

Marco López Curriculum: Project Management Curriculum - 1p summary	Remote document color code and components Remote doc template 2023
Schedule your next lesson: Schedule - Alcanza Consultants Pay for your lessons: https://www.alcanzaconsultants.mx/client/payment-options/	Feedback form: https://forms.gle/NpuFTuD1eqTCdFvV6
Eval reports:	Remotes:

Date: / Consultant: March 27th Jared

Lesson number/week: Lesson 14

Topic: Preparing a meeting

Aim: Client explains how they set up their meetings (wants & needs)

Catch up/Homework review:

WORKSPACE:

1. Warm-Up

- Describe a recent meeting you attended. What was its purpose?
- What steps do you usually take to prepare for a meeting?
- Discuss three things you would like to improve when preparing for meetings.

2. Vocabulary: Wants and Needs

Let's color the expressions that describe your **wants** and **needs**:

- I would like to...
- I need to...
- I'm hoping to...
- It's important for me to..

Activity:

- Create five sentences using these phrases to describe what you want or need for your next meeting.

I would like to visit my family in the US but I wouldn't like to live there.

I would like to work online because I love to be at home.

I need to pay for my house to avoid interest.

It's important for me to spend time with my family .

I am hoping to have my wedding at church.

•

3. Grammar: Phrasal Verbs for Meetings

Here are some phrasal verbs commonly used in a business context:

- Look forward to (to anticipate positively)
- Set up (to arrange)
- Bring up (to mention a topic)
- Go over (to review)
- Follow up on (to check progress)

Now use 3 for you:

I look forward to getting married at church.

I follow up on meetings.

I will go over to the last session.

Activity:

- Fill in the blanks with the correct phrasal verb:
 1. We need to go over the agenda before the meeting.
 2. Can you set up a meeting with the sales team?
 3. I will bring up the points we discussed last week.
 4. Let's follow up on the new product launch during the meeting.
 5. I'm looking forward to hearing your feedback.

Now you use the phrasal verbs in 5 complete sentences:

1. I am looking forward to going to the US.
2. I would like to follow up on the training plan.
3. I have to set up the meeting with the communication team-

4. Reading: Preparing for a Meeting

Read the following text, and highlight the steps

Preparing for a successful meeting requires careful planning. First, **set up a clear agenda** with key topics. Then, **go over any relevant documents in advance** to ensure you're informed. If necessary, **follow up on any pending tasks** to provide updates during the meeting. It's also a good idea to **anticipate possible questions and prepare responses**. Lastly, bring up any concerns you have and look forward to **constructive discussions**

Comprehension Questions:

1. What is the first step in preparing for a meeting?
2. Why is it important to go over documents before the meeting?
3. What should you do if you have unfinished tasks?
4. How can you be ready for unexpected questions?
5. What does the phrase "look forward to" suggest about the meeting's tone?

5. Speaking Practice

- Imagine you are preparing for an important meeting. Describe your preparation process using phrasal verbs and expressions for wants and needs.

Errors/Opportunity for growth/Pronunciation/Feedback:

Vocabulary/Phrases:

Homework:

- Write an email to a colleague outlining the agenda for your upcoming meeting. Use at least three phrasal verbs and two expressions for wants and needs.

Date / Consultant: Mar 21, 2025 Alex **DNH**

Lesson number/week: 13-5

Topic: Scheduling & rescheduling meetings

aim: Client is able to schedule and reschedule appointments, discuss availability

Catch-up/Homework review:

Make the contrast about Employee Benefits & Job Security Use comparatives and superlatives.

Workspace:

Here's the link:

Hello Marco, how have you been?

- How was your week? any meetings?
- Have you ever had to **reschedule** a class or meeting?
- How often are you in meetings at work?
- What happens if you have to move or reschedule a meeting? Who do you talk to?

HOW MUCH DO YOU KNOW ABOUT MEETING VOCABULARY?

Take notes on the vocabulary (we will use it later)

<https://www.englishclub.com/business-english/meetings-vocabulary.php>

1. We **ran out** of time and were forced to _____ the meeting.

allocate

address

Adjourn (cut off / put off)

2. If you have a _____ please wait until Marie has finished speaking.

commence

comment

formality

3. The board members couldn't come to a _____ so they had to hold a vote.

grievance-> complaint

designate

consensus

4. Markus was away on business, so _____ was assigned.

a show of hands

an apology

a proxy vote

5. Before we _____ I want to remind everyone to sign the attendance form on the way out.

wrap up

strategize

recommend

6. In his _____ the chairman thanked everyone for doing such a good job.

final agenda

last ballot

closing remarks

7. I'll _____ as soon as all of the board members take a seat.

verify

commence

brainstorm

8. Since everyone was so _____ we were able to finish the meeting early.

participant

punctual

confidential

9. We'll be discussing this year's profits at the _____ next month.

AOB

AGM annual general meeting

GAM

10. At the meeting, the MD put forward _____ to eliminate all part-time positions.

an action

a caution

a motion

SCHEDULE / RESCHEDULE

Polite requests:

"Would you be available on...?" / "Could we reschedule for...?"

Prepositions of time:

"on Monday," -> days and dates

"at 3 PM," -> at night, HOURS, noon, midnight, meals

"in the afternoon" -> months, years, seasons, morning, afternoon, evening

Other Prepositions of Time

Preposition	Use	Examples
After	Later than something	The teachers met after school. Tony will be home shortly after Christmas. The plane arrives ten minutes after two.
Before	Earlier than something; Earlier than a certain point of time	We do not watch TV before dinner. We sent our reply the day before yesterday. Very few people in my province owned a radio before the war.
By	Not later than a special time; In the sense of <i>at the latest</i> ; Up to a certain time	The client needs your report by Thursday. I will be back by lunchtime By 11 o'clock, she had read five pages.
During	Through the whole of a period of time	Danny read five books during the Easter break. Michelle fell asleep during the senator's speech.
Past	Telling the time of day; Beyond in time; later than	It is half past 8 (8:30). By this time it was past 4:30.
Since	Point of time; From a certain point of time (past till now)	Ciara has worked at Siemens since 1998. It hasn't stopped raining since Monday. Hector hasn't had a girlfriend since he left college.

You've been teaching since 2024

You've been in coppel since 2018

Common phrases for rescheduling: “I need to push our meeting to...” / “Can we move it to...?”

Complex questions: “Would you be available next Tuesday at 10 AM?” vs. “When would be a good time for you?”

Practice (Role Play)

Scenario 1: You have a doctor’s appointment at 2 pm but something has come up at work and you need to solve it before clocking out. You have to reschedule with the doctor.

I need to push our meeting ->

Because I have a personal so I can’t make it to my appointment / I’m not able to attend the appointment

Would you be available tomorrow at 11 o’clock? / Do you have any options to reschedule the appointment?

Is there an opening / is there space?

Scenario 2: You were supposed to have a meeting with your team on Friday at 10:00 AM, but something urgent has come up, and you need to reschedule it to a new date and time. You need to send an email to your team to inform them about the change and propose a new time.

Write an email to your team members. In your email, make sure to:

- Politely explain why the meeting needs to be rescheduled.
- Offer at least two alternative dates and times for the meeting.
- Apologize for any inconvenience this might cause.
- Ask if the new proposed times are convenient for everyone or if they have other preferences.

To:
Subject: Reschedule - Team Meeting
Hello team, Something urgent has come up and I will not be able to attend our meeting today because of that I would like to propose to you to reschedule it. Let me know if you would be able tomorrow at 11:00 AM or 3:00 PM. I apologize for any inconvenience this might cause and appreciate your availability to reschedule it. If you have a better option please feel free to say it. Thank You team.

Errors/Opportunity for growth/Pronunciation/Feedback:

Vocabulary/Phrases:

Homework:

Date / Consultant: Mar 20, 2025 Edgar

Lesson number/week: 12-4

Topic: Compare different company structures

aim: Client compares different company structures (Alcanza vs Coppel) - what are the pros and cons?

Catch-up/Homework review:

1. **Write a short job advertisement (100-120 words) for a department in your company.**
2. **Describe what the department is responsible for using at least 4 structures from the lesson.**
3. **Use a professional tone.**

Workspace:

Here's the link:

Hello Marco, how have you been?

Warm up/Review: <https://www.baamboozle.com/game/2057585>

How different do you think are American and Mexican Companies?

1. Work Ethics

- **Mexico:** Work culture values personal relationships and trust. Employees often expect a warm, friendly environment where loyalty to the company is highly valued.
- **U.S.:** Work culture is typically more individualistic and performance-driven. Productivity, efficiency, and results are prioritized over personal relationships.

2. Workplace Traditions

- **Mexico:** Hierarchical structures are common, meaning decisions are often made at the top. Respect for seniority and authority is crucial. Meetings may start with casual conversation before business discussions.
- **U.S.:** Flatter organizational structures are more common, allowing for more open discussions between employees and management. Meetings are typically direct and to the point.

3. Time Management & Work Hours

- **Mexico:** Punctuality is important but often flexible, especially in informal settings. Long working hours are common, sometimes exceeding the legal limit. Lunch breaks can be extended.
- **U.S.:** Punctuality is strictly enforced. Work hours are generally more structured, with an emphasis on work-life balance in some industries.

4. Holidays & Time Off

- **Mexico:** Paid time off is relatively low (typically 12 vacation days in the first year), but there are many national holidays, including **Día de los Muertos, Independence Day, and Día de la Virgen de Guadalupe**. Some companies close early on special days.
- **U.S.:** Vacation days vary by company, but employees often receive at least **10 vacation days**. Public holidays like **Independence Day, Thanksgiving, and Christmas** are widely observed, though fewer official holidays exist compared to Mexico.

5. Work-Life Balance

- **Mexico:** Social interaction and family life play a significant role in professional relationships. Many employees enjoy after-work gatherings with colleagues.
- **U.S.:** Work-life balance is increasingly emphasized, with flexible schedules and remote work options growing in popularity. However, there is also a strong culture of productivity and ambition.

6. Employee Benefits & Job Security



What are Comparatives and Superlatives?

Adjective Comparative Superlative

One syllable	strong	stronger	strongest
Consonant + short vowel + consonant	big	bigger	biggest
Ends in -e	large	larger	largest
Ends in -y	happy	happier	happiest
Two syllables	gentle	gentler more gentle	gentlest more gentle
Three or more syllables	expensive	more expensive	most expensive
Irregular forms	good little	better less	best least

Errors/Opportunity for growth/Pronunciation/Feedback:

Vocabulary/Phrases:

Homework: Make the contrast about Employee Benefits & Job Security Use comparatives and superlatives.

Date / Consultant: Mar 15, 2025 Bernardo

Lesson number/week: 11-4

Topic: details the departments in their company and their duties

aim: Describe company departments and responsibilities using the correct verb structures

Catch-up/Homework review:

Workspace:

Here's the link: <https://meet.google.com/qpo-yvbj-ezv>

1. Look at the departments below.
2. Match them to what they do in a company.
3. Add one more department that exists in your company and describe what it does.

Match the Departments to Their Responsibilities:

Department	What They Do
HR (Human Resources)	c) Handles employee relations and recruitment
Marketing	e) Promotes the company's brand and attracts customers
Accounting	a) Manages financial records and salaries
Sales	d) Sells products and builds relationships with customers
Research & Development	b) Develops new products and services

- a) Manages financial records and salaries
- b) Develops new products and services
- c) Handles employee relations and recruitment
- d) Sells products and builds relationships with customers
- e) Promotes the company's brand and attracts customers

1. Who Does What?

1. Read the company descriptions below.
2. Underline the verb + preposition structures.
3. Identify and **highlight** whether they are followed by a gerund(working) or an infinitive(to work).

Company Responsibilities:

1. The HR department is responsible **for** hiring new employees and managing contracts.
2. Marketing specializes in creating campaigns to attract customers.
3. The Sales team focuses on increasing company revenue.
4. Accounting is in charge of paying suppliers and processing invoices.
5. The IT department needs to maintain company software and security systems.

Discussion Questions:

- Which verbs are followed by gerunds (-ing)?
is responsible for hiring
specializes in creating
focuses on increasing
- Which verbs are followed by infinitives (to + verb)?
needs to maintain

2. Verb + Preposition + Gerund / Infinitive

1. Read the grammar explanation below.

2. Look at the formula and examples.
3. Complete the short gap-fill exercise.

Grammar Explanation:

In business English, we often use **verb + preposition** combinations to describe responsibilities.

Common Verb + Preposition Structures:

Verb + Preposition	Followed by?	Example
Be responsible for	Gerund (-ing)	HR <u>is</u> responsible <u>for</u> hiring new employees.
Be in charge of	Gerund (-ing)	She <u>is</u> in charge <u>of</u> managing the office budget.
Specialize in	Gerund (-ing)	The company <u>specializes</u> <u>in</u> designing custom software.
Focus on	Gerund (-ing)	We focus on improving customer experience.
Need	Infinitive (to + verb)	The IT team needs to fix the server.
afford	Infinitive (to + verb)	I afford to buy things for my house.
ask	Infinitive (to + verb)	I asked /T/ to finish the project yesterday.

Mini Exercise:

Choose the correct form (gerund or infinitive).

The manager is responsible for ___training___ (train) new employees.

Marketing specializes in ___developing___ (develop) creative campaigns.

The Sales team needs ___to increase___ (increase) revenue.

Accounting is in charge of ___preparing___ (prepare) financial reports.

The IT department **focuses** on ___maintaining___ (maintain) system security.

3. My Company's Responsibilities

1. Look at the company chart below.
2. Describe what each department does using correct grammar.
3. Roleplay a short conversation about responsibilities.

 **Company Chart Example:**

Depart ment	Mana ger	Main Responsibilities
Marketi ng	Lisa	Promoting products and managing ads
Sales	Mark	Selling products and negotiating deals
Finance	Sarah	Handling budgets and processing salaries
IT	David	Fixing technical issues and updating software

 **Task 1: Sentence Writing**

Use **verb + preposition + gerund/infinitive** to describe responsibilities.

Marketing is responsible for promoting products and managing ads.

Sales is in charge of selling products and negotiating deals.

Finance focuses on handling budgets and processing salaries.

IT needs to fix technical issues and update software.



Example:

- Lisa is responsible for **promoting** products and managing ads.

Errors/Opportunity for
growth/Pronunciation/Feedback:

Pronunciation of ending

specializes

focuses

Vocabulary/Phrases:

[Merriam-Webster](#)

Homework:

4. Write a short job advertisement (100-120 words) for a department in your company.
5. Describe what the department is responsible for using at least 4 **structures** from the lesson.
6. Use a professional tone.



Example Job Posting:



Job Advertisement: Marketing Manager

We are looking for a **Marketing Manager** to join our team. The ideal candidate is **responsible for managing** advertising campaigns and **developing** creative strategies. This position **specializes in improving** brand recognition and **focusing on increasing** market share. The candidate also **needs to coordinate** with the Sales team to ensure campaign success.

Write here:

Date: March 13th / Consultant: Eka

Lesson number: #10/week: #4

Topic: Explain the hierarchy of your company - Who works where?

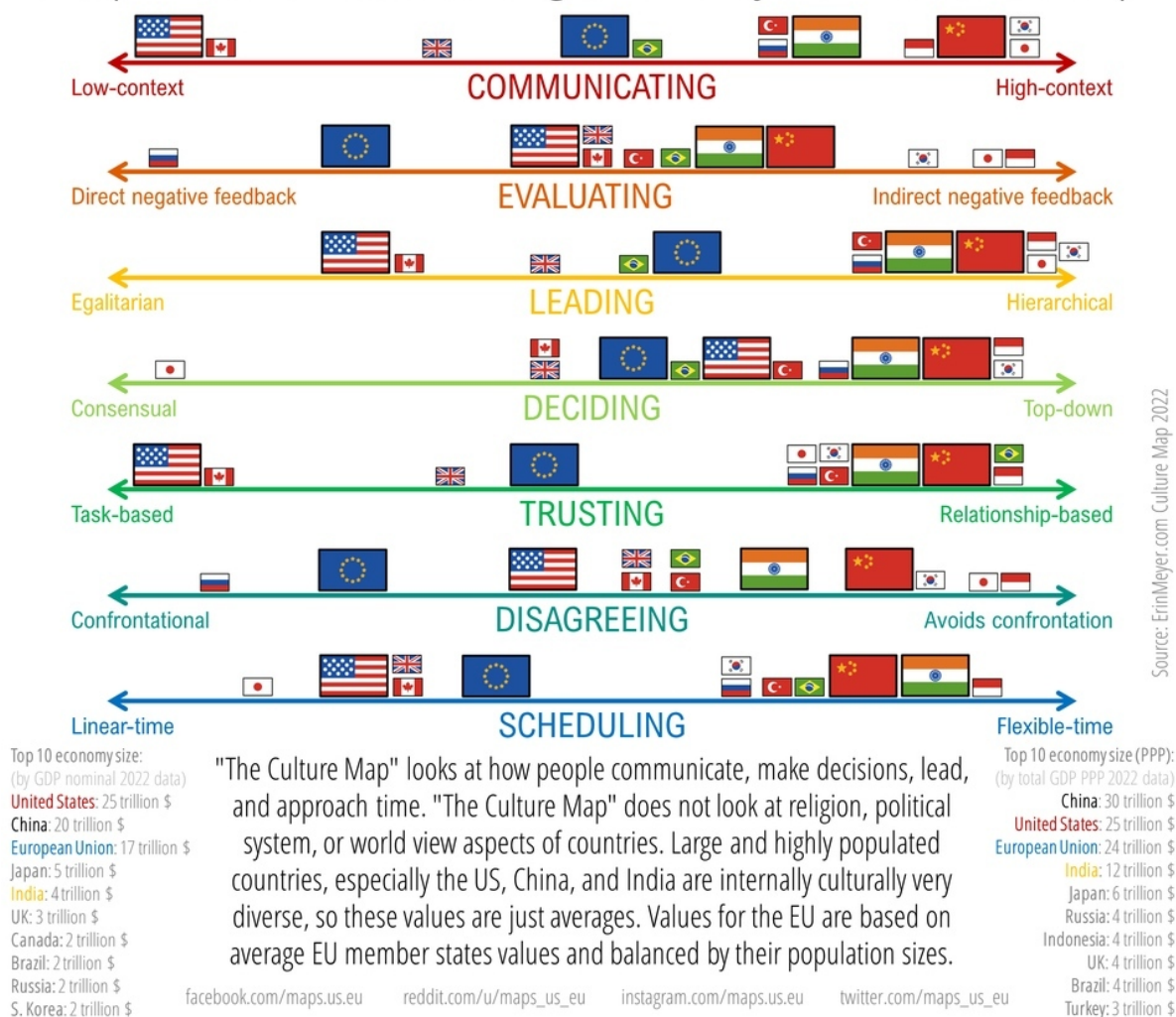
Aim: Understanding your company's hierarchy

Catch up/Homework review: **WORKSPACE:**

The Culture Map

Breaking Through the Invisible Boundaries of Global Business

“THE CULTURE MAP” of top 10 economies according to Erin Meyer’s “The Culture Map”



Communicating across cultures

"In the United States and other Anglo-Saxon cultures, people are trained (mostly subconsciously) to communicate as literally and explicitly as possible. Good communication is all about clarity and explicitness, and accountability for accurate transmission of the message is placed firmly on the communicator: "if you don't understand, it's my fault"."

FIGURE 1.1. COMMUNICATING

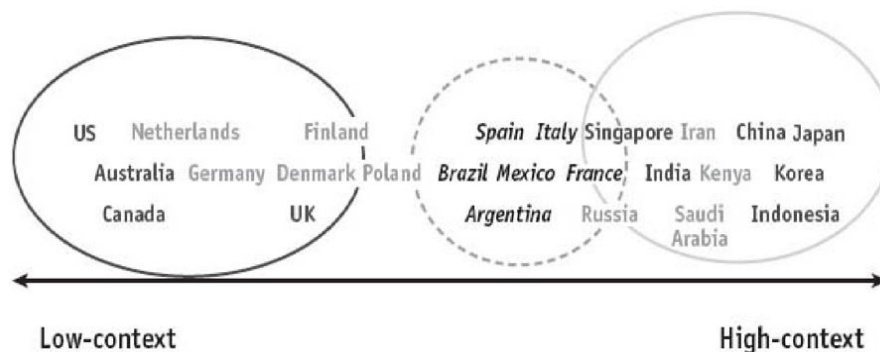


Low-Context Good communication is precise, simple, and clear. Messages are expressed and understood at face value. Repetition is appreciated if it helps clarify the communication.

High-Context Good communication is sophisticated, nuanced, and layered. Messages are both spoken and read between the lines. Messages are often implied but not plainly expressed.

- Low-context: people are conditioned from childhood to assume a low level of shared context - i.e. few shared reference points and little implicit knowledge linking speaker and listener. The USA is the lowest-context culture in the world.
Ex: the philosophy of successful presentations in the US - "Tell them what you are going to tell them, then tell them, then tell them what you just told them"
- High context: sous-entendus, read between the lines. Analogy of marriage - newlyweds vs 50 years married

FIGURE 1.2. COMMUNICATING



WHAT MAKES A GOOD COMMUNICATOR?

In everyday life, we all communicate explicitly sometimes, while passing messages between the lines in other situations. But when you say someone is “a good communicator,” what exactly do you mean? The way you answer this question suggests where you fall on the scale.

A Dutch executive in one of my classes noticed his country’s low-context positioning on the scale and protested, “We speak between the lines in the Netherlands, too.” But when asked whether a businessman who communicates between the lines frequently would be considered a good or a bad communicator, he didn’t have to think long. “Bad. That’s the difference between us and the French,” he said. “In the Netherlands, if you don’t say it straight, we don’t think you are trustworthy.”

If you’re from a low-context culture, you may perceive a high-context communicator as secretive, lacking transparency, or unable to communicate effectively. Lou Edmondson, an American vice president for sales at Kraft who travels around the world negotiating deals with suppliers in Asia and Eastern Europe, put it starkly: “I have always believed that people say what they mean and mean what they say—and if they don’t, well, then, they are lying.”

On the other hand, if you’re from a high-context culture, you might perceive a low-context communicator as inappropriately stating the obvious (“You didn’t have to say it! We all understood!”), or even as condescending and patronizing (“You talk to us like we are children!”). Although I have lived and worked outside the United States for many years, low-context communication is still my natural style. I’m embarrassed to admit that I have been subjected to both of these accusations more than once by my European colleagues.

A few years ago, a New York-based financial institution that I’d worked with previously asked me to do a cultural audit of their organization. Since corporate culture is not my specialty and I lacked the time necessary to do this project justice, I approached an Italian colleague whom I’ll call Paolo about collaborating with me.

Paolo greeted me cheerfully when we met in his office. Twenty-five years my senior, Paolo has a well-earned reputation as an exceptional researcher and writer. He gave me a copy of his newest book and listened with interest as I described the collaboration opportunity. I started by explaining that my work, family, and writing commitments provided very little time for this project. Paolo nodded, and then the two of us explored the opportunity in more depth, discussing the client company and the specific issues that needed to be addressed. Still feeling a bit anxious about my time limitations, I repeated that Paolo would need to do 80 percent of the work (and would of course receive 80 percent of the compensation). Then we returned to exploring the needs of the client and possible approaches, but after a few more minutes, I once again slipped in my concern about time.

Paolo laughed impatiently: “Erin, I am not a child. I was not born yesterday. I understand very well what your point is.” I felt myself blushing with embarrassment. Paolo is quite used to reading subtle messages; he had grasped my not-so-subtle point the *first* time. I apologized, wondering whether Paolo often reacted this way when speaking with the dozens of American faculty members at INSEAD who clarify and repeat themselves endlessly.

The moral of the story is clear: You may be considered a top-flight communicator in your home culture, but what works at home may not work so well with people from other cultures.

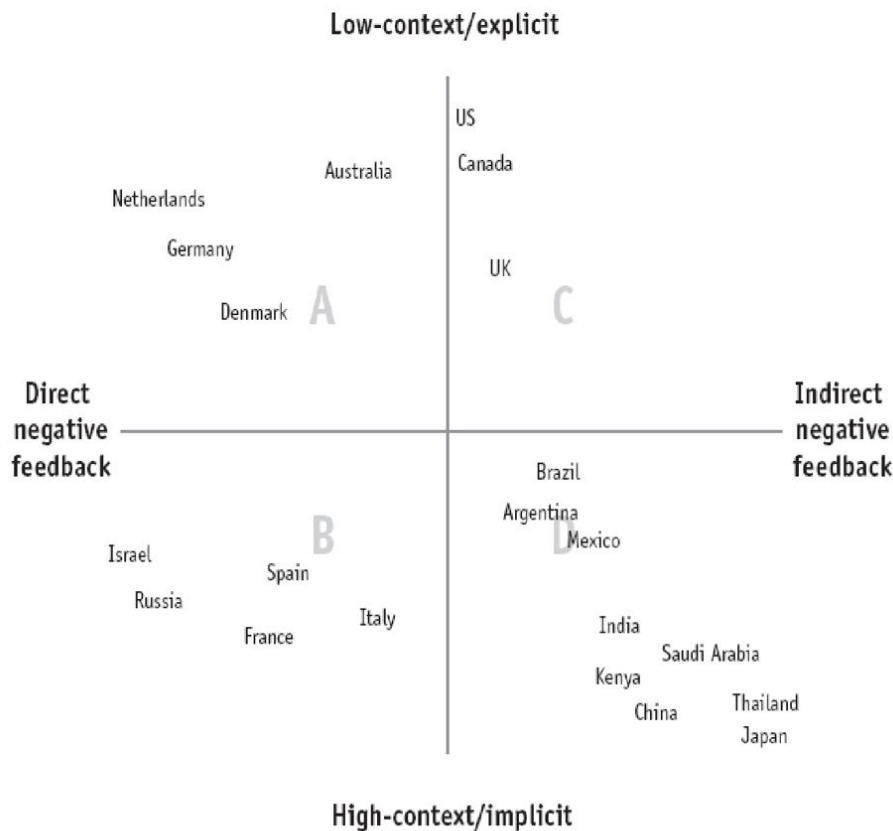
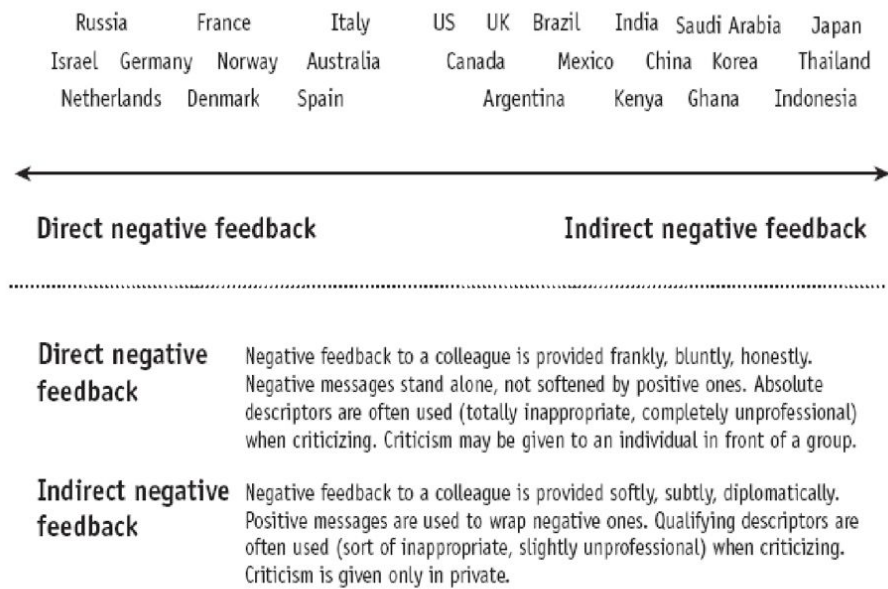
One interesting quirk is that in high-context cultures, the more educated and sophisticated you are, the greater your ability to both speak and listen with an understanding of implicit, layered messages. By contrast, in low-context cultures, the most educated and sophisticated business people are those who communicate in a clear, explicit way. The result is that the chairman of a French or Japanese company is likely to be a lot more high-context than those who work on the shop floor of the same company, while the chairman of an American or Australian organization is likely to be more low-context than those with entry-level jobs in the same organization. In this respect, education tends to move individuals toward a more extreme version of the dominant cultural tendency.

What makes a good communicator?

Evaluating performance and providing negative feedback

“What is considered constructive in one culture may be viewed as destructive in another”

FIGURE 2.2. EVALUATING



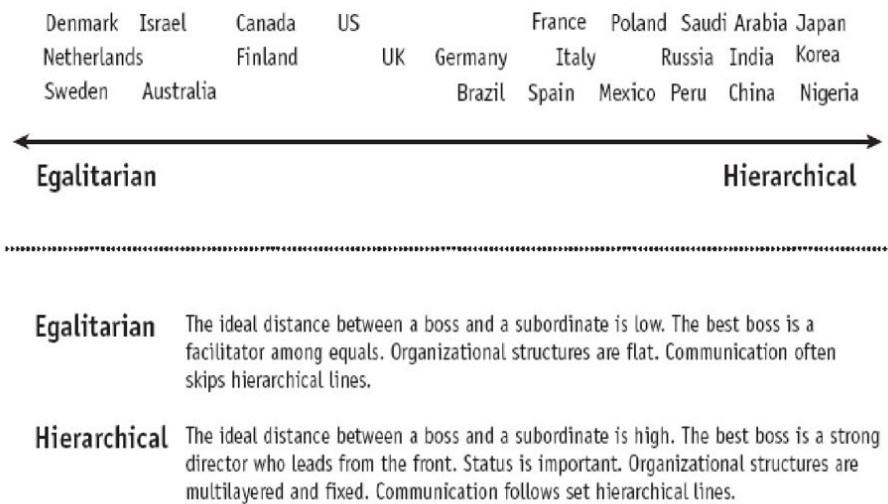
HIGH-CONTEXT AND INDIRECT NEGATIVE FEEDBACK

Among people from cultures in quadrant D as shown on [page 72](#), negative feedback is generally soft, subtle, and implicit. Turn your head too quickly and you might miss the negative message altogether. Whereas in American culture you might give negative feedback in public by veiling it in a joking or friendly manner, in quadrant D this would be unacceptable; any negative feedback should be given in private, regardless of how much humor or good-natured ribbing you wrap around it.

Charlie Hammer, an American manager in the textile industry living and working in Mexico City, offers this example:

I was really taken aback when one of my Mexican employees gave me his resignation. I had given him some negative feedback in a meeting, but I did it in a way that sounded to me almost like a joke. The mood in the room was light, and after giving the feedback I quickly moved on. I felt it was no big deal and I thought everything was fine. But apparently it was a big deal to him. I learned later from one of the team members that I had seriously insulted him by giving this feedback in front of the team. He felt humiliated and worried that he was going to get fired, so he decided it would be better to quit first. It took me completely by surprise.

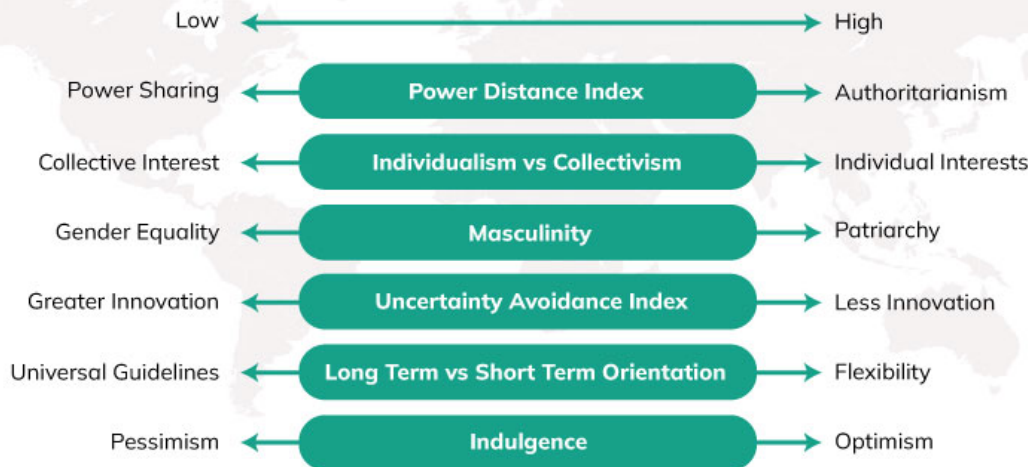
Leadership, Hierarchy and Power



Hofstede and Power distance

HOFSTEDE'S Cultural Dimensions

Strategic planning model used by businesses to understand cultural differences between various countries



How Much Respect Do You Want?

Leadership, Hierarchy, and Power

What does a good boss look like? Try to answer the question quickly without giving it much thought. When you picture the perfect leader, is he wearing a navy Armani suit and a pair of highly polished wingtips, or khaki trousers, a sweater, and comfy jogging shoes? Does she travel to work on a mountain bike or driving a black Ferrari? Is the ideal leader someone that you would naturally call “Mr. Director,” or would you prefer to address him as “Sam”?

For Ulrich Jepsen, a Danish executive in his early thirties who has spent the past ten years on the management fast track working for Maersk, a Copenhagen-based multinational container-shipping company, the answer is clear:

In Denmark, it is understood that the managing director is one of the guys, just two small steps up from the janitor. I worked hard to be the type of leader who is a facilitator among equals rather than a director giving orders from on high. I felt it was important to dress just as casually as every other member of my team, so they didn't feel I was arrogant or consider myself to be above them.

Danes call everyone by their first name and I wouldn't feel comfortable being called anything but Ulrich. In my staff meetings, the voices of the interns and administrative assistants count as much as mine or any of the directors. This is quite common in Denmark.

Jepsen does not have an open-door policy—but only because he doesn't have a door. In fact, he chose to not have an office (they are rare in his company's headquarters). Instead, he works in an open space among his staff. If any team members need a quiet place to talk, they can slip into a nearby conference room.

Jepsen continues:

Managing Danes, I have learned that the best way to get things done is to push power down in the organization and step out of the way. That really motivates people here. I am a big fan of tools like management by objectives and 360-degree feedback, which allow me to manage the team from more or less the same level as them.

and daily life, due in part to growing influence from the West, most Asians today are still used to thinking in terms of hierarchy. They tend to respect hierarchy and differences in status much more than Westerners.

In egalitarian cultures, the down-to-earth CEO who chats with the janitor every morning on a first-name basis is often singled out for praise. You won't see this in China or Korea.

Some of the main points to remember about egalitarian versus hierarchical cultures are summarized in Figure 4.3.

FIGURE 4.3.

General traits of egalitarian cultures:	General traits of hierarchical cultures:
It's okay to disagree with the boss openly even in front of others.	An effort is made to defer to the boss's opinion especially in public.
People are more likely to move to action without getting the boss's okay.	People are more likely to get the boss's approval before moving to action.
If meeting with a client or supplier, there is less focus on matching hierarchical levels.	If you send your boss, they will send their boss. If your boss cancels, their boss also may not come.
It's okay to e-mail or call people several levels below or above you.	Communication follows the hierarchical chain.
With clients or partners you will be seated and spoken to in no specific order.	With clients or partners you may be seated and spoken to in order of position.

LEARNING TO MANAGE IN A HIERARCHICAL CULTURE

Like any good American, I was raised to be quite uncomfortable with the idea of a fixed social hierarchy. When I thought of hierarchy, I thought of the lowest person's responsibility to obey, which I felt suggested an inhumane situation, like a relationship between slave and owner. I saw this as being in direct contrast to individual freedom.

However, in order to understand the Confucian concept of hierarchy, it is important to think not just about the lower level person's responsibility to obey, but also about the heavy responsibility of the higher person to protect and care for those under him. The leader's responsibility for caring and teaching is just as strong as the follower's responsibility to defer and follow directions. Those from Confucian societies have believed for centuries that this type of dual responsibility is the backbone of a virtuous society.

Errors/Opportunity for growth/Pronunciation/Feedback:

Vocabulary/Phrases:

Homework:

Describe the organizational chart of your department, describe the next aspects:

☐ Communication

- ☐ Feedback
- ☐ Hierarchical structure

Date / Consultant: Mar 10, 2025 Bernardo dnh

Lesson number/week: 10-4

Topic: Explain the hierarchy of your company - Who works where?

aim: details the hierarchy and structure of their company

Catch-up/Homework review:

Workspace:

Here's the link: <https://meet.google.com/bxf-nesm-dfb>

1. Look at the following company positions.
2. Match them with their responsibilities.
3. Think: Who do these people report to?

 Positions & Responsibilities:

Position	Responsibility	Reports To
CEO	Makes major company decisions	—
HR Manager	Recruits and trains employees	CEO
Sales Manager	Oversees sales teams	CEO
Accountant	Manages company finances	HR Manager
Customer Service Rep	Assists customers	Sales Manager

Example Answer:

"The Sales Manager reports to the CEO. The Customer Service Rep works under the Sales Manager."

1. If This, Then That

1. Read the following company rules.
2. Underline the conditionals.
3. Identify if the sentence is a fact or a possible result .

Company Rules:

- If an employee **arrives late**, they **have to** inform their manager. (*Fact – 0 conditional*)
- If the CEO **approves the budget**, the company **will hire** more employees. (*Possible result – 1st conditional*)
- If a customer **complains**, the customer service team **solves** the issue immediately. (*Fact – 0 conditional*)
- If the HR manager **finds a good candidate**, she **will schedule** an interview. (*Possible result – 1st conditional*)

2. Using Conditionals in Business

1. Study the table of conditionals below.
2. Look at the example sentences.
3. Complete the practice exercise.

1 Conditionals Chart

Type	Usage	Formula	Example
0 Conditional	General truths, company rules	If + present simple, present simple	"If an employee works overtime, they get extra pay."
1st Conditional	Future possibilities	If + present simple, will + base verb	"If the sales increase, the company will expand."

Now You Try:

- Think of an example using **your company structure** and a conditional sentence.
-
-

3. Company Structure in Conditionals

1. Look at the example company structure.
2. Create 3 sentences using conditionals to describe the hierarchy.
3. Present your sentences to the teacher.

Example:

CEO
Sales
Manager

Sales Team

Example Sentence:

1. *If the CEO makes a decision, all managers follow it. (0 conditional)*

Now You Try:

- Create 3-4 sentences about your company structure.
 - Share them with your teacher.
-

Errors/Opportunity for
growth/Pronunciation/Feedback:

Vocabulary/Phrases:
[Merriam-Webster](#)

Homework:

1. Write a short paragraph (5-6 sentences) about your company's hierarchy.
2. Use at least 2 zero conditionals and 2 first conditionals.
3. Think about: Who reports to whom? What happens if someone makes a decision?

Example:

"If the CEO decides to open a new store, the managers will organize the staff. If an employee is late, they must inform their manager. If the HR team receives a job application, they will review it before scheduling an interview. If customers have questions, the customer service team answers them."

Date: / Consultant: March 8th, Jaime

Lesson number/week: Lesson 9, topic 3

Topic: Describe past & future projects

Aim: Grammar: Past Simple vs Present Perfect/ Future tense

Vocabulary: adjectives, projects

Catch up/Homework review:

WORKSPACE:



Can you tell me about a past project you worked on?

What is a project you are planning for the future?

Areas of opportunity

I have a lot of projects - There are
We have

Create - created (id)
Attend doubts - solved

I bought my (a) house
Set everything ready

“Create our family” - We want to have a family

Past Simple vs Present Perfect & Future Tenses

- Past Simple → finished actions (e.g., *I taught math last year.*)
- Present Perfect → actions with present relevance (e.g., *I have taught math for three years.*)

Pronunciation of ED



/id/

T wanted
D needed

*** Voiced Sound**
= uses the vocal
cords and they
produce a vibration
or humming sound
in the throat.

(Touch your throat to feel it)

/t/

P helped
K looked
F sniffed
GH laughed
SH washed
CH watched
SS kissed
C danced
X fixed

VOICELESS

/d/

L called
N cleaned
R offered
G damaged
V loved
S used
Z amazed
B rubbed
M claimed

VOICED *

Words that end in a vowel sound use the **/d/** pronunciation for ED.
e.g. -- followed -- enjoyed -- played -- tried -- continued

www.grammar.cl

www.woodwardenglish.com

www.vocabulary.cl

The pronunciation
of words ending in
ED depends on the
final **consonant**
sound. There are
three ways to
pronounce ED at
the end of a word
in English:

/id/ /t/ /d/

Each sentence has a mistake in the tense. Identify and correct the mistakes.

1. I finished my math course last year.
2. She taught at Coppel before she moved to another company.
3. We haven't seen this project before.
4. He broke his laptop two days ago.
5. I have worked with this method for five years, and I still use it.

Future Tenses

- **Will:** spontaneous decisions (e.g., *I will start a new course next month.*)
- **Going to:** planned actions (e.g., *I'm going to organize a new study group.*)
- **Present Continuous for future:** scheduled plans (e.g., *I'm meeting my students tomorrow.*)

Each sentence has a mistake in the tense. Identify and correct the mistakes.

1. Look at those clouds! It will rain soon.
2. I think I am going to take a break, I feel tired.
3. We will have a meeting at 3 PM tomorrow, everything is arranged.

4. She is going to finish the report before the deadline, she just decided it.
5. I promise I am going to call you as soon as I arrive.

Vocabulary Boost – Adjectives for Projects

- “What makes a project successful or challenging?”
- “Can you describe a past or future project using one word?”

“What are some adjectives you already know to describe projects?”

Expensive
Complex
Innovative
Bad

Adjective list

✓ Positive Adjectives:

- **Rewarding** – A project that brings satisfaction or personal growth
- **Innovative** – A project that includes new ideas or technology
- **Ambitious** – A big or difficult project that requires effort
- **Practical** – A project that is useful and easy to apply

✗ Challenging Adjectives:

- **Time-consuming** – A project that takes a lot of time
- **Complicated** – A project that is difficult to understand or manage
- **Risky** – A project that has a high chance of failure
- **Frustrating** – A project that causes stress or problems

“Have you ever worked on a project that was ambitious?”

“Which adjectives describe your past projects?”

Describe one **past** and one **future** project using at least **two adjectives**.

Example:

- “Last year, I worked on a very **time-consuming** but **rewarding** tutoring project.”
- “Next year, I am going to start an **ambitious** new class for advanced students.”

Errors/Opportunity for growth/Pronunciation/Feedback:

Vocabulary/Phrases:

Homework:

Date / Consultant: Mar. 6, 2025 Brian

Lesson number/week:

Topic: Describe your current project

Aim: Describe and details current projects

You are invited to learn, practice and improve your English skills with me today.
You are most welcome to join!

Join Zoom Meeting

<https://us06web.zoom.us/j/3621744770>

Meeting ID: 362 174 4770

Catch-up/Homework review:

Workspace:

1. Which parts of speech are the words? Do they have different parts of speech?
2. What do they mean?
3. How could you use them in connection with project management?

Now scan the article on page three and underline the words and see if your answers were correct.

We need to streamline the ABC process to save resources

You need to be sure to present the project outline to sponsors of the project

I create the timeline of my projects using the most important phases of the migration of the system

Focus on vocabulary

Part A: Match the words in bold in the text on page three.

1. adjustments a small change in something (n)
2. brainstorm quickly think of as many ideas as possible (v)
3. budget an amount of money available for a particular need (n)
4. corrective doing something to change a mistake and make it right again (adj.)
5. market research the collection of information about what people in a particular area do and don't buy (n)
6. milestone a stage in the process of something being developed (n)
7. objective the goal of what you are trying to do (n) **aim / target**
8. out of the loop not included in communication about a subject (n)
9. sign-off an official agreement that completed work is correct and finished (n)

Part B: Complete the questions with the words from Part A. you may have to change the form of the word.

1. What is the main objective of your current project or work?
2. In which countries or areas of the country does your company do market research ?
3. What adjustments have you had to make to a project when events did not go to plan?
4. Who does the sign-off on your work? What is their position?
5. What are the main milestones in the projects or work that you do?
6. How do you make sure that no one is out of the loop when you're working on a project?
7. If there's a ~~problem~~ ^{as issue} with something in your job, what corrective action can you take?
8. What do you need to do if you have to spend money from the budget for projects you work on?
9. Do you brainstorm ideas with your team in meetings? What other ways do you use to think of new ideas?

Skimming for gist

Read the article below. Match the titles on page four to paragraphs A – E. There are more titles than paragraphs.

Project management

Making a start

Project management

Making a start

A. _____

When it comes to project management, you must begin with the end - that is, you must be very clear on what your final **objective** is. Everything else is built around that. It might be a finished product, a system that helps you **streamline** work, or a new service that your company can confidently offer. Once this is done, you also need to know what success will look like. Perhaps the finished product is cheaper, or of higher quality than the current one. Maybe the new system can reduce 80% of waste. The new service could aim to increase your customer base by 40%. Either way, you should be able to measure your success to some degree.

B. _____

From here, you will need to conduct **market research** to make sure that your plans are in line with what the market needs and you may need to make **adjustments** to the plan. You may need to revisit this stage again later to check your progress and make sure you are on track. **off track** **back on track**

C. _____

Next, you will need to **outline** the project. This will help you to cut down the project into smaller pieces, possibly even smaller projects. This is where you will consider all the elements required to achieve your objectives: Who is on your team? What information do you need? What **budget** do I have? Doing this will also help you to establish a rough **timeline** for both the project as a whole and between each **milestone**. You will also need to decide what is needed for **sign-off** of each stage and who is going to be responsible for that. While doing this, you must be sure as to which parts of the plan are flexible and which are not. At this stage, the more give you have in your plans, the easier it will be.

D. _____

Assuming you have your team in place at this point, you need to **brainstorm** the outline with them. It's much better to find problems with it at this early stage than to discover them later. Of course, you are trying to predict the future and no one can do that entirely successfully. However, you should be able to see possible areas of difficulty. This can include questions such as what will happen if a member of the team falls ill, what to do if a stage of the project runs over time, and how to deal with increases in cost you didn't plan. With this in mind, you make arrangements for what you can do about them so that you can take **corrective** action if, or when, they happen.

E. _____

Finally, you will also need to decide how you are going to communicate. If your team is all in the same place, this shouldn't be too difficult. If some members work remotely, or internationally, then it could present more challenges. Here, it's important to find a balance between regular, but unnecessary, meetings and creating a situation where team members are left **out of the loop**.

Errors/Opportunity for growth/Pronunciation/Feedback:

Vocabulary/Phrases:

Homework:

Date: / Consultant: Feb 27 Maja

Lesson number/week: week 3 lesson 7

Topic: Explain the process when you start a project

Aim: modales, cause and effect

Catch up/Homework review: Identify and correct the mistakes in the following sentences. Focus on using the correct modal verb and work-related vocabulary.

1. "Could you give me a feedback on my project?"
2. "I may finish the report tomorrow, but it could be delay."
3. "Can you help me with to organize the meeting?"
4. "She might not be able attend the meeting next week."
5. "We can ask the manager about the coworker's performance."

Use modals to **explain the relationships you have with your boss/clients/suppliers/ Students**

Might we have a meeting tomorrow to?

Could you send me something...?

They ask if we could have an extra session...

WORKSPACE:

Projects – what are some project you do

- Design a communication and training plan to communicate changes in the company
- If we change the roles we have to train them
- Technology projects like adapting new platforms
- Implementation of Salesforce
- We have to MAKE SURE
- Designing new processes - we have to implement and explain
- Like a new compensation scheme

Now explain to me the process of STARTING THEM , choose one and break it down

					OK TO DO
--	--	--	--	--	----------

First of all we **have to** do an understanding session, **as a result** I identify the audiences, leaders and the impact of the project. The **client must upload** the necessity about the project they have **IN ORDER THAT** we program the session. We try to understand **all the project**. Secondly, we **have to** do an evaluation to classify the level of impact consequently we present a service proposal to the client. We notify the client with the service we **selected** for them. Once that client authorizes the proposal we design a change management strategy that **MUST** involve leadership, communication and training. We present the message we want to send, the channels, the time and the concept. Finally, we execute the strategy, measure the result of every effort and **we should** present the final delivery to the client. **We have to** impact the right people with the right message, and we need to identify if the people are using it correctly , **in order to** get the best result. **we might not** get the best results.

We might not get the best resultsDUE to a bad strategy/ Because of the confusion /
With this in mind , we should prepare better.

People is

MODALS - let's also use them here

MODAL VERBS

Type	Modal Verbs	Examples
ABILITY	Can, Could	• David can speak three languages. • He could speak fluent French when he was 5.
PERMISSION	Can, Could, May	• Can I sit in that chair please? • Could I open the window? • May I borrow your dictionary?
ADVICE	Should	• You should visit your dentist at least twice a year. • You should try to lose weight.
OBLIGATION	Must, Have to	• I must memorize all of these rules about tenses. • You have to take off your shoes before you get into the mosque.
POSSIBILITY	Might, May, Could, Can	• It looks nice, but it might be very expensive. • Richard may be coming to see us tomorrow.



WHY? - Add REASON



TRANSITION WORDS

CAUSE

★ BECAUSE OF

We were unable to go by train because of the rail strike.

★ WITH THIS MIND

With this in mind, we must ensure more job security.

★ IN FACT

In fact, the fighting became even more brutal on Sunday.

★ IN ORDER TO

In order to achieve this, we need a budget.

★ DUE TO

The event is off due to a scheduling error.



EFFECT

★ AS A RESULT

His wife left him. As a result, he became very depressed.

★ AS A CONSEQUENCE (OF)

She has lived in France, and as a consequence speaks French fluently.

★ THEREFORE

He's only 17 and therefore not eligible to vote.

★ THUS

He didn't work hard. Thus he was fired.

★ CONSEQUENTLY

My car broke down and consequently I was late.

★ HENCE

It is very late; hence you must go to bed.

★ FOR THIS REASON

For this reason, they are not a good choice for exterior use.

★ DUE TO

Due to a broken wing, this bird can't fly.



Errors/Opportunity for growth/Pronunciation/Feedback:

Vocabulary/Phrases:

Homework: Focus on different types of projects, how is it different to start them + use connectors to explain why you have those different processes

- If we design a live course online it is not good for people in the stores
-
-
-

Date: / Consultant: Feb 25th, Marisol

Lesson number/week: 6 Lesson 2

Topic: Explain the relation with suppliers & clients

Aim: Talk about the relationships at work

- Grammar: Modal verbs (possibilities & requests)
- Vocabulary: work relationships

WORKSPACE:

RELATIONSHIPS AT WORK



- How would you describe your relationship with your colleagues at work?
- Do you prefer working alone or with a team?
- What makes a good colleague in your opinion?
- What kind of relationship do you think a manager should have with their team?
- What are the types of relationships (roles and types of Colleagues) at work?

Types of Colleagues & Roles:

- **Colleague** – A person you work with in the same organization or company.
- **Coworker** – Another term for a colleague; typically used in a more neutral sense.
- **Boss** – The person in charge of a team or department.
- **Manager** – A person responsible for overseeing and guiding the work of others, typically in charge of a team or specific area.
- **Supervisor** – A person who oversees the performance of employees and ensures they follow work protocols.
- **Team Member** – A person who is part of a group working toward a common goal.
- **Subordinate** – A person who works under the authority of a higher-ranking individual.
- **Assistant** – Someone who supports a superior, typically by managing administrative tasks or offering logistical help.
- **Mentor** – A more experienced colleague who offers guidance and advice to a less experienced person.
- **Intern** – A person, often a student, who works temporarily to gain experience in a particular field.
- **Trainee** – A person learning the skills required for a particular job or profession.
- **Peer** – A colleague at the same level or rank in the workplace.
- **Staff** – The collective term for all employees working in an organization.
- **Executive** – A high-level manager or director, often responsible for setting overall goals and policies.
- **Client** – A person or company that purchases goods or services from your business.
- **Customer** – A person or entity who buys or uses the services or products a company provides.

→ **Discussion topic:** *"Describe an ideal work relationship. What makes it successful?"*

→ **Now, let's review the list of words commonly used to describe good working relationships.**

- Collaborative
- Supportive
- Trusting
- Respectful
- Empathetic
- Communicative
- Friendly
- Genuine
- Harmonious
- Forgiving
- Inclusive
- Encouraging
- Synergistic
- Helpful
- Cooperative
- Transparent
- Sincere
- Courteous
- Committed
- Considerate
- Generous
- Team-oriented
- Productive
- Motivating
- Empowering
- Peaceful
- Loyal
- Inspiring
- Adaptable
- Flexible
- Understanding
- Patient
- Engaging
- Valued
- Fun
- Energizing
- Accepting
- Positive
- Magnetic
- Balanced
- Nurturing
- Resilient
- Caring
- Reciprocal
- Appreciative
- Open-minded
- Grateful
- Close-knit

- Honest
- Optimistic
- Cheery
- Dependable
- Constructive
- Fulfilling
- Celebratory
- Relaxed
- Affirming
- Welcoming
- Authentic
- Vibrant
- Fair
- Rewarding
- Attentive
- Enriching
- Uplifting
- Enthusiastic
- Stimulating

MODAL VERBS (REQUEST AND POSSIBILITIES)

Modal verbs for possibilities:

- *may, might, could, can*
 - Example: "We **might** have a meeting tomorrow." -> less likely
 - "She **could** be working on a different project." - > more likely

Modal verbs for requests:

- *could, can, would, might*
 - Example: "Could you please send me the report?"
 - "Can you help me with this task?"

→ Let's practice: [Mixed modal verbs - test 2](#)

→ Complete the sentences using the correct modal verb (can, could, might, may) and the appropriate vocabulary word from the list below.

- colleague
- manager
- feedback
- coworker
- project

- meeting

"We _____ discuss the new **project** tomorrow."

"He _____ give me **feedback** after the **meeting**."

"I think she _____ need help from her **colleague**."

"_____ you please ask the _____ for the _____ details?"

"Our _____ need extra time to complete the task."

"I _____ ask for a _____ to discuss the team's progress."

ROLE PLAYING

→ Role-Play Scenario 1: Requesting Time Off from a Manager

Scenario:

You are an employee who needs to request time off from your **manager** for a personal matter. You will need to use modal verbs to express your request politely, explain the situation, and ask for flexibility.

*Example: "I was wondering if it **might** be possible to take a few days off next week. I have a personal matter I need to attend to."*

I was thinking about the possibility to be out of the office during the afternoon in order to be able to attend my appointment. Do you think it might be possible? Could I be excused?

Role-Play Scenario 2: Giving Feedback to a Coworker on a Project

Scenario:

You are a **manager** or **team lead** giving **feedback** to a **coworker** who recently completed a **project**. The feedback is both positive and constructive, and you must use modal verbs to suggest areas of improvement and possible solutions for the future.

"You should change the title of the document".

Before going to the manager, you might explore all the possibilities.

Role-Play Scenario 3: Discussing a Promotion or Raise

Scenario:

You are an employee asking your **manager** about the possibility of a **promotion** or a **raise**. You need to use modal verbs to politely express your interest, justify your request with your accomplishments, and ask for feedback.

Errors/Opportunity for growth/Pronunciation/Feedback:

Vocabulary/Phrases:

Homework:

→ **Instructions:** Identify and correct the mistakes in the following sentences. Focus on using the correct modal verb and work-related vocabulary.

6. "Could you give me a feedback on my project?"
7. "I may finish the report tomorrow, but it could be delay."
8. "Can you help me with to organize the meeting?"
9. "She might not be able attend the meeting next week."
10. "We can ask the manager about the coworker's performance."

Date: / Consultant: Feb 21st Jared

Lesson number/week: 2 Lesson 5

Topic: Connect actions within the company

Aim: Client describes the organizational structure of their company and how it is connected

Catch up/Homework review:

WORKSPACE: **Warm-up Discussion**

- **What are some common departments in a company?**
- **Who is responsible for making decisions?**
- **How do different teams collaborate?**

Vocabulary: Organizational Structure (Fill-in Activity)

Complete the sentences with (CEO, manager, department, team leader, hierarchy, supervisor, employee, board of directors, division, branch)

1. The ____ board of directors ____ makes major company decisions and strategies.
2. A ____ supervisor ____ is responsible for overseeing employees in a specific section.
3. A company is divided into different ____ department ____, such as Marketing and Finance.
4. The ____ CEO ____ is the highest-ranking executive in the company.
5. A multinational company may have more than one ____ branch ____ in different countries.
6. A ____ team leader ____ guides a small group within a department to complete tasks.
7. Employees report to their ____ manager ____, who ensures that work is done properly.
8. A company's ____ hierarchy ____ determines the levels of authority from top to bottom.
9. The ____ board of directors ____ consists of important members who oversee the company's direction.
10. A company may be divided into different ____ division ____, each handling a specific area.

Grammar Focus: Connectors for Emphasis, Addition, and Contrast

A. Match the sentences with the correct connector category

Match each connector to its function: (Emphasis, Addition, Contrast)

- **Moreover, Furthermore, In addition** → **____ Addition ____**
- **However, On the other hand, Whereas** → **____ Contrast ____**

- **Indeed, In fact, Above all** → **Emphasis**

B. Fill-in-the-Blanks with Connectors

Choose the correct connector to complete the sentence:

1. The marketing team launched a new campaign. **Moreover** , the sales team introduced a customer loyalty program. (*Moreover / However / Indeed*)
 2. The company expanded internationally. **Furthermore** , they opened a new office in Germany. (*On the other hand / Furthermore / Above all*)
 3. The finance department approved the budget. **however** , the operations team needed to revise their plan. (*However / In fact / In addition*)
 4. The CEO emphasized the importance of innovation. **Indeed** , he encouraged employees to submit new ideas. (*Whereas / Indeed / Furthermore*)
 5. The HR team focuses on employee satisfaction. **whereas** , the production team prioritizes efficiency. (*Whereas / Moreover / Above all*)
-

4. Speaking: Describing Company Actions

Task: Talk about a company you know. Use connectors to describe how different departments work together.

Example prompts:

- The HR department manages hiring. **In addition**, they organize employee training.
 - The IT team handles security. **However**, the operations team focuses on logistics.
 - The IT department developed the new system. In the other hand, The Change Management is responsible for the adoption.
 - The Change Management department created a communication plan. In Addition, The training department is working on the training plan.
 - The communication department created a campaign about healthy lifestyle. Indeed, People are starting to change their habits.
-

5. Writing Practice: Company Memo

Write a short memo using at least three connectors.

Scenario: The company is launching a new product. Explain how different departments will contribute.

Example start:

"The product development team created the design. Moreover, the marketing team will handle the promotion. However, the logistics team must ensure fast distribution.

The Digital department implemented a new e-commerce platform. As a result, Marketing will be able to publish new products and promotions. On the other hand, HR is working on the training plan for them.

Errors/Opportunity for growth/Pronunciation/Feedback:

Vocabulary/Phrases:

Homework:

Part 3: Writing Task

Write a short email (80-100 words) explaining a recent change in your company (real or fictional). Use at least three connectors (e.g., *Moreover, However, In addition, Whereas, Indeed*).

Example start:

"Dear Team, I want to inform you about some recent changes in our company. The Marketing Department has launched a new social media strategy. Moreover, we have introduced a customer rewards program. However, the budget for promotions has been adjusted to ensure efficiency. In addition, the HR team is organizing workshops on teamwork and leadership. Let's work together to make these changes successful!"

Date: / Consultant: 2/20/25 Dowse

Lesson number/week: 4/2

Topic: Your company - Describe the evolution of your company

Aim: To create a timeline of your company as well as its position within the industry

Grammar: Past continuous vs past simple/ timelines

Vocabulary: company history, time markers for the past

Catch up/Homework review:

WORKSPACE:

Warmup

FCE - Part 01 - Speaking questions - Spin the wheel

Discussion: Tell me about the history of your company

Past Simple and Past Continuous

Past continuous and past simple | LearnEnglish

I was watching TV last night, when someone knocked at the door. It was my ex-wife.

SCORE: 8 out of 8 (100%), 8 out of 8 (100%)

Past Simple vs Past Continuous?

Read each sentence with your answer

1. She _____ was sitting _____ [sat/was sitting] (sit) on a chair and watching TV.
2. We waved at him, but he _____ wasn't looking _____ [didn't look/wasn't looking/] (not look).
3. When I was Young I _____ wanted _____ [wanted/was wanting] (want) to be a pilot.
4. What _____ happened _____ [happened/did happen] (happen) after that?
5. _____ Did you see _____ [Did you see/Were you see] (you / see) Jane last night?
6. She _____ was wearing _____ [was wearing/wore] (wear) her new jacket when I saw her.
7. I _____ saw _____ [was seeing/saw] (see) you walking in the park this morning.
8. I got up at seven and then I _____ had _____ [had/was having] (have) a big breakfast.
9. _____ Did you go _____ [Did you go/Did you go] (you/go) to the restaurant yesterday?
10. I left the cinema before the film ended. I _____ wasn't enjoying _____ [wasn't enjoying/wasn't enjoying] (not enjoy) it.
11. When _____ did she start _____ [did she start/was she starting] (she / start) learning English? – Five years ago.

12. Mr. Brown _____ was having _____ [had/was having] (have) a shower when I knocked on his door.
13. I turned the radio off. Nobody _____ was listening _____ [was listening/listened/] (listen) to it.
14. She was a beautiful woman. She always _____ attracted _____ [was attracting/attracted] (attract) a lot of men

Errors/Opportunity for growth/Pronunciation/Feedback:

Vocabulary/Phrases:

Could couldn't
Sports
Started
Happened
Library
Missed
heard

Homework:

Review everything in this lesson. Practice difficult vocabulary.

Date: / Consultant: Feb 13th, 2025. Jared

Lesson number/week: Lesson 3:

Topic: Introduce your team members

Aim: Clients are able to introduce others and describe their responsibilities

Catch up/Homework review:

WORKSPACE:

Lesson Objectives:

- **Grammar:** Use the present simple and present continuous to describe team members accurately.
- **Vocabulary:** Expand vocabulary with adjectives to describe personality and work behavior.
- **Speaking:** Confidently introduce team members using appropriate grammar and descriptive language.

Lesson Plan:

1. Warm-up (10 minutes)

Activity:

- **Discussion Questions:**
 - "How would you describe the people you work with?"
 - "What qualities make a great teammate?"

- **Brainstorm Adjectives:** Write adjectives on the board related to work or team behavior (e.g., responsible, cooperative, flexible).
-

2. Grammar Focus

Present Simple:

- Used for routines, habits, and facts.
 - Example: "She manages the customer service team."

Present Continuous:

- Used for actions happening now or temporary situations.
 - Example: "He is organizing the meeting at the moment."

Fill-in-the-blank Activities:

1. Sarah _____ is _____ (be) very organized and efficient.
 2. Right now, the team _____ is preparing _____ (prepare) for the big presentation.
 3. Alex always _____ helps _____ (help) when someone has a problem.
 4. We _____ are discussing _____ (discuss) the project in the meeting room right now.
 5. The new team member _____ brings _____ (bring) fresh ideas to the team.
-

3. Vocabulary Focus (15 minutes)

Adjectives Practice:

Introduce adjectives for describing personality and behavior:

- Positive: dependable, outgoing, attentive, adaptable
- Negative: stubborn, impatient, forgetful

Fill-in-the-blank Activities:

6. Maria is very _____ attentive _____ (adjective). She always remembers every detail.
 7. James is _____ stubborn _____ (adjective) and doesn't listen to others' suggestions.
 8. Claire is _____ adaptable _____ (adjective) and adapts quickly to new situations.
 9. The manager is _____ dependable _____ (adjective), so everyone trusts him.
 10. John is _____ outgoing _____ (adjective) when working under pressure and handles stress well.
-

4. Speaking Practice (15 minutes)

Role-play:

- **Scenario:** Introduce 2-3 fictional team members using adjectives, present simple, and present continuous.
 - Example: "This is Daniel. He is outgoing and energetic. Right now, he is working on a new design for the company website."
 - **Partner Activity:** Practice introducing team members to a colleague.
 - Encourage the student to vary adjectives and use both tenses.
-

5. Wrap-up (5 minutes)

Review:

- Summarize key points: the use of present simple/continuous and adjectives.
- Ask the student to introduce one team member (real or fictional) using both tenses.
- He is working at Coppel now, and he is developing a very complex project.
- He plays a very important role at the project.
-

Feedback: Provide constructive feedback on vocabulary use and grammar accuracy.

Homework:

Write a short paragraph about your current or past teammates using both present simple and present continuous. Include at least five different adjectives

Olga is a Sr Leader at Coppel. She is very creative, respectful

Errors/Opportunity for growth/Pronunciation/Feedback: -

Vocabulary/Phrases:

Homework:

Date / Consultant: Feb 11, 2025 Edgar

Lesson number/week: 4-2

Topic: Describe the evolution of your company

aim: Client presents the timeline of their company

Catch-up/Homework review:

Workspace:

Here's the link: <https://meet.google.com/jcx-ptss-pnh?authuser=0>

Hello Marco, how are you today?

Warm up/Review: <https://www.baamboozle.com/game/324637>

Past tense:

-Simple: Subject+Verb (in the past)+Object

I played baseball yesterday-I didn't play baseball yesterday-Did you play baseball yesterday?

He watched a movie last night

Regular (Always finish in -ed in the past)	Irregular (Never ends in -ed in the past)
Played, traveled, watched, cooked and washed, started	Go, cut, put, think, run. Can - could

Pronunciation of ED

/id/

T wanted
D needed

*** Voiced Sound**
= uses the vocal cords and they produce a vibration or humming sound in the throat.

(Touch your throat to feel it)

/t/

P helped
K looked
F sniffed
GH laughed
SH washed
CH watched
SS kissed
C danced
X fixed

VOICELESS

/d/

L called
N cleaned
R offered
G damaged
V loved
S used
Z amazed
B rubbed
M claimed

VOICED *

Words that end in a vowel sound use the /d/ pronunciation for ED.
e.g. -- followed -- enjoyed -- played -- tried -- continued

www.grammar.cl

www.woodwardenglish.com

www.vocabulary.cl



The pronunciation of words ending in ED depends on the final **consonant sound**. There are three ways to pronounce ED at the end of a word in English:

/id/ /t/ /d/

-Continuous:Subject+Aux to be (was/were)+Verb ing+Object

I was watching a movie last night-I wasn't...- Were you watching a movie...?

Do you know Prepositions of time?

In-Long periods of time (Years, decades, seasons, centuries, months, etc.), Minutes-Seconds. Parts of the day (morning, afternoon and evening).
On-Specific dates and Days of the week
At-Night, noon, midnight. Hours of the clock. Holidays (at christmas, at easter, etc). Meals (At breakfast, at lunch, at dinner).

PREPOSITIONS OF TIME

test-english.com

AT

TIMES OF DAY

at 4 o'clock

at 10:30

at noon

at midnight

MEALTIMES

at lunchtime

at dinnertime

HOLIDAYS

at Christmas

at Easter

at the weekend

EXPRESSIONS

at present

at the moment

at night

IN

MONTHS

in April

SEASONS

in the summer

in the spring

YEARS

in 1990

DECADES

in the 80s

CENTURIES

in the 20th century

LONG PERIODS

in the ice age

in the present

in the past

PARTS OF THE DAY

in the morning

in the afternoon

in the evening

at night

ON

DAYS

on Tuesday

on Saturday

on my birthday

on Christmas day

on Halloween

DATES

on 15th June

on 20th May

on our anniversary

PARTS OF SPECIFIC DAY

on Monday morning

on Friday evening

on Saturday night

on Sunday afternoon

LAST/NEXT at/in/on

Call me at the next weekend.

Call me next weekend.

I met her on the last Friday.

I met her last Friday.

<https://www.liveworksheets.com/w/en/english-second-language-esl/107063>

Errors/Opportunity for growth/Pronunciation/Feedback:

Vocabulary/Phrases:

Rubb-Frotar

Homework: Share a little bit about your companies history using past tense and prepositions of time.

Date: / Consultant: Feb 06 / MIGUEL DNH

Lesson number/week: lesson 3 / week 01

Topic: introducing team members

Aim:

Grammar: Present Simple and Continuous

Vocabulary: Adjectives

Catch up/Homework review:

Workspace:

https://www.youtube.com/watch?v=jF5RWnWB6kl&ab_channel=JForrestEnglish

Exercise 1

Choose the Correct Form

Choose the correct verb form (Present Simple or Present Continuous) to complete the sentences.

She is reading (read) a book right now.

My parents always wake up(wake up) early.

Look! The dog is chasing (chase) the cat in the garden.

He doesn't like (not like) spicy food.

Why are you wearing (wear) a jacket? It's so hot!

The sun rises (r1ise) in the east.

They visit (visit) their grandparents every weekend.

Listen! Someone is knocking (knock) on the door.

Exercise 2

Find the Mistake & Correct It

Each sentence has a mistake. Find it and rewrite the correct sentence.

She goes to school every day.

Right now, I am eating lunch with my friends.

My brother plays football every Sunday.

They don't like horror movies.

Look! The baby is sleeping.

Date: / Consultant: Feb 06 / MIGUEL **DNH**

Lesson number/week: lesson 3 / week 01

Topic: introducing team members

Aim:

Grammar: Present Simple and Continuous

Vocabulary: Adjectives

Exercise 3

Fill in the Blanks with an Adjective

Complete the sentences with a suitable adjective.

The test was very difficult. (difficult/easy)

This soup tastes delicious. (delicious/boring)

My little brother is very angry when he doesn't get what he wants. (angry/funny)

I love my best friend because she is kind. (kind/mean)

The movie was so boring that I fell asleep. (exciting/boring)

Your dress looks beautiful! (beautiful/ugly)

He always tells funny jokes. (funny/sad)

The weather is hot today. (cold/hot)

Exercise 4

Mixed Grammar & Adjectives

Complete the sentences using the correct form of the verb (Present Simple or Continuous) and a suitable adjective.

She is studying (study) for her exam because it's very important (important/easy).

We are having (have) a picnic because the weather is sunny (sunny/rainy) today.

My teacher always gives (give) us difficult (difficult/fun) homework.

Look! That dog is running (run) very fast (fast/slow).

My father doesn't watch (not watch) horror movies because they are too scary (scary/funny) for him.

I am not wearing (not wear) my jacket now because it is warm (warm/cold) outside.

Every morning, she drinks (drink) coffee because she is always tired (tired/happy) in the morning.

He is cleaning (clean) his room right now because it's very messy (messy/clean).

Errors/Opportunity for growth/Pronunciation/Feedback:

Vocabulary/Phrases:

Homework:

Date / Consultant: February 4th, Dowse **Off curriculum**

Lesson number/week: 01-02

Topic: Resume, aptitude, skills

Grammar: Present simple/Past simple

aim:

Catch-up/Homework review:

Hello Marco, nice to meet you!

How are you today?

Warm up/Icebreaker: Present Simple Game 1 | EnglishClub20 minutes

Workspace:

Now Let’s do Some Work on the Past Simple

minutes20

Past simple | LearnEnglish

SCORE: 9/10 = 90%

Now, the Present Simple20 minutes

Present simple | LearnEnglish

21 out of 21 (100%),

Errors/Opportunity for growth/Pronunciation/Feedback:

Vocabulary/Phrases:

Answer
Thought
Heard Hurt
Ran
Sang
drove

Homework:

Review everything in this lesson. Practice difficult, new words. Complete past simple exercises

Date / Consultant: January 28th, Edgar

Lesson number/week: 01-01

Topic: WELCOME TO YOUR TRIAL LESSON!

aim: To show you how our classes work.

Catch-up/Homework review:

Hello Marco, nice to meet you!

How are you today?

Warm up/Icebreaker: [Small Talk Wheel](#)

Workspace:

Tell me about some of your skills

-
-
-
-
-

1. Discovering

Write about your skills. Fill in the table with your 5 skills

Soft Skills	Hard Skills

We can use this if you need vocabulary: [Merriam-Webster](#)

Skill	Sentence
<i>Using PowerPoint</i>	<i>I can create professional presentations using PowerPoint</i>

2. Grammar Explanation

Question Making

Wh Questions

Ask About Time or specific moment	██████
Ask about Place	██████
Ask about general information	██████
Ask about a reason or motive	██████
Ask about a person or people	██████
Ask about possession	██████
Ask about a choice	██████
Ask about a process	██████
Ask about frequency	████████
Ask about a specific amount of time	████████

Formula: QWASM-Question word+Auxiliary+Subject+Main verb

Open Questions

Closed Questions

3. Practice

Let's do a roleplay.

First, read the following resume and create 5 questions.

Next, we will do a mock interview, you will ask me the questions based on the resumé and I'll will answer them

Write your questions here:

John Doe

555-123-4567

john.doe@email.com

Summary

Highly motivated and results-oriented individual with a strong work ethic and a proven ability to work effectively in fast-paced environments. Seeking a challenging position as a Marketing Assistant where I can contribute my skills in social media marketing, content creation, and data analysis to a successful team.

Experience

- "TechWave": San Francisco, CA: June 2022 - December 2022
Managed and grew company social media presence across multiple platforms (Facebook, Instagram, Twitter)
Created engaging content (text, images, videos) to promote brand awareness and drive website traffic
Analyzed social media data to track campaign performance and identify areas for improvement
- Freelance Writer : San Francisco, CA : January 2021 - Present
Wrote articles, blog posts, and website copy for various clients in the technology and travel industries

Conducted research and interviews to gather information for articles
Edited and proofread written content for accuracy and clarity

Education

- Bachelor of Arts in Communications : Journalism : University of California, Berkeley : Berkeley, CA : May 2024
- Dean's List (2021-2023)
- Member of the University Journalism Club

Skills

- Technical Skills:
Proficient in Microsoft Office Suite (Word, Excel, PowerPoint)
Adobe Creative Suite (Photoshop, Illustrator)
Google Analytics
Social Media Management Tools (Hootsuite, Buffer)
- Communication Skills:
Excellent written and verbal communication skills
Strong presentation skills
Ability to work effectively in teams
- Other Skills:
Problem-solving, critical thinking, time management, customer service, adaptability

Languages

- English - Fluent
- Spanish - Basic

**Errors/Opportunity for
growth/Pronunciation/Feedback:**

Vocabulary/Phrases:
[Merriam-Webster](https://www.merriam-webster.com/)

Homework: Make a mock interview and make some questions based on the serum from below.

Thank you!

Your Lesson Plan (adaptable):  **A2 Curriculum - Onboarding 2p summary**

THANK YOU FOR YOUR TIME!