, KAREL | | | |
|---|---|---|---|
| Lesson 9: Describe results and impact of previous projects | • Grammar:Past tense (past continuous vs past perfect)<br>• Vocabulary: cause and effect | • Client is able to use past tenses to describe impact of past projects on current results | • |
| Comments/ Suggestions for next lesson: | | | |

| **Week 4 - Client vs Boss**<br>**Aims:** | | | |
|---|---|---|---|
| **TOPIC & CONTENT** | **LANGUAGE FOCUS** | **PRODUCTION** | **MATERIALS / SKILLS** |

| Date/teacher: 28/June Julio | | | |
|---|---|---|---|
| Lesson 10: Talk about some common complaints clients have. | • Grammar: modals for probability may might could can't<br>• Vocabulary: complaints | • Client is able to describe and identify common complaints from clients | • |
| Comments/ Suggestions for next lesson: | | | |

| Date/teacher: 29/June Karel | | | |
|---|---|---|---|
| Lesson 11: How to interrupt politely to give some input | • Grammar:Intonation/pitch<br>• Vocabulary: Useful expressions for interrupting | • Client is able to interrupt politely and express their opinion | • |
| Comments/ Suggestions for next lesson: | | | |

| Date/teacher: July 1st, Jaime | | | |
|---|---|---|---|
| Lesson 12:Agreeing & disagreeing in a polite | • Grammar: tone<br>• Vocabulary: | • Client is able to agree or disagree | • |

| | | | |
|---|---|---|---|
| manner | agreeing and disagreeing | politely | |
| Comments/ Suggestions for next lesson: | | | |

| **Week 5 - Write an email**<br><br>**Aims:** | | | |
|---|---|---|---|
| **TOPIC & CONTENT** | **LANGUAGE FOCUS** | **PRODUCTION** | **MATERIALS / SKILLS** |
| Date/teacher: July 4th, Jaime | | | |
| Lesson 13: Write an email to a client to apologize for … | • Grammar:Formal vs Informal emails<br>•<br>• Vocabulary: Formal vs Informal emails<br>• | • Clients are able to write an apology email | • |
| Comments/ Suggestions for next lesson: | | | |
| Date/teacher: July 6th, Jaime | | | |
| Lesson 14:Write an email to your boss explaining what the last meeting was about | • Grammar: Concise information, past tenses<br>• Vocabulary: reporting verbs | • Clients are able to write an email to report on a meeting | • |
| Comments/ Suggestions for next lesson: | | | |
| Date/teacher: July 8th, Bernardo | | | |
| Lesson 15: Write an email asking for permission to do … | • Grammar: Modals request/permission<br>• Vocabulary: | • CLients are able to write an email to request permission | |

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|---|---|---|---|
| | | | |
| Comments/ Suggestions for next lesson: | | | |

| **Topic 6 - Team performance assessment / Reporting team performance**<br><br>**Aims:** | | | |
|---|---|---|---|
| **TOPIC & CONTENT** | **LANGUAGE FOCUS** | **PRODUCTION** | **MATERIALS / SKILLS** |
| Date/teacher: July 11th, Bernardo | | | |
| Lesson 16:How do you monitor the performance of your team? | • Grammar:Conditionals review<br>• Vocabulary: KPIs | • Client explains the performance of team members | • |
| Comments/ Suggestions for next lesson: | | | |
| Date/teacher: July 13th, Bernardo | | | |
| Lesson 17: How to improve team performance | • Grammar: Giving advice (modals)<br>• Vocabulary: advice and improvements | • Client is able to give advice on improving performance | • |
| Comments/ Suggestions for next lesson: | | | |
| Date/teacher: July 15th, Jaime | | | |
| Lesson 18: Give feedback to collaborators. | • Grammar:Passive voice<br>• Vocabulary: feedback | • Client is able to give objective feedback on team performance | |

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| Comments/ Suggestions for next lesson: |

| **Topic 7 - Reporting**<br><br>**Aims:** | | | |
|---|---|---|---|
| **TOPIC & CONTENT** | **LANGUAGE FOCUS** | **PRODUCTION** | **MATERIALS / SKILLS** |
| Date/teacher: July 18th, Jaime | | | |
| Lesson 19: Create an organizational chart describing your team | • Grammar:Adjectives and adverbs<br>• Vocabulary: org charts | • Clients discuss and detail their org chart | |
| Comments/ Suggestions for next lesson: | | | |
| Date/teacher: July 20th, Jaime | | | |
| Lesson 20: Describe your team's traits (physical & character) | • Grammar:Descriptions vocab, royal order of adjectives<br>• Vocabulary: adjectives and adverbs | • Client is able to describe their team | • |
| Comments/ Suggestions for next lesson: | | | |
| Date/teacher: 09/03 Edgar<br>August 8 Julio DHP | | | |
| Lesson 21: Report to your team what clients said they do good/bad | • Grammar: Reported speech<br>• Vocabulary: reports | • Client is able to report on their team | |
| Comments/ Suggestions for next lesson: | | | |

| **Week 8 - Review** |
|---|

| **Aims:** Review previous lessons | | | |
|---|---|---|---|
| **TOPIC & CONTENT** | **LANGUAGE FOCUS** | **PRODUCTION** | **MATERIALS / SKILLS** |

| Date/teacher: September 8th, Jaime | | | |
|---|---|---|---|
| Lesson 22: Evaluation prep | • Content from week 1-3 | • | |
| Comments/ Suggestions for next lesson: | | | |

| Date/teacher: September 12th, Jaime | | | |
|---|---|---|---|
| Lesson 23:Eval prep | • Review: Content from week 4-5 | | |
| Comments/ Suggestions for next lesson: | | | |

| Date/teacher: September 13th, Bernardo | | | |
|---|---|---|---|
| Lesson 24: Eval prep | • Review Content from week 6-7 | | |
| **Client's comments about evaluation/next curriculum: She is back from a long break so she would like to have one more review class to prepare** | | | |

| Date/teacher: September 19th, Bernardo | | | |
|---|---|---|---|
| off curriculum review | • Review client's have | | |
| **Client's comments about evaluation/next curriculum:** | | | |

| Lesson 25: Final speaking evaluation - NO EVAL, PASS TO NEXT CURRICULUM |
|---|
| **Date/consultant:** |
| **Observations:** |
| **Next curriculum (learner's path):** |

| PROJECT MANAGEMENT LESSON PLANNING | | | |
|---|---|---|---|
| Student: Adazeli Serrano<br>Classes per week:<br>Position:<br>Level: A2+<br>Curriculum: B1 Project Management Curriculum<br>Current topic: 8 | | | |
| **Week 1 - Professional profile** | | | |
| **TOPIC & CONTENT** | **LANGUAGE FOCUS** | **PRODUCTION** | **MATERIALS / SKILLS** |
| **Date/teacher: Edgar 02/09** | | | |
| Lesson 1: Introduce yourself & describe your position | • Grammar: Present tense/ Sentence structure with conjunctions<br>• Vocabulary: Action verbs necessary for the position | • Clients introduce themselves and describe their job | • *What is project management?* (video) |
| Comments/ Suggestions for next lesson: | | | |
| **Date/teacher: Sofia 02/21th** | | | |

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|---|---|---|---|
| Lesson 2: Go over activities & responsibilities | • Grammar: Gerunds (for activities & verbs that take gerunds)<br>• Vocabulary: work activities and responsibilities | • Clients talk about work activities and responsibilities | • Linkedin profiles |
| Comments/ Suggestions for next lesson: | | | |
| **Date/teacher: Edgar 02/23** | | | |
| Lesson 3: Introduce your team members | • Grammar: Present Simple and Continuous<br>• Vocabulary: adjectives | • Clients are able to introduce others and describe their responsibilities | • |
| Comments/ Suggestions for next lesson: | | | |
| **Week 2 - Your company** | | | |
| **TOPIC & CONTENT** | **LANGUAGE FOCUS** | **PRODUCTION** | **MATERIALS / SKILLS** |
| **Date/teacher: 3/7 Roberto** | | | |
| Lesson 4: Describe the evolution of your company | • Grammar: Past continuous vs past simple/ timelines<br>• Vocabulary: company history, time markers for the past | • Client presents the timeline of their company | |
| Comments/ Suggestions for next lesson: | | | |
| **Date/teacher**: 3/9th Eka | | | |
| Lesson 5: Connect actions inside the company | • Grammar: Connectors (emphasize, addition, contrast, …)<br>• Vocabulary: organizational structure | • Client describes the organizational structure of their company and how it is connected | • Connectors |
| Comments/ Suggestions for next lesson: | | | |
| **Date/teacher: 3/14 Roberto** | | | |
| Lesson 6: Explain the relation with suppliers & clients | • Grammar: Modal verbs (possibilities & requests)<br>• Vocabulary:work relationships | • | • Modal verbs exercises |
| Comments/ Suggestions for next lesson: | | | |
| **Week 3 - Current projects** | | | |
| **TOPIC & CONTENT** | **LANGUAGE FOCUS** | **PRODUCTION** | **MATERIALS / SKILLS** |

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| **Date/teacher: 3/16 Eka** | | | |
| Lesson 7: Explain the process when you start a project | • Grammar: Modals/Connections words (cause & effects)<br>• Vocabulary: projects | • Client discussed and describes a process of starting a project | • *Six questions to ask before starting a big project.* |
| Comments/ Suggestions for next lesson: | | | |
| **Date/teacher: march 21s, Bernardo** | | | |
| Lesson 8: Describe your current project | • Grammar: Sequencers, Present Perfect<br>• Vocabulary: adjectives, projects | • Client describes and details current projects | • *Good project managers vs bad managers* |
| Comments/ Suggestions for next lesson: | | | |
| **Date/teacher: march 23rd, Bernardo** | | | |
| Lesson 9: Describe past & future projects | • Grammar: Past Simple vs Present Perfect/ Future tense<br>• Vocabulary: adjectives, projects | • Client details past and future projects | • |
| Comments/ Suggestions for next lesson: | | | |
| **Week 4 - Organizational chart** | | | |
| **TOPIC & CONTENT** | **LANGUAGE FOCUS** | **PRODUCTION** | **MATERIALS / SKILLS** |
| **Date/teacher: march 28th, Bernardo** | | | |
| Lesson 10: Explain the hierarchy of your company - Who works where? | • Conditionals (0 & 1st)<br>• Vocabulary: jobs and tasks | • .Client details the hierarchy and structure of their company | • Create organizational chart |
| Comments/ Suggestions for next lesson: | | | |
| **Date/teacher: April 4th and 5th/Sofia** | | | |
| Lesson 11: Explain who is responsible for what or in charge of | • Grammar: verb + Prepositions/ gerunds and infinitives<br>• Vocabulary: departments | • Client details the departments in their company and their duties | • Draw the setup of your company |
| Comments/ Suggestions for next lesson: **we took one class for the prepositions because she had a lot of questions (including in,on,at), then next class we finished the lesson** | | | |
| **Date/teacher: April, 11th- Bernardo** | | | |

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| Lesson 12: Compare different company structures | • Grammar: Comparatives & superlatives<br>• Vocabulary: company structure | • Client Compares Different company structures (alcanza vs coppel) - what are the pros and cons? | |
| Comments/ Suggestions for next lesson: | | | |
| **Week 5 - Meetings** | | | |
| **TOPIC & CONTENT** | **LANGUAGE FOCUS** | **PRODUCTION** | **MATERIALS / SKILLS** |
| **Date/teacher: April 13th, Bernardo** | | | |
| Lesson 13: Scheduling & rescheduling meetings | • Grammar: Polite language (request & phrases)/ Preposition of time<br>• Skill: More complex question formation<br>• Vocabulary: meetings | • Client is able to schedule and reschedule appointments, discuss availability | • Meeting vocabulary<br>• Quiz meeting vocabulary |
| Comments/ Suggestions for next lesson: She wants to review prep. of place and time at, in, on | | | |
| **Date/teacher: April 18th, Bernardo** | | | |
| Lesson 14: Preparing a meeting | • Grammar: : Phrasal verbs<br>• Vocabulary: wants and needs | • Client explains how they set up their meetings (wants & needs) | • Article *your meetings stink & what to do about it.* |
| Comments/ Suggestions for next lesson: | | | |
| **Date/teacher: April 20th, Bernardo** | | | |
| Lesson 15: Having a meeting | • Grammar: Discourse markers / WH question forms<br>• Skill: participating in a meeting<br>• Vocabulary: meetings | • Client role plays participating in a meeting | •<br>• *The most critical types of project management*<br>• |
| Comments/ Suggestions for next lesson: | | | |
| **Week 6 - Let's hire someone!** | | | |
| **Date/teacher: April 26th, Bernardo** | | | |
| Lesson 16: Minimum vs preferred qualities (write a vacancy) | • Grammar: passive voice, Royal order of adjectives<br>• Skills: writing<br>• Vocabulary: skills hard and soft | • Client details and describes a job vacancy | • Job Description Vocabulary<br>• Job Description Template |
| Comments/ Suggestions for next lesson: | | | |

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| **Date/teacher: April 27th, Bernardo** | | | |
| Lesson 17: Job interview | • Grammar: questions in passive<br>• Vocabulary: job vacancy | • Client asks and answers questions for a job interview | • Inclusive Language (extension activity) |
| Comments/ Suggestions for next lesson: | | | |
| **Date/teacher: May 3rd, Bernardo** | | | |
| Lesson 18: Evaluate candidates | • Grammar: reported speech<br>• Vocabulary: skills | • Client evaluates potential candidates for a vacancy | |
| Comments/ Suggestions for next lesson: | | | |
| **Week 7 Projects 2.0 - into the deep** | | | |
| **TOPIC & CONTENT** | **LANGUAGE FOCUS** | **PRODUCTION** | **MATERIALS / SKILLS** |
| **Date/teacher: 05/05, Bernardo** | | | |
| Lesson 19: Managing time | • Grammar: Second Conditional / prepositions of time<br>• Vocabulary: time management | • Clients discusses their time management and deadlines | • Quiz vocab time management |
| Comments/ Suggestions for next lesson: | | | |
| **Date/teacher: 05/11 Edgar** | | | |
| Lesson 20: Scopes and capabilities | • Grammar: Tenses review (all)<br>• Vocabulary: intensifiers | • Client reflects on their scope and capabilities | • *Avoid this time management mistakes* |
| Comments/ Suggestions for next lesson: | | | |
| **Date/teacher: 05/12th, Edgar** | | | |
| Lesson 21:Risk and Result | • Grammar: will vs would/ conditionals review<br>• Vocabulary; predictions | • Client is able to discuss how to calculate cost, outcome and manage risks and results | • *How to prioritize your company's projects* |
| Comments/ Suggestions for next lesson: | | | |
| **Topic 8 - Evaluation - Formal** | | | |
| **Date/teacher: may 17th, Bernardo** | | | |
| Lesson 22: Evaluation prep | • Content from week 1-3 | • Explain who is involved in your current project | |

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| Comments/ Suggestions for next lesson: | | | |
| **Date/teacher: May 18th, José Luis** | | | |
| Lesson 23: Evaluation prep | • Content from week 4-5 | • Explain the problems & solutions from your previous projects | |
| Comments/ Suggestions for next lesson: | | | |
| **Date/teacher: May 23th, Bernardo** | | | |
| Lesson 24: Evaluation prep | • Content from week 6-7 | • Explain the KPIs of your project | Lesson 24: Evaluation prep |
| Comments/ Suggestions for next lesson: | | | |
| Lesson 25: Final eval | May 26/Frida | | |
| | | | **B1+ Intermediate Business** |