

Jacqueline Espinoza 2024  Presentations / Meetings Curriculum - 1p summary	Components and Color Codes:  Components and Color Codes AC  Remote doc template 2023
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Eval reports:  Jacqueline Espinoza 26 FEB 2024.docx	Remotes:  Jacqueline Espinoza

Date: / Consultant: november 14 / miguel zaccaro

Lesson number/week: lesson 6/ week 2

Topic: Introduction

Phrasal verbs in meeting setting

Vocab for starting a presentation

Aim:

Catch up/Homework review:

Workspace:

[Intonation & Stress in Public Speaking: Definition & Examples - Video & Lesson Transcript](#)

[IELTS Life Skills B1 Listening test 11 \(British settlement and citizenship \)](#)

Everything English
with John

Phrasal Verbs for Meetings

TAKE THE
PHRASAL VERB
QUIZ!



Bring up



Leave aside



Move on to



Go through



Jump in



Come back to



Deal with



Point out



Zero in on



Hammer out

EverythingEnglishWithJohn.com

Phrasal verbs

FOR MEETINGS

Set up

to decide about the exact date, time and place of the meeting.

The manager set up a meeting with the representative of the worker's union.



Bring forward

to move a meeting to an earlier time or date.

The meeting has been brought forward to Monday.

Put back

to change the time of a meeting to a later time.

They put back the date of the meeting from September to October.

myenglishteacher.co.uk

Put off

to postpone a meeting.

The chairwoman put off a meeting because there was no quorum.



Call off

to cancel a meeting.

Tomorrow's meeting has been called off because the chairperson is ill.

myenglishteacher.co.uk

SKYPE ENGLISH LESSONS
myenglishteacher.co.uk

1.- in this first exercise we will do a small test

1. We _____ up with a new structure. = We developed/created a new structure.

Date: / Consultant: november 14 / miguel zaccaro

Lesson number/week: lesson 6/ week 2

Topic: Introduction

Phrasal verbs in meeting setting

Vocab for starting a presentation

Aim:

came

brought

gave

2. We have to _____ out (= develop) a better way to communicate with our customers.

figure

come

give

3. They cut _____ (= eliminated) the middleman and started providing this service themselves.

off

up

out

4. Tom found a way to _____ (= bypass/eliminate) this problem.

get down

get around

get up

5. Please _____ on. = Please continue.

give

get

go

6. We need to _____ (= examine/review) these reports before 3:00 PM.

go through

get around

give off

7. We need to _____ (= schedule/arrange) an interview for Friday.

set up

take off

save up

8. The meeting has been _____ off (= cancelled).

made

Date: / Consultant: november 14 / miguel zaccaro

Lesson number/week: lesson 6/ week 2

Topic: Introduction

Phrasal verbs in meeting setting

Vocab for starting a presentation

Aim:

talked

called

9. The president has called _____ (= requested) sweeping changes in the way we do business.

up

for

around

10. I knew they'd _____ to our way of thinking. = I knew that they would eventually accept our way of thinking.

get up

come around

feel out

2.-we are going to do this quiz together

https://www.blairenglish.com/exercises/presentations/exercises/beginning_presentation/beginning_presentation.html

3.- make a small paragraph/ presentation using the phrasal verbs for business about your work and how you can improve it .

When we work with data is a common mistake to use a lot of information, to find the real problem it is necessary to go through the information and make some trend to identify the problem. When the project is big, it is common to lose information or lose the real objective, so in this cases it is important to put zero on it and start again to find the real objective and continue.

Errors/Opportunity for growth/Pronunciation/Feedback:

Vocabulary/Phrases:

Homework:

Date / Consultant: November 12, 2024 Dowse (reassigned)

Lesson number/week: Lesson #5 Week #2

Topic: Components of a presentation

aim: Describe the components of a presentation

MEET:

Catch-up/Homework review: Draft a Mini Presentation Plan: Write a short plan (4-5 sentences) for a simple presentation, using sequencers and following the structure you learned in class. **WHY!**

WRITE HERE:

1. First, I will present myself and catch up the public attention asking what is the objective of the presentation

First, I will introduce myself and get everyone's attention by asking why we are here.

2. After I will talk about key actions or key task to show a general structure about the presentation

After that, I will talk about key challenges or tasks to give a general structure of the presentation.

3. Next, I will present advance about the task, maybe charts, data analysis and trends to make decisions.

Next, I will show graphics that illustrate what I will talk about (charts, data analysis, trends, etc.) in order to make decisions as a team.

4. Go into detail about each point.

5. Transition is next. "Alright - that is basically the substance of our discussion that will now follow. Does anyone have any questions or comments?"

Workspace:

For non-native speakers, giving a presentation in English can be quite a challenge. There are just so many aspects to consider.

Firstly, the audience. Do you know them well? If so, more informal language can be used. Or are they unfamiliar to you? If this is the case, then more formal expressions should be adopted. Whether you use more formal or informal language, it is important to engage the audience through positive body language and a warm welcome.

Your tone of voice and changes in intonation are additional useful tools and you might consider asking them relevant questions (real or rhetorical).

The audience also needs to see a clear and logical structure to follow you effortlessly. Useful linking expressions, when delivered well, provide effective 'bridges' guiding the audience from one point to the next.

Introduction

Good morning/afternoon everyone and welcome to my presentation. First of all, let me thank you all for coming here today.

Let me start by saying a few words about my own background.

As you can see on the screen, our topic today is.....

My talk is particularly relevant to those of you who....

This talk is designed to act as a springboard for discussion.

This morning/ afternoon I'm going to take a look at the recent developments in.....

Presentation structure

In my presentation I'll focus on three major issues.

This presentation is structured as follows....

The subject can be looked at under the following headings.....

We can break this area down into the following fields....

Conclusion

I'd just like to finish with the words of a famous scientist/ politician/ author.....

Now let's go out and create opportunities for...!

Hopefully, these phrases help you to vary your vocabulary for clear, well-structured presentations with a logical joined-up flow. The most important

thing, of course, is that you are comfortable and confident in your delivery, which helps the audience feel relaxed and ready to be engaged by your subject matter. Good luck!

How to formulate a strong presentation ending

Formulating a strong presentation ending requires practice and creativity. Try to convey your core message in a way that suits your audience and your topic. Remember that your goal is to leave a lasting impression. Be clear, concise and engaging. Use metaphors or stories to illustrate your points and use rhetorical devices such as repetition and triples to reinforce your message.

Here are some examples of how you can conclude your presentation:

Summary and outlook: "Today we discussed the challenges and solutions for our product development. By implementing these solutions, our company will be even more innovative and efficient in the future."

Call to action: "Now you know the advantages of our product. Let's exploit the opportunities that arise from this together. Let's start implementing it today!"

Interaction question: "What do you think of these suggestions? Which measures do you see as a priority to achieve our goals?"

Inspirational quote: "As Albert Einstein said: 'Life is like riding a bicycle. To keep your balance, you have to keep moving'. So let's keep moving and pursue our goals together."

Positive outlook: "I am confident that with these strategies we can achieve our goals and continue our success."

Each of these closing formulations has its strengths. Choose the one that best suits your style, your audience and your topic.

📺 Stress and Intonation in Presentations

Tell me about an experience you had with a presentation.

Errors/Opportunity for
growth/Pronunciation/Feedback:

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

Homework:

Draft a conclusion for a presentation following the steps recommended.

Date / Consultant: Nov 6, 2024 Bernardo

Lesson number/week: 4-2

Topic: starting and ending a presentation

aim: Client uses the correct intonation and vocabulary to start and end a presentation

Catch-up/Homework review:

Workspace:

1. Discovering Activity - Key Components of a Presentation

Read each section carefully.

Identify each section as either:

- Introduction
- Objective
- Key Points
- Summary
- Q&A

Write down the correct order of each section based /D/ on the typical structure of a presentation.

Section 1

"Thank you for your attention! To recap, effective project management involves careful planning, assigning tasks, and managing timelines to ensure the project's success."

Section 2

"I'll also **address** common challenges in project management, including time management, resource allocation, and communication, and explain how we can **tackle** these effectively."

Section 3

"Our main goal today is to understand the essential steps involved in managing a project from start to finish. We'll look at how project managers handle planning, organizing, leading, and controlling to achieve successful outcomes."

Section 4

"Hi everyone, I'm glad to be here today to **discuss** project management, a critical skill in the business world. We'll be looking at some **fundamental** aspects that can help you become more effective in managing projects."

Section 5

"Now I'd love to hear your questions about the content we covered. Feel free to ask anything that might help clarify the steps of project management."

Section 6

"Key points we'll cover include setting project objectives, scheduling tasks, assigning responsibilities, monitoring progress, and ensuring effective communication among team members."

2. Grammar Explanation

Let's watch the video:

 PRESENTATION BODY LANGUAGE

Key Sequencers:

“first,” “then,” “next,” “after that,” and “finally.”

Using the sequencers create a brief presentation manual for new team members:

Body language is the most important thing during a presentation, that is the reason that we are learning about it.

When you are in front of an audience the first thing that you need to do is to stay straight, then you need to pay attention to your shoulders, the next thing that you need to control are your arms, they need to create a way between the audience and you, and finally don't forget to wear a smile.

3. Practice Exercise - Presentation Outline Practice

- Choose a topic you might present on, like a recent project or future plan.
- Create a Simple Outline:

Introduction: Introduce the topic and purpose.

Objective: State what the audience will learn.

Key Points: List 3 main points they want to discuss.

Summary: Briefly restate the topic.

Q&A: Invite questions.

- Incorporate Sequencers:

Add sequencers to each part: “First, I’ll introduce... Next, I’ll explain...”

- Present!

introduction: Introduce the topic and purpose.

Objective: State what the audience will learn.

Key Points: List 3 main points they want to discuss.

Summary: Briefly restate the topic.

Q&A: Invite questions.

Hi everyone, I'm glad to be here today to **present the year results of our Company**. We'll be looking at projects, investment and goals achieved to learn about that.

Our main goal today is to know how we closed the year, what level of complaint we had on the objectives for the current year and learn about the results.

Key points we'll cover include setting project objectives, assigned tasks, assigning responsibilities, investments and new members in our Company.

I'll also talk about next steps for the new year because it is important to learn from the past to improve our future.

Thank you for your attention. It is a pleasure for me to show the progress of our Company and learn about the results.

Now I want to hear your question or comments about this presentation. It is important to hear your opinion about the progress of our work.

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

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

Pronunciation of ED

/ɪd/	/t/	/d/
T wanted D needed	P helped K looked F sniffed GH laughed SH washed CH watched SS kissed C danced X fixed	L called N cleaned R offered G damaged V loved S used Z amazed B rubbed M claimed

* Voiced Sound
= uses the vocal cords and they produce a vibration or humming sound in the throat.
(Touch your throat to feel it)

VOICELESS VOICED *

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

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:
/ɪd/ /t/ /d/

www.grammar.cl www.woodwardenglish.com www.vocabulary.cl

Homework:

Draft a Mini Presentation Plan: Write a short plan (4-5 sentences) for a simple presentation, using sequencers and following the structure you learned in class.

Example:

"First, I'll introduce the project. Then, I'll explain the main objectives. Next, I'll cover the three key points. Finally, I'll summarize and ask if there are any questions."

First, I will introduce the project and meeting objectives. Then, I will explain the task to talk about. Next, I will cover the key points, results and advance of the project. After that, I will ask if they have any comments or questions about the presentation. Finally, I will thanks for the attention and time.

Date / Consultant: Nov 5, 2024, Alejandro

Lesson number/week: Lesson 3, week 1

Topic: Past and future projects

Aim: Explain and discuss your past and future projects

Catch-up/Homework review:

Imagine you are staffing your ideal project team. Write a description of three roles you'd include, and describe the qualities each team member should have and how they would work together. Use at least five adjectives and adverbs.

Example:

"I would choose an efficient project manager, a detail-oriented data analyst who works very precisely, and a flexible developer who can adapt quickly to changes."

Workspace:

Warm up: Discussion space

- What is the most important project you had this year? Why was it relevant?
THAT'S WHY...
- What is the most ambitious project you have for next year? What will be the most challenging part of it?
AUTOMATE - SEMI-AUTOMATE

Reading practice

Read about the past and future projects of the company TechNova.

Answer the questions below, and try to find similarities between the company you work for and TechNova.

Last year, TechNova completed several major projects to improve its products and services. First, the team **launched** a new mobile app that quickly became **popular** with customers. They also built a customer support system to **handle** questions more effectively. This project took six months, but it was a success, and customers were very **satisfied** with the results.

Next year, TechNova is going to focus on expanding into new markets. The company will open two new offices in **South = ABOUT** America to reach more clients. They are also planning to update their website to make it easier to use. The team believes these **changes** will help TechNova grow even faster.

1. What were two of the projects TechNova completed last year?

2. What is TechNova planning to do next year?

Grammar focus: Past and future tenses

Today we are revisiting two essential tenses that help us to talk about our past experiences and our potential goals.

Past simple tense

When it comes to work experience and achievements, past tense is the best tool to talk about them.

Let's remember the foundations of past simple tense:

We have two kinds of verbs:REGULAR..... andIRREGULAR.....

Check these examples:

*We **launched** a new marketing campaign last year to increase our product's visibility.*

*The team **completed** the website redesign project two months ago.*

*The team **built** a new customer service platform last year.*

Instructions: Let's try with some phrases. **Make a list of five relevant things that you did during the year. Identify the correct verbs for them.**

I watched the Solar Eclipse in Mazatlan

I visited Disneyland in California for the first time

I started healthy habits and I **lost** 10 kilograms

I finished one project at work

I started watching TV shows with english subtitles

LOSE - present

LOST - past

Future simple tense

In this case, now we aim to talk about future goals and expectations. Do you know what words or phrases are good to talk about them?

Word bank: *will, going to, want, hope*

First, let's quickly discuss the difference between will and going to, the most important auxiliary words for future.

"Will" is often used for **decisions** made **at the moment of speaking** or for

predictions without concrete plans.

Example: *"I think the project will succeed."*

"Going to" is used for **planned** or **intended** actions, especially when there's a **clear intention**.

Example: *"We are going to launch the new product next month."*

Time for practice!

Instructions: Tell me three ideas you have about the upcoming year, either personal or work ideas. Mention plans, predictions or just some expectations you have for that year.

I want to pay attention on my own family business
I'm going to continue with English classes
I will practice a sport

Speaking practice

Scenario: Imagine that you are applying for a position in a different company area. You're having an interview with the manager, and he's interested in knowing about your past achievements and your potential goals within the company.

How can you elaborate your ideas?

Instructions: I will give you one minute to prepare a short speech about it. Make sure to use the tenses from today's lesson.

Space for notes:

Responsⁱble
I'M going to

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

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

Homework:

Tell me about the future plans that you have for your family next business in 2025.

Next year I'm planning to pay more attention to my own familiar business. I will spend more time on activities to improve the operations, also I'm going to work to certify the production department as a safety operation with OHSAS, that's why I want to learn more about the electronic, automatism and commercial topics.

Date / Consultant: Nov 4, 2024 Bernardo

Lesson number/week: 2-1

Topic: Staffing a project

aim: Discuss the people involved in your projects

Catch-up/Homework review:

Workspace:

Here's the link: <https://meet.google.com/pgn-zpac-cta>

Think about the people you work with or have worked with. Describe each person using one adjective that best captures their skills or personality in the workplace. For example, you could say, "My manager is very **organized**."

My manager is very analytical

My partner is very good at meeting, he has good communication skills

Chantal is very friendly

Luis is smart and serious, shy

Victor is organized

Nuanced

1. Discovering - Key Roles in Staffing

Look at the list of project roles below and **discuss** what each role typically does in a project. Use the vocabulary to connect these roles to **adjectives** and **adverbs** that describe how they work.

Roles List:

- Project Manager- **organized** /T/- They work **timely**
- Data Analyst - **Analytical** - They work **efficiently**.
- Marketing Specialist - **Creative** - They work **creatively, hardly**
- Product Developer - **smart** - they work **smartly/ intelligently**
- Quality Control Inspector - structured/ **thorough** - they work **thoroughly**

Question: "What skills and qualities are important for each role?"

2. Grammar Explanation - Using Adjectives and Adverbs in Project Descriptions

We'll use adjectives and adverbs to give more detail about a person's skills and how they work. Here are some key phrases and examples:

Grammar Formula:

Adjective + Noun (e.g., skilled /D/ programmer)

White house

Royal adjective order

ADJECTIVES ORDER

English Grammar | www.stgeorges.co.uk

1

OPINION

amazing, fantastic,
brilliant, wonderful,
horrible, awful, terrible

2

SIZE, LENGTH, HEIGHT

small, big, huge,
massive, tall, short,
enormous, tiny, large

3

PHYSICAL QUALITY

thick, thin, smooth,
blunt, sharp, rough,
soft, hard, squishy, solid

4

AGE

young, old, ancient,
mature, teenage,
immature, modern

5

SHAPE

square, round, circular,
rectangular, oblong,
cylindrical, right-angled

6

COLOUR

black, white, blue, red,
green, yellow, pink,
orange, purple

7

ORIGIN

Chinese, English,
Russian, Italian, French,
Spanish, American

8

MATERIAL

wooden, plastic, metal,
cotton, silk, synthetic,
gold, leather, glass

9

PURPOSE

cooking, cleaning,
scrubbing, polishing,
sewing, washing

Verb + Ad-verb (e.g., works efficiently)

Examples:

"The data **analyst** is extremely focused."

"She works very quickly to meet deadlines."

Read the following and identify **adverbs** and **adjectives**:

Staffing an Effective Project Team

In any **successful** project, having the right people in the right roles is essential. A **skilled** and **highly organized** /T/ **project manager** is **often** the foundation of the team. This person **efficiently** coordinates all tasks, ensuring the team meets deadlines and that resources are used **wisely**. The project manager's role is vital for keeping everyone on track and communicating updates **clearly**.

The **data Analyst** plays an **equally** important role, providing the team with accurate and **thoroughly** researched information. This role requires someone who is **extremely detail-oriented** and who works **precisely** to collect and **Analyze** data. A **competent** data **Analyst** helps the team understand the results of their work and make informed decisions. They often work very **closely** with other team members to ensure accuracy.

Another critical team member is the **developer**, who brings creativity and technical expertise to the project. A **successful** developer not **only** creates solutions that meet the project's needs but also adapts **quickly** to any issues or changes. This role requires someone who works both **independently** and as part of the team, balancing creativity with precision.

A **marketing specialist** ensures the project reaches the right audience. This person must be both **strategic** and **insightful**, creating campaigns that **effectively** communicate the product's value. Their work helps the team

understand customer needs and **accurately** positions the product in the market.

Finally, the **quality control inspector** is responsible for maintaining high standards throughout the project. They work **carefully** and **systematically** to check each part of the product, making sure it meets all requirements. A strong quality inspector is **exceptionally thorough**, and they work with a focused eye for detail to catch any potential issues.

With each role contributing **significantly** to the project, an ideal team works **collaboratively**, using each person's strengths to produce high-quality results

3. Practice Exercise - Project Staffing Descriptions

Write a short description of a project team. Describe each person's role, their skills, and how they contribute to the team. Try to use at least **three adjectives** and **three adverbs** in your description.

Example:

"Our project manager is highly organized and ensures everything is on track. The developer works creatively to solve problems quickly. The quality inspector carefully checks each part of the product to maintain high standards."

Our project manager is extremely thorough, he is always focused on details. The data analyst is smart and he is always learning something new. The quality inspector is very organized, he is frequently asking about progress of the tasks. The consultant is competent, his communication skills are extremely competent.

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

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

Homework:

Imagine you are staffing your ideal project team. Write a description of three roles you'd include, and describe the qualities each team member should have and how they would work together. Use at least five adjectives and adverbs.

Example:

"I would choose an efficient project manager, a detail-oriented data analyst who works very precisely, and a flexible developer who can adapt quickly to changes."

Date / Consultant: Oct 31, 2024 Bernardo

Lesson number/week: 1-1

Topic: Projects and deliverables

aim: Describe your current projects, deliverables and goals

Workspace:

Here's the link: <https://meet.google.com/iyp-qaov-jht>

Tell me about any current project you're working on or any tasks you've recently completed at work. This could be a project at work, a task you're handling, or even a personal goal.

- What's one recent project you've started or are about to finish?
- What are the main tasks in this project?

Workforce

1. Discovering Activity – Identifying Project Phases

Look at the project phases below and write each phase a corresponding action. This will help us understand how we can talk about each step in the process.

Project Phases:

Planning

Identify operation needs (inventory, logistics projections, sale forecast)

Process as it is

Process to be

Identify space and equipment (technology, tools, etc)

Documents (constitution cart, stakeholders, meet)

Execution

To start with the building project

To buy new technology

Define new process

Planning and delivery materials

Evaluation

Test on the equipments

Training about new process

Close the project

Forecast

Sell- We **sell** furniture at Coppel- verb

Sale- The **sale** was great, we had excellent results. NOUN

2. Grammar Explanation – Present Perfect Simple and Continuous

We often use **Present Perfect Simple** and **Continuous** to talk about projects and tasks that are ongoing or just finished. Here's how you can use them.

Grammar Explanation:

Present Perfect Simple (have/has + past participle): Used to talk about completed actions or achievements with present relevance.

Formula: Subject + **have** (I, we, they, you) / **has** (he, she, it) + **past participle**.

Go- gone

Do- done

Cut- cut

Buy- bought

Get- gotten

Example: "I have finished the report."

I lost my keys **this morning**.

I **have lost** my keys, I can't enter to my house 😞

Present Perfect Continuous (have/has been + -ing form): Used to talk about **ongoing** activities and projects that have started in the past and continue to the present.

Formula: Subject + **have/has been** + -ing form.

Example: "I *have been working on this project* **for two weeks**."

Practice Sentences:

"I have **completed** the initial phase of the project." Next phase?

"We have **been** testing the new software **since last month**."

Your sentences:

I have finished the document phase on my project

I have been analyzing the data of inventory and sales since one month ago

3. Production Exercise – Project Presentation

Imagine you are giving a brief presentation about a current project. Use the Present Perfect Simple and Continuous to explain what you have completed and what you are still working on.

Example Presentation:

"I have been working on a new marketing strategy for our team. I have already completed the research phase, and now I am creating a presentation. We have been tracking customer trends, and I have identified key points to focus on."

Your presentation:

I have defined the process as it is and I have identified the opportunity areas in the project. I have been working in the new process. Also I have been doing a presentation about that. On the other hand We have been analyzing the area of the building and we have been negotiating with the owner of the land to start with the construction project.

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

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

Homework:

Write a short email update on your project's progress. Use the Present Perfect Simple and Continuous to describe what has been done and what is still in progress. Aim for three to four sentences.

Example Email:

"Dear [Manager's Name], I have been working on the quarterly report, and I have already collected all the necessary data. I have started creating the presentation slides and will continue with the analysis tomorrow. Please let me know if there's any specific detail you would like to include."

Date: / Consultant: Oct 29th, Edgar

October 28th, Jaime DNH

Lesson number/week: Decompress

Catch up/Homework review:

Workspace:

Hello Jacqueline, how are you today?

How was the eval?

Do you think the questions were difficult?

What is something that you would like to review? More practice when it comes to Conditionals.

What about something new you would like to focus on? Focus on business but also general interactions, like traveling, going out, etc.

New curriculum:  Presentations/Meetings Curriculum

Explain present perfect to me, and it's difference between simple past and present perfect continuous

Have you ever traveled to a different country? Which one, and what did you do there?

What's something interesting you've recently learned?

Have you ever met anyone famous? How was the experience?

What are some achievements you've had this year?

Have you tried any new hobbies lately? How did it go?

Have you ever had a surprise party thrown for you? What happened?

How long have you been living in your current city?

Have you ever done something you initially thought you couldn't? What was it?

What's the best movie or series you've watched recently? Why did you like it?

Have you ever had a job that taught you a lot? What did you learn from it?

Improvisation exercise: Create a Story Chain

"One day, Sarah decided to explore a hidden trail in the forest..." Continue

Pronunciation queues:

1. The -ed Endings in Past Tense Verbs

- Pronounced as /t/ when the verb ends in an unvoiced sound (e.g., "*liked*" /laɪkt/).
- Pronounced as /d/ when the verb ends in a voiced sound (e.g., "*loved*" /lʌvd/).
- Pronounced as /ɪd/ when the verb ends in /t/ or /d/ sounds (e.g., "*wanted*" /'wɒn.tɪd/).

2. The "Schwa" Sound /ə/

- Often called the "lazy" sound, the **schwa** /ə/ is the most common sound in English and helps make speech sound more natural. It occurs in unstressed syllables, making words flow better (e.g., in "*banana*," the middle "a" is a schwa sound: /bə'nænə/).
- This can be practiced by identifying unstressed syllables in multi-syllable words.

3. Flap T Sound (American English)

- In American English, /t/ between two vowels often becomes a quick, soft /d/ sound (e.g., "*butter*" sounds like /'bʌdər/ and "*water*" sounds like /'wɔːdər/).
- This makes speech sound more fluid and connected, and practicing it can help reduce pauses and improve fluency.

4. Linking Sounds

- In natural speech, words connect, and sounds blend. For example:
 - **Consonant + Vowel Linking:** When a word ends in a consonant and the next begins with a vowel, the sounds link (e.g., "*take off*" sounds like /'teɪ.kɔf/).
 - **Vowel + Vowel Linking:** To smoothly connect two vowel sounds, a /w/ or /j/ sound may be added (e.g., "*go on*" becomes /gou.wən/).
- This linking makes sentences flow and sound more like native speech.

5. Silent Letters

- English has many silent letters that change the pronunciation of words. Common examples include:
 - Silent **"k"** in "*know*," "*knock*"

- Silent **"b"** in *"comb," "thumb"*
- Silent **"h"** in *"honest," "hour"*
- Recognizing silent letters helps with correct pronunciation and reduces hesitation when encountering new vocabulary.

6. Word Stress in Compound Nouns

- In compound nouns (two words combined to make one idea), the stress usually falls on the first word (e.g., *"toothbrush," "airport"*).
- Practicing word stress patterns helps with clearer, more confident speech.

7. Intonation for Questions

- Yes/No Questions: Typically end with a **rising intonation** (e.g., *"Do you like it?"*).
- Wh- Questions: Usually end with a **falling intonation** (e.g., *"Where are you going?"*).
- Knowing these patterns makes questions sound more natural and helps with expressiveness in conversation.

Errors/Opportunity for growth/Pronunciation/Feedback:

Vocabulary/Phrases:

Homework:

Date: / Consultant: October 24, 2024 Dowse

Lesson number/week: Lesson #25 Week #7

Topic: Evaluation

Aim: Eval

Catch up/Homework review:

N/A

Workspace:

Weeks 1 and 2: Professional Profile and Your Company

Weeks 3 and 4: Current projects and the Hierarchy of Your Company

Weeks 5 and 6: Meetings and Hiring new Personnel

Week 7: Projects and Time Management:

Question #1: Tell me about your professional experience, your position in your company now and your day-to-day responsibilities. Be detailed in your answer, giving information about when, where, what and who.

Question #2: Describe a current project that you are working on. Be sure to mention who it is you report to on this project and also be sure to give specific details about the project itself, such as what is the reason for the project, what you hope to achieve and what success means in this context.

Question #3: Imagine that you have been put in charge of recruiting, hiring and training a new person to fill a role in your company. What is the first thing you would tell that person on Monday morning, when he/she arrives on Monday for their first day at work?

Question #4: Describe how you plan the contents of a meeting about an ongoing project. What do you do first, second and third, when planning the content of that meeting.

Question #5: Imagine yourself 5 years from now. What company will you be working for? What will be your position? How much money will you be making? What will be your day-to-day duties?

Writing sample: In 100 words and 15 minutes, describe an ideal business that you would like to start up. Why that particular business? Do you plan to help people or are you only interested in making the business a success? How would you know when the new start-up is a success?

Write Here:

If I have the opportunity to create my own business I would have a consultant company, this kind of business I find interesting because I can help people to improve their companies. I would offer different services, for example quality certifications, health and safety support, engineer consulting or environmental audits, I would learn many things to help clients and would offer jobs to professionals. This is an important thing for me, I want to be part of a company that creates employees. When the services are made without my help I will know that my company it success, because I'm sure that I need to start with my team but I need to delegate activities and teach them so they can do the activities by themselves and achieve the same or even better results than me.

Errors/Opportunity for growth/Pronunciation/Feedback:

Vocabulary/Phrases:

Homework:

Date: / Consultant: October 22, 2024 Dowse

Lesson number/week: Lesson #24 Week #7

Topic: Review of Weeks 6 and 7 for Upcoming Evaluation

Aim: Eval Prep.

Catch up/Homework review:

Workspace:

Week 6 - Let's Hire Someone!

Passive voice

Questions in the passive

Week 7 - Projects 2.0 - Into the Deep

Conditionals

Prepositions of time

All tenses review

Passive Voice - The passive voice emphasizes THE ACTION, **not** THE ACTOR

15 minutes

Passive voice – fill in present simple, past simple

Most of the things we buy ___are made_____in China these days. (make)

I study Art – it ___is taught_____in my school. (teach)

Cheques _are not used_____much these days - most people pay by credit card. (not use)

___Are_____ stamps ___sold_____in supermarkets? (stamps/sell)

English ___is spoken_____here. (speak)

___Is_____ wine _____produced_____in England? (produce)

Mistakes ___are made_____all the time. Nobody's perfect. (make)

Breakfast ___is served_____from 7.30 to 10.00. (serve)

A lot of patience _____ is needed _____ in this job. (need)

These programs _____ are watched _____ by people all over the world. (watch)

Does Stephan set the timer? No, the timer _____ isn't set _____ by Stephan.

The artist sings three song. _____ Are _____ three songs _____ sung _____ by the artist? (sing)

Mr Brown takes the umbrellas. Yes, the umbrellas _____ are taken _____ by Mr Brown. (Take)

The policeman does a good job. _____ Is _____ a good job _____ done _____ by the policeman? (do)

Did my friends find my keys? Yes, my keys _____ were found _____ by my friends. (find)

Mixed Conditionals

15 minutes

Put the verbs in brackets into the correct tenses.

1.- If you _____ were _____ (be) a professional basketball player, who _____ would you play _____ (you/play) for?

2.- If he doesn't study _____ (not study) now, he won't have time later.

3.- If Susan had taken the map, she _____ (not get) lost.

3rd Conditional Structure . 2 events in the past which are impossible

Subject + past perfect + would + have + past part. + object

If Susan + had taken the map + she wouldn't + have 'gotten + lost

4.- Where would you go on holiday if you _____ could _____ (can) choose?

Review structure of 1st cond.

5.- The teacher _____ will be _____ (be) angry if you didn't do your homework.

6.- What _____ would you give _____ (you/ give) me if it were my birthday tomorrow?

7.- If we recycled more, there _____ wouldn't be _____ (not be) so much rubbish.

8.- If they had something to eat, they _____ wouldn't be _____ (not be) hungry.

9.- If we _____ had heard _____ (hear) the weather forecast, we wouldn't have gone to the beach.

10.- What _____ would you buy _____ (you/buy) if you had a credit card?

- 11.- If they _don't hurry _____ (not hurry) up, they will miss the film.
- 12.- If the bus __doesn't arrive_____ (not arrive) soon, we'll be late.
- 13.- If they had phoned me yesterday, I would have given _____ (give) them the news.
- 14.- If I _were_____ (be) you, I wouldn't eat so many sweets.
- 15.- We'll go for a walk unless it __rains_____ (rain).
- 16.- If the North Pole _melted_____ (melt), the water would flow through many cities.
- 17.- If we _had known_____ (know) it was Paul's birthday, we would have sent him a card.
- 18.- If you play the music too loud, you _will wake up_____ (wake up) the neighbours.
- 19.- My father doesn't feel happy unless he _swims_____ (swim) every day.
- 20.- If the river had frozen, my friends and I _would have gone_____ (go) skating.
-

Prepositions of Time

15 minutes

Write the preposition to fill the gaps.

1. I finish school early ____on_____ Wednesdays.
2. Are you going to work ____on/over_____ the summer holidays?
3. I only ever see my cousins ____at_____ Christmas.
4. ____In_____ the past, you couldn't buy such a variety of different foods.
5. What shall we do ____at/on_____ the weekend?
6. Mobile phones were invented ____in_____ the 80s.
7. My exam is ____on (the)_____ 7th of June.
8. I'm having my first guitar lesson ____on_____ Friday afternoon.

Correct the mistakes and write the sentences on the line below.

1. We were waiting during five hours.We were waiting for five hours.....

2. What are you doing in the weekend? ...What are you doing at/on the weekend?.....
3. It's so beautiful in the park on summer!It's so beautiful in the park in summer!.....
4. We woke up on dawn because of all the mosquitoes!We woke up at dawn because of all the mosquitoes.....
5. I'm going on holiday tomorrow! I'm going in two weeks.I'm going for two weeks.....
6. I always go out at Friday nights.I always go out on Friday nights.....
7. It's very noisy on night in this street.It's very noisy at night on this street.....
8. I'll see you on next Friday.I'll see you next Friday.....

Tense Review

12 minutes

[Mixed Past Tenses Game 1 | EnglishClub](#)

[Mixed Present Tenses Game 1 | EnglishClub](#)

[Mixed Future Tenses Game 1 | EnglishClub](#)

Errors/Opportunity for growth/Pronunciation/Feedback:

Vocabulary/Phrases:

Homework:

Do all games exercises until you get 100%. [Mixed Past Tenses Game 1 | EnglishClub](#)

[Mixed Present Tenses Game 1 | EnglishClub](#)

[Mixed Future Tenses Game 1 | EnglishClub](#)

Date: / Consultant: Oct 16th Marisol

Lesson number/week: Week 8 Lesson 23

Topic: Eval Prep 2

Aim: Explain the problems & solutions from your previous projects

Catch up/Homework review:

Workspace:

Hello Jacqueline, how are you today?

CONDITIONALS

Zero & 1st Conditionals

Zero Conditionals

If clause (condition) , Main Clause (result)

Present simple , Present simple

1st Conditionals

If clause (condition) , Main Clause (result)

Present simple , Future

englishacademy101

We use the **zero conditional** to speak of situations involving universal truths or general facts. We will use the **Present simple** in the conditional sentence as well as in the consequence sentence. You can also substitute

If

When

If you walk under the rain, you get wet. -> when you walk under the rain, you get wet. -> you get wet when you walk under the rain.

Simple present + simple present

- **What do you do when there is an unexpected setback with a project or a goal?** When/if there is an unexpected setback I usually make a list to identify the risks and I make a plan to solve these risks.

We will use the **first conditional** to talk about particular situations that can happen in a safe way. We also use it when we talk about future plans, threats, warnings and promises or to convince someone of something.

If you deliver the report on time, **you will** get a promotion. ->

If I walk thirty minutes daily, **I will** be healthy -> I will be healthy if I walk 30 minutes daily.

- **Imagine you have a project due in 3 days, and today it is announced that they might need it all by tomorrow. What will you do if they change the due date?** I will ask my team for help if they move the project two days before.

COMPARATIVES AND SUPERLATIVES

Comparative	Superlative	Irregulars
tall	→ taller	→ the tallest
short	→ shorter	→ the shortest
nice	→ nicer	→ the nicest
big	→ bigger	→ the biggest
hot	→ hotter	→ the hottest
funny	→ funnier	→ the funniest
expensive	→ more expensive	→ the most expensive
interesting	→ more interesting	→ the most interesting
Good	→ better	→ the best
Bad	→ worse	→ the worst
many	→ more	→ the most
much	→ more	→ the most
far	→ farther	→ the farthest
	→ further	→ the furthest

COMPARATIVES (2 things)

English is more **interesting** **THAN** maths

The flights in Aeromexico are more **expensive** **than** volaris

ugly-> uglier

Your cat is uglier **than** my cat.

SUPERLATIVES (the top category)

The most

	Comparative Adverb	Than	
Gas prices are rising	faster	than	food prices.
	more rapidly		

- What's the **most interesting** thing about your job? The most interesting thing about my job is that you can change the process in order to improve some KPI's
- Who has **the most responsibility** in your department? My boss has the responsibility in my team
- What is your **worst experience** in any job you've ever had? My worst experience is when I had a mean and bad boss, he was disrespectful especially with women
- What's **the best career advice** you've ever received? How about **the worst**? The best career advice that I've ever had is to know the principles of operations, to be involved. The worst is when I receive advice and they tell me to let it pass, let it happen and not make a change.
- Think about the last job you had, how is it different from your current job? Describe the reasons.
My last job was more interesting than my current job because we always had different problems to solve, but my actual job is more relaxing than my last because there is a schedule to work, the responsibilities in my last job were bigger than the actual job because I was the quality manager of a plant.

POLITE REQUESTS

In what situations do you make requests in a polite way?

When I ask for help to another department, people i don't but whose help I need

→ **Highlight** the words that make these sentences polite:

- Can I charge my phone here, please?
- Can I take a day off next week? I have some family issues I need to attend to.
- I'd like to see what you have so far on this project, please.
- May I take one of these brochures?
- I'd like some more bread, please.
- I was wondering what time we have to check out?
- Could you let me know when you finish the report?
- Could you hand me the phone, please?
- Would you mind closing the door?
- Do you mind if I sit here?

Let's practice!: <https://usefuleenglish.ru/grammar/modal-verbs-exercise-four>

Errors/Opportunity for growth/Pronunciation/Feedback:

Vocabulary/Phrases:

Costume-Aduanas

Homework:

-> Look at the charts comparing three laptop computers. Then create sentences comparing them.

Product Details	T400	XJ7	A-50
Screen size	15 inches	17 inches	14 inches
Weight	5.5 pounds	6 pounds	6.5 pounds
Amount of time on the market	18 months	3 months	9 months
Cost	\$565	\$650	\$499

Customer Ratings	T400	XJ7	A-50
Starts quickly	★ ★ ★	★ ★	★ ★ ★ ★
Runs reliably	★ ★ ★ ★ ★	★ ★ ★ ★	★ ★ ★
Operates quietly	★ ★ ★ ★	★ ★ ★	★ ★ ★ ★ ★
Displays pictures well	★ ★ ★	★ ★ ★ ★ ★	★ ★ ★ ★

Example: the screen of the T400 is *larger* than the A-50's, but it is *smaller* than the XJ7's.

The A-50 is heavier than T400, and it is cheaper too

The displays picture well is worseof T400 than A50 according customer ratings

The stars of A-50 is quicklier than XJ7 according to customer ratings

The Xj7 is more expensive than T400

Date: / Consultant: Oct 14th Edgar

Lesson number/week: Week 8 Lesson 22

Topic: Eval Prep 1

Aim:

Catch up/Homework review: Practice Conditionals by telling me about the rules and procedures of your work.

Ex: If I don't connect on time for the class, I will have to speak to my team leader.

0
1
2
3

Workspace:

Hello Jacqueline, how are you today?

Warm up/Review:

<https://www.liveworksheets.com/w/en/english-second-language-esl/128464>

Modal Verbs: (Probability, Ability, Obligation, Recommendation, Permission, etc.)

Can-Could

Can you give me some water?

Could you give me some water?

Will-Would

I will help you

I would help you...

When I was a kid I would go to my grandparents house.

Will you get me another drink?

Would you get me another drink?

Must-Should

modal
verbs

MUST & SHOULD

Obligation & Recommendation

MUST

- official, written rule
You must be 18 or older to vote in the U.S.
- duty/strong moral obligation
You must respect your parents.
- very strong recommendation
You must visit DC when you're in the U.S.

SHOULD

- personal obligation / moral obligation
(weaker than "must")
I should save more money each month.
I should call my brother more often.
- recommendation
She should wear a suit to the interview.

HAVE TO

NOT a modal verb

- changes form
I HAVE TO finish this report by 5:00.
She HAS TO finish this report by 5:00.
- often used in place of MUST when speaking
- necessity I have to wear glasses to see.

English Made So Easy

Might-May (Both for possibility and only May for permission).

<https://test-english.com/grammar-points/b1/modal-verbs-of-deduction/>

I might be late to class.

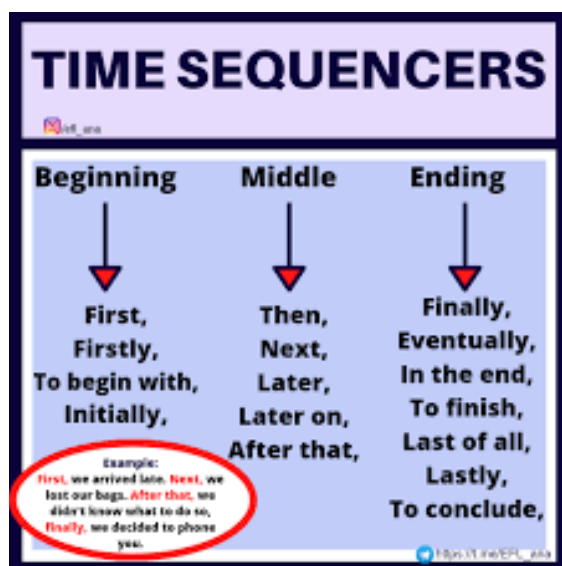
I may be late to class.

Share some tips, advice, and recommendations to one coworker who is having some trouble organizing a project.

First, you should know the project plan. You should identify the stage of your project and organize it during a timeline.

When you have these stages defined, you must work with the timeline on mind, if you identify some risks you should talk with your manager to act before you have some troubles.

Sequencers:



Errors/Opportunity for growth/Pronunciation/Feedback:

Vocabulary/Phrases:

Costume-Aduanas

Homework: Add some of the sequencers to your recommendation.

First, you should know the project plan. **After that**, you should identify the stage of your project and organize it during a timeline.

Then, When you have these stages defined, you must work with the timeline in time, if you identify some risks you should talk with your manager to act before you have some troubles.

Review your lessons and prepare questions.

Date: / Consultant: Oct 8th Edgar

Lesson number/week: Week 7 Lesson 21

Topic: General Review

Aim:

Catch up/Homework review:

Workspace:

Hello Jacqueline, welcome back!

How are you today?

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

General Review

What are Conditionals?

Tenses:

Present Simple: Subject+Verb+Object

I take my English Class-I don't take my English class-Do I take my English class?

She brings a cake-She doesn't bring a cake-Does she bring...?

Past Simple: Subject+Verb (in past form) +Object

Regular (Finish in -ED)	Irregular (Never ends in -ED)
Start-ed Walk-ed Finish-ed Watch-ed	Take-Took Bring-Brought Eat-Ate Run-Ran

I took my English Class-I didn't take my English class-Did I take my English class?

She brought a cake-She didn't bring a cake-Did she bring...?

Future Simple: Subject+Aux will/won't+Verb+Object

CONDITION

+

RESULT

ZERO
conditional

If you stand in the rain, you get wet.

If you heat ice, it melts.

PRESENT SIMPLE

+

PRESENT SIMPLE

USES: Facts which are generally true or scientific facts.
The condition always has the same result.

FIRST
conditional

If it rains,

we will cancel the trip.

If you study,

you will pass the exam.

PRESENT SIMPLE

+

WILL / WON'T + VERB

USES: A possible situation in the future.
Predicting a likely result in the future (if the condition happens).

SECOND
conditional

If I won the lottery,

I would travel a lot.

If they sold their house, they would be rich.

PAST SIMPLE

+

WOULD + VERB

USES: Hypothetical or unlikely situations.
Unreal or improbable situation now or in the future.

THIRD
conditional

If you had studied,

you would have passed the exam.

If I hadn't been sick,

I would have gone to your party.

PAST PERFECT

+

WOULD HAVE + PAST PARTICIPLE

USES: The person is imagining a different past.
Imaginary situation that did not happen in the past.

Past Perfect: Subject+Aux Had+Verb in past participle+Object

I had read a book.

Will/Would

Errors/Opportunity for growth/Pronunciation/Feedback:

Vocabulary/Phrases:

Homework: Practice Conditionals by telling me about the rules and procedures of your work.

Ex: If I don't connect on time for the class, I will have to speak to my team leader.

0 If I don't send the budget request on time I don't get budget to my project next year

1 If the Operation Manager sign my project I will start on time with that

2 If I finished my project on time I would get a promotion immediately

3 If I had studied another master degree I wouldn't have worked at Coppel now

Date: / Consultant: June 25, 2024 Dowse **DNH** 6/27/24 **DNH**

Lesson number/week: Lesson #21 Week #7

Topic: Risk and result

Aim: Grammar: will vs would/ conditionals review

Vocabulary; predictions. **Client is able to discuss how to calculate cost, outcome and manage risks and results.**

Catch up/Homework review:

Discuss upcoming Eval. Review Week

5 minutes

Client is able to discuss how to calculate cost, outcome and manage risks and results.

Workspace:

will' and 'would' | LearnEnglish (britishcouncil.org)

A review of conditionals: BBC English Class (youtube.com)

Conditionals: zero, first and second | LearnEnglish (britishcouncil.org)

Third conditional | LearnEnglish Teens (britishcouncil.org)

53 minutes

CLOSE/HW

2 minutes

Errors/Opportunity for growth/Pronunciation/Feedback:	Vocabulary/Phrases:
Homework: Review everything in this lesson. Complete any unfinished exercises.	