Gilberto Aispuro

Curriculum: Team Communication Across Commercial and Technical Areas

Date: November 24th / Consultant: Eka

Lesson number: #10 /week: #4

Topic: Discussing Upcoming Field and Commercial Activities

Aim: Communicate straightforward plans and arrangements for familiar

Catch-up/Homework review: **Workspace:**

Link to class → https://meet.google.com/rvu-qpkf-pkf

1. Grammar review

Will vs *going to* — when they differ

Will and *going to* are both used to talk about the future, and in many contexts either can be used. However, there are clear cases where one is more natural or grammatically preferred.

Use *WILL* for:

• Decisions made at the moment of speaking: *"The phone is ringing — I'**ll** get it."*
• Promises and offers: *"I **will** help you with that."*
• Predictions based on opinion or belief: *"I think she **will** pass the exam."*

Use *GOING TO* for:

• Plans and intentions already decided before the moment of speaking: *"I**'m going to** visit my parents this weekend."* (already planned)
• Predictions based on present evidence: *"Look at those clouds — it**'s going to** rain."*

The key test for predictions:

No visible evidence → *will*: *"I think Brazil **will** win the World Cup."*
Clear present evidence → *going to*: *"He's not studying at all — he's **going to** fail."*

2. Practice → https://www.learnenglishfeelgood.com/will-or-going-to-exercise1.html

3. Discuss:
1. What field visits are you going to make next week? Which growers are you going to visit?
2. Are you going to inspect any specific crops, such as cucumbers, radishes, or tomatoes? What are you going to look for?
3. What commercial activities are you planning for the next month? Are you going to meet new clients or follow up with existing customers?

Errors/Opportunity for growth/Pronunciation/Feedback:	**Vocabulary/Phrases:** **Belief (n.) :** Creencia

Homework:

Write at least 2 activities you will and are going to do this week.

WILL	GOING TO

Date / Consultant: Nov 23, 2026 Bernardo

Lesson number/week: 9-3

Topic: Correcting Details Clearly

Aim: Correct routine operational information and restate the accurate detail clearly.

Catch-up/Homework review:

Workspace:
https://meet.google.com/jmc-wuon-miz

Match the workplace scenario on the left with the most natural response on the right:

Scenario	Response

1. You say "15 boxes" out loud /laud/, then immediately realize you **meant /meeent/** "50 boxes".	A. *"Actually, it's not in **Storage /ssssto rech/** Room A, it's in Storage Room C."*
2. Your coworker thinks the client audit is on Wednesday, but it is on Thursday.	B. *"We received 15 boxes — sorry, I mean 50 boxes."*
3. A teammate goes to the wrong room to pick up equipment.	C. *"Actually, the audit isn't on Wednesday, it's on Thursday."*
4. Your supervisor thinks the morning shift **starts** at 7:00 AM instead of 6:30 AM.	D. *"Actually, it's not at 7:00 AM, it's at 6:30 AM."*

Complete each short dialogue with <u>Actually</u> or <u>I mean</u>:

1. A: So, the truck arrives on May 12th?
   B: _____**Actually** _____, it's not on May 12th, it's on May 20th.
2. A: How many pallets are ready for shipping?
   B: We have 14 pallets — sorry, _____**I mean**_____ 40 pallets ready.
3. A: Put those files on Desk 3, please.
   B: _____**Actually**_____, Desk 3 is full. Let's put them on Desk 5.

Combine the Wrong Detail (❌) and the Correct Detail (✅) into one smooth <u>sentence</u> using Actually, it's not..., it's... (or they're not..., they're... for plurals):

1. ❌ Delivery date: October 13th | ✅ Delivery date: October 30th
   → *"Actually, it's not on October 13th, it's on October 30th."*

2. ❌ Location: Loading Dock 1 | ✅ Location: Loading Dock 4
   → *"Actually, _it's not Loading Dock 1, it is Loading Dock 4____."*
3. ❌ Quantity: 16 crates | ✅ Quantity: 60 crates
   → *"Actually, _they're not 16 creates /creits/, they're 60 creates _____."*
4. ❌ **Briefing** time: 8:15 AM | ✅ Briefing time: 8:45 AM
   → *"Actually, _it isn't 8:15 AM, it is 8:45 AM_____."*
5. ❌ Location of spare parts: Cold Storage | ✅ Location of spare parts: Main Warehouse
   → *"Actually, _it is not in Cold Storage, it is in Main Warehouse ____."*

Read each prompt aloud to your teacher. Say the crossed-out (wrong) detail first, pause briefly, say "— sorry, I mean...", and state the bold (correct) detail clearly.

1. Prompt: Please send the order form to ~~logistics~~ → accounting.
    - You say: *"Please send the order form to logistics — sorry, I mean accounting."*

2. Prompt: The inventory check is on ~~November 3rd~~ → November 13th.
    - You say: *the in**ven**tory check is on November 3rd, sorry I mean November 13th*

3. Prompt: We ordered ~~18 liters~~ → 80 liters of cleaning solution.
    - You say: *we ordered 18 liters, sorry I mean 80 liters of cleaning solution*

4. Prompt: Put the new labels in ~~Cabinet B~~ → Cabinet D.
    - You say: *put the new **labels /laibls/** in cabinet B, sorry I mean cabinet D*

5. Prompt: Our supplier called at ~~2:30 PM~~ → 3:30 PM.
    - You say: our supplier called at 2:30 pm, sorry I mean 3: 30 pm

Compare an official Operations Schedule against a coworker's summary message, find four inaccurate details, and prepare clear corrections.

Document 1: Official Operations Schedule (Accurate Data ✅)

- Shipment Date: Tuesday, November 24
- Arrival Time: 6:30 AM
- Order Quantity: 150 units
- Unloading Zone: Bay 3
- Team Lead: Sofia Herrera

Document 2: Coworker's Summary Message (Contains 4 Errors ❌)
SUBJECT: Tuesday's Shipment Details

Hi team, quick reminder that the shipment arrives on Thursday, November 24 at 7:30 AM. Please prepare space for 115 units at Bay 1. Sofia Herrera will coordinate the unloading.

Error Correction Log:
Identify the 4 mistakes in the message and write how you would correct each one politely:

1. Day Error:
   → *"Actually, it's not on Thursday, it's on Tusday."*
2. Time Error:
   → *"It's not at 7:30 AM, it's at 6:30 AM."*
3. Quantity Error:
   → *"Actually, we aren't receiving 115 units, we are receiving 150 units."*
4. Location Error:
   → *"It's not at Bay 1, it's at bay 3 ."*

Errors/Opportunity for growth/Pronunciation/Feedback:	**Vocabulary/Phrases:** Merriam-Webster

	You’ apostrophe : colon ; semi-colon

Homework:

Your coworker sent a message to the operations group chat with three mistakes about tomorrow's stock count:

- ❌ *Wrong message:* "Hi everyone, the stock count starts tomorrow at 8:00 AM in Warehouse A. We need to check 90 pallets."
- ✅ *Real details:* 7:30 AM | Warehouse C | 190 pallets

Write a short, polite 3–4 sentence message correcting all three details clearly. Use Actually, It's not..., it's..., and **I mean.**

Write the message here:

Hi everyone, just to clarify that the stock count is not at 8:00 AM, It is 30 minutes earlier, **I mean** at 7:30 am, **and** actually it’s not in Warehouse A, it is in Warehouse C, also we aren’t check**ing** 90 pallets, we are check**ing** 190 pallets

Date: / Consultant: November 18th, Ivan

Lesson number/week: 8/3

Topic: Confirming Technical or Commercial Information

Aim: Client is able to repeat or reformulate straightforward information to confirm mutual understanding with another area.

Catch up/Homework review:

WORKSPACE: https://meet.google.com/hru-hbvz-brd

- Have you ever had a small misunderstanding at work because of numbers, dates, or technical requirements? What happened?
  - Yes, one of the plots that is on the road, normally is hanged, and my coworkers put a net where it wasn’t needed
  - Hanged
  - String - hilo
- When a colleague from another department speaks fast or uses different terms, what do you usually say to make sure you understand?
  - I tell him “Can you repeat again?”

When we want to be 100% sure we understand a colleague, we don't just say *"Yes, I understand."* Instead, we **reformulate** (say the information again in our own simple words) and ask a confirmation question.

Here are three easy ways to start your confirmation:

- **So, ...?** (Used to summarize the main point or result)
    - *Example:* "So, the new tomato variety needs 22 degrees Celsius?"
    - *Example:* "So, the client in Spain wants the seeds by next Tuesday?"
- **Do you mean...?** (Used when a word or idea is a little unclear)
    - *Example:* "You said the trial had 'low germination.' Do you mean less than 70% of the seeds grew?"
    - *Example:* "Do you mean we need to test the resistance to the virus again?"
- **... Is that correct?** (Used after you repeat specific data, numbers, or steps)
    - *Example:* "We are sending 500 grams of lettuce seeds to the logistics hub in De Lier. Is that correct?"
    - *Example:* "The commercial launch is delayed until Q3. Is that correct?"

Pro-Tip for Reformulating: Keep it simple! Change complex words into easy words, or summarize long sentences into short facts (Who, What, When, How much).

Before we do a roleplay, let's practice reformulating. Read what your colleague from another department says to you. How can you repeat this information simply to check your understanding?

1. Logistics Coordinator:

"We can't ship the trial packets to the Mexico station this week because the phytosanitary certificates are still pending approval from the authorities."

- **Your turn to confirm:** (Hint: Ask about the delay and the reason.)
    - *We can't ship the trial packets to the Mexico station, because the phytosanitary certificates need approval,* ***is that correct?***
    - ***So,*** *we can't ship the trial packets due to the missing approval of the authorities?*
    - ***Do you mean*** *that we can't send the trial packets, because we have pending the approval from the authorities?*

2. Sales Representative:

"The growers in Almería are asking for a cucumber variety with high powdery mildew resistance, and they need the catalog specs before the expo on the 15th."

Who, What, When, How much

- **Your turn to confirm:** (Hint: Check the specific disease resistance and the deadline.)
    - *The growers in Almería are asking for a cucumber variety because they need high powdery mildew resistance,* ***is that correct?***
    - *They need a high powdery mildew resistance variety, and the catalog specs before the expo,* ***is that correct?***

    - ***Do you mean*** *that the growers need a resistant variety, and the catalog specs before the expo?*

3. Greenhouse Manager:

"For the next planting cycle in Compartment 4, we are reducing the irrigation frequency by 20% to observe drought tolerance."

- **Your turn to confirm:** (Hint: Confirm the location, the water percentage, and the goal.)
    - **So**, the next planting cycle in compartment 4, try to reduce the irrigation by 20%, to observe the drought tolerance?
    - We'll reduce

Sometimes in fast meetings, people make small errors when summarizing technical or commercial notes.

1. You will read the **Real Project Notes** below.
2. I will pretend to be a colleague from Marketing or Supply Chain, and I will give you a quick summary of these notes—**but I will include 2 small mistakes** in each one!
3. Listen carefully, interrupt politely, and use **So...?**, **Do you mean...?**, or **... Is that correct?** to confirm the real information.

Card 1: Melon Trial Update (Technical)

- **Variety:** RZ-408 (Cantaloupe)
- **Location:** Greenhouse B, Row 12 (14)
- **Temperature:** 26°C during the day
- **Goal:** Test sugar levels (Brix) before harvest on Friday (Saturday)

Card 2: Client Seed Order (Commercial)

- **Client:** FreshGrow Distributors (Italy)
- **Product:** Organic spinach seeds (Variety: Lazio)
- **Quantity:** 15 kilograms
- **Delivery Date:** November 30th via air freight

Great job today! Let's review:

1. Which phrase felt most natural for you to use today: *So...?*, *Do you mean...?*, or *... Is that correct?*
    a. *Do you mean…?*
2. Why is reformulating better than just saying "I understand" in a company like Rijk Zwaan?
    a. Because you can clarify the idea.
    b. Because it's important to check every detail.

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

Homework:
Record a 1-to-2-minute voice note on your phone and send it to me. Imagine you just finished a meeting with a Sales Manager. Summarize and confirm the 3 most important things you agreed on (for example: dates, seed quantities, or trial locations). Use all three target phrases in your recording! (4521820644)

Small - size
Short - length recording

Date/ Consultant: 17 de nov 2026 Sergio Alvarado DNH
13 nov 2026 Sergio Alvarado off curriculum

Lesson number: #8 /week: #3

Topic: Confirming Technical or Commercial Information

Aim: Client is able to:
Request simple repetition or clarification when routine operational information is unclear.

Warm-up

Share 3 facts of things that you were told today.

What do you do when you do not understand something?

Presentation

Lesson 8 - Confirming Technical or Commercial Information

Practice

Roleplay Cards: Granos del Pacífico

Order Parameter	Card A: Commercial Notes	Card B: Warehouse Record
Product Grade	Yellow Corn (Grade 2)	[Confirm with Commercial]
Volume	[Ask Logistics for stock]	350 metric tons available
Moisture Limit	Max 14.0% accepted	[Verify silo compliance]
Dispatch Date	[Confirm date with Logistics]	November 24 earliest
Documentation	Fumigation certificate required	[Ask Commercial for specs]

Production

Write 3 hypothetical situations of information shared with you.

Rewrite it using the confirmation responses:

So…

Do you mean…?

_____is that correct?

Homework:

Date/ Consultant: 11 nov 2026 Karen

Lesson number: #7 /week: #3

Topic: Clarifying information

Catch up/Homework review:

Busy
Busiest…

Present this to the next consultant… focus on your fluency, intonation, pauses…

First, last week we visited three farms from Sonora area.
Then, our colleague Jose organized the new visit.
Now, the crops look healthy and normal behavior.
next , we plan to send the final numbers **that** were selected to the breeders.

WORKSPACE:

Read the conversation between an agronomist and a logistics coordinator at Rijk Zwaan out loud.

Lucas (Logistics): *Hi Mateo, we need to inspect the sweet pepper plants in Sector 4* ***immediately*** *because the grower* ***reported*** *an anomaly.*
Mateo (Agronomist): *Sorry,* ***could you repeat that?*** *The connection broke up.*
Lucas: ***Sure****.* ***We*** *need to check the sweet pepper crop in Sector 4 today.*
Mateo: ***Got it,*** *thanks. But* ***which field*** *do you mean? We have trials in Block A and Block C.*
Lucas: *Block C, near the main reservoir.*
Mateo: ***Understood****. And* ***what do you mean by*** *'anomaly'? Is it a virus issue or an irrigation problem?*
Lucas: *The grower noticed yellow leaves on the lower stems.*

Mateo: *Clear. I will **head** there now and check the plants.*

"Head up"

"Can"
Got it
Noted
Ok
Sure

Study the three ways to ask for clarification depending on the problem you encounter.

Situation	Clarification Strategy	Key Phrases
1. Audio / Speed Issue *(You didn't hear or it was too fast)*	**Ask for Repetition**	• *"Could you repeat that, please?"* • *"Sorry, **I didn't catch** the last part. Could you say that again?"*
2. Meaning / Ambiguity *(You heard the words, but the meaning is vague)*	**Ask for Meaning / Detail**	• *"What do you mean by [word/phrase]?"* • *"Could you **clarify** what you mean by [term]?"*
3. Too Many Options *(You need an exact item, location, or code)*	**Ask for Specific Selection**	• *"Which [noun] do you mean?"* *(e.g., Which field? / Which batch? / Which variety?)*

Match the operational problem (1–4) with the best clarification question (A–D).

- A. *Sorry, could you speak a bit slower and repeat the code?*
- B. ***Which** hybrid variety should I re-run?*
- C. *Could you repeat the date? I couldn't hear over the generator.*
- D. *What do you mean by '**critical**' in this context?*

1. __B__ Your manager says: *Please re-run the **test** on the new hybrid."* But you are testing four different tomato hybrids.
2. __C__ **Background machinery noise** prevents you from hearing the shipment date.
3. __D__ A colleague writes: *This trial result looks critical."* You don't know if 'critical' means dangerous or highly important.
4. __A__ A supplier mentions an urgent seed code, but spoke too quickly.

Respond to each colleague's statement using the requested clarification type.

1. **Colleague:** *Please **forward** the germination data to the regional lead before 2:00 PM.*
   *(Clarification type: **Specific selection**, you work with two regional leads: Mexico North and Mexico South)*
   You: Which regional lead should I send the germination data?

   Which regional lead do you mean?

2. **Colleague:** *The trial in Culiacán shows unstable performance.*
   *(Clarification type: **Meaning**, you need to know what 'unstable performance' refers to: yield, plant height, or disease)*
   You: What do you mean by unstable performance?
3. **Colleague:** *[Static sound] ...transfer the seed samples... [static sound] ...to refrigeration unit 2.*
   *(Clarification type: **Repetition**, the audio failed)*
   You: Could you repeat that? Sorry, I didn't catch the last part..

→ Come again

Read the scenario below. Write a complete 3-line Teams/Slack conversation between you and a supervisor. You must ask **two different types of clarification questions** before confirming the final action.

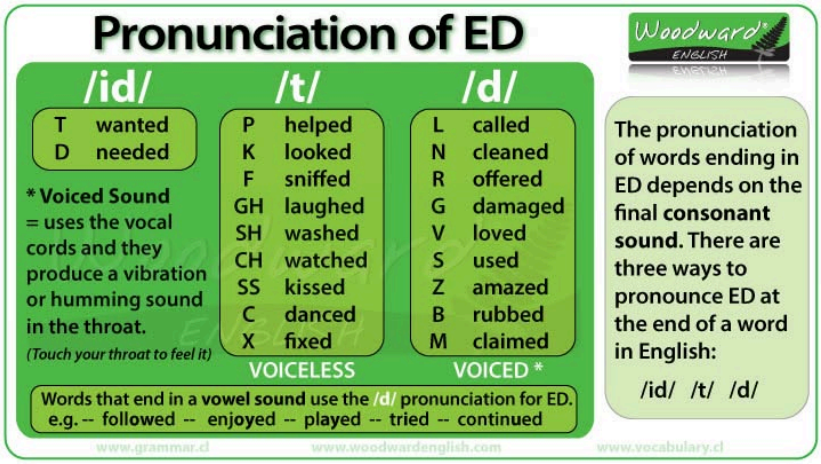
Scenario:

- Your supervisor sends a **rushed** message: *We need to hold the seed delivery because the paperwork has an **issue**.*

- **Unclear** point **1:** You don't know which seed delivery (Cucumber Lot 204 or Tomato Lot 310).

Hi Ramon Which seed delivery are you referring? because we have 2 lots, and could you clarify what do you mean by,,,,

Errors/Opportunity for growth/Pronunciation/Feedback:	**Vocabulary/Phrases:** **Get used to - acostumbrarse** **I am in a rush!**



Danced

Fixed

Homework:

Unclear point 2: You don't know what "an issue" means (missing phytosanitary certificate or incorrect invoice pricing?) (EMAIL FROM LAST ACTIVITY)

I received the information from the logistics department, which document do you mean?

Date/ Consultant: 9 nov 2026 Karen

Lesson number: #6 /week: #2

Topic: Giving a Progress Update Across Areas

Coherence & Fluency

Integrated language: Past tense, present tense and next steps.

Discourse: first / then / now / next.

Aim: Client is able to give a short structured progress update to colleagues from another area, covering completed work, current status, and a next step.

Catch up/Homework review:

WORKSPACE:

She has 4
She is 4 years old…

I **didn't do** it
I didn't **have** time..

Link to class → https://meet.google.com/ahr-hpxf-efp

Read this short update email from a colleague at Rijk Zwaan.

Subject: Project Update: Red Pepper Trial Cycle – Culiacán Station
From: Field Operations
To: Commercial, Supply Chain & Logistics Teams

Good morning, everyone.

Here is a quick update regarding the autumn red pepper trials before tomorrow's sales meeting:

- **First**, we **inspected** four partner greenhouses in the valley and **evaluated** pest resistance on the new hybrids.
- **Then**, our field team collected 120 fruit samples and **logged** all harvest metrics into the central database.
- **Now**, we are comparing the yield data against our standard commercial varieties, and the crop quality looks very promising.
- **Next**, we plan to review the preliminary results with the breeding team on Thursday, and we **will send** the final summary to Logistics so you can prepare seed volume estimates for next season. → **SIMPLE FUTURE (will / won't)**

Let me know if you have questions before our call tomorrow.

Best,

Operations Team

What's the Difference?

WILL

1. Spontaneous Decisions

- It's raining! I **will** get the umbrella.

2. Promises & Offers

- I will call you when I arrive.

3. Predictions (opinion)

- I'm sure you **will** love this movie.

4. Formal Statements

- The President **will** visit the city next week.

GOING TO

1. Planned Future Actions

- I'm **going to** study medicine at university.

2. Intentions

- She's **going to** start a new job next month.

3. Predictions (evidence)

- Look at those clouds! It's **going to** rain.

4. Arranged Plans

- We're **going to** visit grandma this weekend.

You won't go to school…

You are not going to school…

AI will replace us!

Visited **Needed** **Evaluated**	**Logged** **Travelled** **Prepared**
T AND D	**Travell it** **Prepare it**

Match the time frame with the action based on the email. Write the correct letter (A, B, C, or D).

1. __D__ **First** (Completed task 1)
2. __C__ **Then** (Completed task 2)
3. __A__ **Now** (Current work)
4. __B__ **Next** (Upcoming step)

- **A.** The team analyzes yield numbers and monitors the greenhouse.
- **B.** *Carlos plans to share the final report on Friday.*
- **C.** The team finished field visits and collected samples.
- **D.** The team organized the data and sent results to the lab.

Fill in the blanks with the correct connector (**First**, **Then**, **Now**, **Next**) and the correct verb form from the box.

plan to visit | ***checked*** | ***are preparing*** | ***received***

1. ___First___, last Monday, we __received__ the new trial seeds from the logistics department.
2. _____then _____, our agronomists _____checked _____ the soil quality in three greenhouses.
3. _____now____, we __are preparing ____ the weekly data summary for the commercial team.
4. _____next _____, we _____plan to visit_____ the growers in the valley to review trial progress.

Select one action for each phase from the prompts below. Say your complete sentence out loud.

- **Past (First / Then):**
  - *visited three farms / tested the cucumber variety / completed the grower survey*
- **Present (Now):**
  - *we are reviewing the data / we are coordinating the deliveries / the crops look healthy*
- **Future (Next):**
  - *we plan to send the final numbers / we will schedule a demo day / we plan to contact the logistics manager*

First, last week we visited three farms from Sonora area.
Then, our colleague Jose organized the another new visit.
Now, the crops look healthy and normal behavior.
Next , we plan to send the final numbers **that** were selected to the breeders.

Errors/Opportunity for growth/Pronunciation/Feedback:	**Vocabulary/Phrases:**
“S” pronunciation **Espider man** **Step- ssstep**	

Status - sssstatus	

Homework:

Present this to the next consultant… focus on your fluency, intonation, pauses…

First, last week we visited three farms from Sonora area.
Then, our colleague Jose organized the new visit.
Now, the crops look healthy and normal behavior.
next , we plan to send the final numbers **that** were selected to the breeders.

Date: November 3rd/ Consultant: Eka

Lesson number: #5 /week: #2

Topic: Reporting completed activities

Aim: Reporting the main points of recently completed field or office activities using simple connected sentences.

Catch up/Homework review:

WORKSPACE:

Link to class → https://meet.google.com/rvu-qpkf-pkf

1. **Discuss the questions:**
   a. What are common activities in your work day?
   b. Which activities are more difficult? Why?
   c. Which activities do you enjoy the most?
   d. What did you do yesterday at work?

Activity 1. Field & Office Activity Report — What happened yesterday?

A. Complete the report. Choose the correct Past Simple form of the verbs in parentheses.

Yesterday's Activities

Yesterday, our team __visited_____ ✔️ (visit) a trial plot. First, we ___checked_____ ✔️ (check) the plants and ____measured_____ ✔️ (measure) fruit size. Then, we __collected_____ ✔️ (collect) some samples and ____took_____ ✔️(take) photographs.

After that, we _____discussed_____ ✔️(discuss) the results with the breeding team. Finally, we ___sent_____ (send) a short report to our manager.

B. Verbs in Simple past form:

Base form	Simple past
1. visit 2. check 3. measure 4. collect 5. take 6. discuss 7. send	1. ……visited…… T/ D 👂 **id** 2. ……checked…… 👂 T 3. ……measured…… 👂 D 4. ……Collected…… 👂 id **5. ……took……** 6. ……Discussed…… 👂 D 7. ……sent……

C. Speaking practice. Discuss the questions.

What did the team do first? **They** checked the plants
What did they measure? The fruit size
Who did they discuss the results with? With the breeding team
What did they do finally? **They** sent a short report to **their** manager

Activity 2. Put the Report in Order

A. Place the next activities in the correct order.

- __5_ Finally, we sent the results to the breeding team. ✔️
- _2__ First, we visited the trial plot. ✔️
- __3_ After that, we compared the fruit characteristics. ✔️
- __4_ Then, we collected samples. ✔️
- __1_ Yesterday, we evaluated a new tomato variety. ✔️

B. Connect the report. Complete the report using:

Yesterday · First · Then · After that · Finally

____Yestarday_____, ✔️ we evaluated a new tomato variety. _First_____, ✔️ we visited the trial plot. _____After that____ ✔️, we collected samples. _____Then____, ✔️we compared the fruit characteristics. __Finally_____, ✔️ we sent the results to the breeding team.

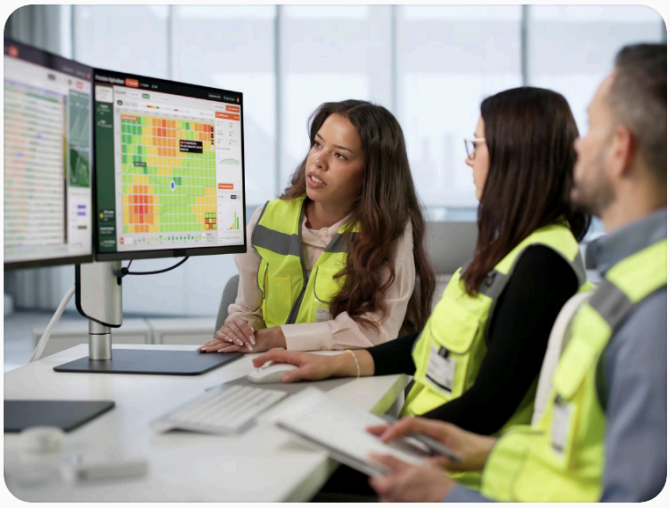
Activity 3. Reporting My Completed Activities.

A. Choose a situation



Situation A: Field activities

You evaluated a crop variety yesterday.



Situation B: Office activities

You prepared a report and discussed results with your team.

B. Planning card. After you select the situation, answer the planning card.

When did you do the activities? ✅
What did you do first? ✅
What did you do next? ✅
What did you do after that? ✅
What did you do finally? ✅

Errors/Opportunity for growth/Pronunciation/Feedback:	**Vocabulary/Phrases:** **Measure: Medir** **Disinfect: Desinfectar**

Homework:

Give a one-minute report. Complete the information and share it orally in your next class.

Yesterday / Last week, I...

- First, I _____.
- Then, I _____.
- After that, I _____.
- Finally, I _____.

The main result was...

- We found _____.

- We observed _____.
- The variety showed _____.

Date: / Consultant: November 2nd, Ivan

Lesson number/week: 4/2

Topic: Giving a Current Activity Update

Aim: Client is able to explain what normally happens and what is currently happening in a familiar field, commercial, or technical activity.

Catch up/Homework review:

WORKSPACE: https://meet.google.com/hru-hbvz-brd

Look at the sentences below. Decide if the action is a **normal routine** or a **current project update**.

1. Normally, our team **selects** parent lines based on standard yield data. **NR**
2. At the moment, we **are measuring** fruit firmness across three experimental pepper varieties.
3. I usually **record** temperature and humidity logs first thing in the morning. **NR**
4. This month, we **are running** trials to check mildew resistance in leafy crops.
    a. Leaf - one
    b. Leaves - plural

Quick Speaking Check:

- Which time words tell us an action is regular?
    - Normally, and usually
- Which time words show that something is temporary or happening right now?
    - At the moment, and this month

Present Simple vs. Present Continuous

- **Present Simple** (Routines, permanent facts, regular duties)
- Usually, normally, every week, on Mondays, generally, regularly.
    - *Structure:* Subject + Verb (base form / -s)
        - Third person adds ‘s’ - he, she and it
    - *Example:* I **evaluate** tomato trial plots every Tuesday.
- **Present Continuous** (Actions happening right now, temporary projects, current status updates)
- Right now, currently, at the moment, this week, this season, today.
    - *Structure:* Subject + am/is/are + Verb-ing

- *Example:* This week, I **am testing** a new disease-resistant cucumber variety.

Scenario: You are giving a live field update to a colleague or product manager about your current trial plots.

> "Normally, I **check** plant vigor once a week and **upload** the data to our main database. However, *this week I **am spending** extra time in the greenhouse*. *We **are evaluating** a new hybrid tomato line for heat tolerance.* Today, *the team **is collecting** leaf samples while I **am analyzing** the fruit set rates.*"

Use the prompts below to speak out loud. Complete each sentence using your real work at Rijk Zwaan.

Normal Operations (Present Simple):

- In my role in research and development, I usually **send phenotype reports to the slicer breeders.**
- Our team regularly monitors **the fruit quality.**
- Every season, we evaluate **the behavior of the cucumbers in all their phenological development stages.**

Current Updates (Present Continuous):

- Right now, I am focusing on **sowing the seeds of the next trials.**
- This week, our lab/field team is testing **the fruits while I am visiting the trials in Sonora.**
- At the moment, we are tracking **the seed shipment from the Netherlands**

Context: Your partner plays the role of a visiting manager asking for a progress report on your current trial plot.

Partner Questions to Answer:

1. What do you normally do during a standard trial cycle?
    a. Good job of Present Simple
    b. I am organizing - I organize
2. What specific crop variety are you working on right now?
    a. I am working with the azulan variety
3. How is the current trial going this week? What are you measuring today?
    a. The number of fruits for harvesting is increasing. The coworkers are measuring the total fruits of the crops.

Write a brief 4–5 sentence update email to a colleague using this frame:

> **Subject:** Field Update – 1st planting Trial
>
> Hi Ramon, How are you?

I wanted to give you a quick update. Normally, we register the information of the fruit size and add them to the ipad.

However, this week we are harvesting all the slicer fruits and coworkers are leaving it on the floor. Currently, the team is counting the total fruits by plot.

I will send the final data once we finish.

Best regards,

Gilberto Aispuro

A coworker sent you some notes about their greenhouse duties, but they mixed up their verb tenses!

Read the sentences below out loud, find the mistakes with your teacher, and correct them.

1. "~~Right now~~, I usually **check** the drip irrigation system twice a day."
2. "Normally, we **are recording** harvest data on Tuesdays, but today is a holiday."
    a. We **are recording** harvest data on Tuesdays, but today is a holiday.
    b. Normally, we **record** harvest data on Tuesdays, but today is a holiday.
3. "At the moment, our research station **develops** three new lettuce strains."
    a. At the moment, our research station **is developing** three new lettuce strains.

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

Homework:
Record a short 1-minute voice message explaining your current work status.

- **Mention two things you normally do every week at Rijk Zwaan.**
    - **Normally, I review the coworker harvest at the morning.**
    - **Every Mondays I have a meeting at the morning**
- **Mention two things you are currently testing or evaluating this week.**
    - **Righ now I am making the homework**
    - **This week we are going to visit the trials in Hermosillo, Sonora**

Date: / Consultant: October 30th, Ivan

Lesson number/week: 3/1

Topic: Asking Follow-Up Questions

Aim: Client is able to maintain a short operational conversation by asking relevant follow-up questions and adding simple details.

Catch up/Homework review:

WORKSPACE: https://meet.google.com/hru-hbvz-brd

When someone shares a piece of news or an update, use these key question starters to ask for more details:

- **What about...?** → *"What about the deadline?"* / *"What about the rest of the team?"*
- **When...?** → *"When is the meeting?"* / *"When did you finish the project?"*
- **Who...?** → *"Who are you visiting next week?"* / *"Who is working on that trial?"*
- **Why...?** → *"Why did you choose that variety?"* / *"Why is the presentation delayed?"*

When answering questions or making comments, expand your sentences using simple connecting words:

- **and** (to add more information):
  *"I spoke with the client, **and** we agreed on the next steps."*
- **but** (to show a contrast or problem):
  *"We wanted to test the new seed batch today, **but** the greenhouse temperature was too high."*
- **because** (to give a reason):
  *"I like working on this project **because** it helps us solve real issues for growers."*

Match the initial statement on the left with the most logical follow-up question on the right.

Statement	Follow-Up Question
1. "We are testing a new cucumber variety this month." B	A. "Why did you select that specific farm?"
2. "I visited a key grower yesterday." C	B. "When will you have the final results?"
3. "We need to organize the product demonstration." A	C. "Who is responsible for setting up the venue?"
4. "The research trial was postponed." D	D. "What about the budget for extra samples?"

Your teacher will make a statement about work or daily routine. Respond by asking a logical follow-up question using **What about...?**, **When...?**, **Who...?**, or **Why...?**. Try to keep the conversation going back and forth for at least 3 turns!

Example Conversation Flow:

- *Teacher:* "I went to an interesting conference last week."
- *You:* "**When** did it take place?"
- *Teacher:* "It was on Thursday and Friday in the main office."
- *You:* "**Who** did you go with?"
- *Teacher:* "I went with two colleagues from the sales department."
- *You:* "**What about** the topics? Was it useful?"

More fast

Adjective 2 or less syllables - we add - er (faster)

3 or more - we add the word more

Take turns with your partner/teacher starting the conversation, asking follow-up questions, and replying using **and**, **but**, or **because**.

Scenario A: The New Project Update

- **Student A:** Share a brief update about a project or trial you are currently involved in at work.
- **Student B:** Ask at least two follow-up questions using **When...?** and **What about...?**.
- **Student A:** Answer using **because** or **but** to give extra details.

Scenario B: Business Trip / Site Visit

- **Student A:** Mention a recent visit to a farm, facility, or office.
- **Student B:** Ask follow-up questions using **Who...?** and **Why...?**.
- **Student A:** Answer using **and** or **because** to explain what happened.

Scenario C: Weekend Plans & Work Balance

- **Student A:** Mention one thing you plan to do this weekend.
- **Student B:** Ask follow-up questions to find out more.
- **Student A:** Answer with full details using **and** or **but**.

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

Homework:
Write a short email reply (50–70 words) to a colleague who sent you this message:

> ***"Hi! I just finished the preliminary report for our regional trial. Let me know if you want to discuss it."***

Your Task:

- **Ask two follow-up questions in your email using When...?, Who...?, or What about...?.**
- **Include one sentence using because, and, or but to explain why you want to meet or what your schedule looks like.**

Date / Consultant: Oct 28, 2026 Bernardo

Lesson number/week: 2-1

Topic: Showing Understanding and Interest

Aim (objective): Indicate understanding and respond

Catch-up/Homework review:

Workspace:

https://meet.google.com/xky-aggn-meg

Match each interaction on the left to how it should be used in an office conversation:

Interaction	When to Use It
1. "I see."	A. When a **colleague /kolig/** explains a logical reason why a task is delayed.
2. "That makes sense."	B. When you want to show you are following along as someone explains a process.
3. "Right."	C. When you want to confirm agreement with a statement or update.
4. "Okay."	D. When **acknowledging** new information or a next step in a routine exchange.

Pronunciation Reminders:

- Flat tone (= boring): Saying *"I see"* or *"Okay"* with no pitch change sounds like you don't care.

- Active tone (= interested): Add slight voice movement! Lift your pitch slightly on "Oh, really?" or let your voice drop warmly on *"That makes sense."*

Your teacher will read the statements below. Respond immediately using the suggested active listening formula with expressive intonation:

1. Teacher: *"We have to move the trial plots because of the weather."*
   You: → "That makes sense."
2. Teacher: *"The client changed all their seed requirements yesterday."*
   You: "Oh, really?"
3. Teacher: *"So first we check inventory, then we update the tracking sheet."*
   You: "Right. Got it."

Choose the best response formula from the box to complete the exchange with your teacher:
(Options: That makes sense / I see / Right / Oh, really?)

- Teacher: "Hi! Just a quick update—we are pausing shipments to the northern warehouse this week."
- You: "[1] __**Oh, really?**____. Is that because of the road maintenance?"
- Teacher: "Exactly. The trucks can't get through until Thursday."
- You: "[2] **__that makes sense___**. Well, that explains why the logistic**s** report is delayed."
- Teacher: "Yes, sorry about that. We will resume normal **dispatch** on Friday morning."
- You: "[3] **_I see____**. Thanks for letting me know so early!"

WHAT DOES DISPATCH MEAN?

Roleplay Setup:

- Round 1: You give your teacher a 30-second update about a work project, schedule change, or task. Your teacher will use active listening formulas (*"I see", "That makes sense"*) to respond.

Errors/Opportunity for growth/Pronunciation/Feedback:
SLICER

SSSSS
EEEEESTATE
SSSSSSSTATE
START
STAR

Vocabulary/Phrases:
Merriam-Webster
Flour - harina
Corn - maiz

Homework:

Read the three workplace situations below and write down the best functional formula (*I see, That makes sense, Oh really?, Right*) to respond:

1. Situation: A colleague tells you, *"We changed our software system, so all files are now in the cloud."*

    - Your Response: _____Oh really?_____
2. Situation: Your manager explains, *"We are postponing the meeting because the director is traveling."*
    - Your Response: _____that makes sense_____
3. Situation: A coworker says, *"I finished the entire audit report in two hours yesterday!"*
    - Your Response: _____I see_____

Task 2: Real-World Audio/Speaking Practice

- Instructions: Think of a real work update or message you received this week (in English or Spanish). In the next class, you will share it with your teacher, and your teacher will practice responding to you using your new intonation formulas! (30 SEC TO 1 MIN.)

Date: / Consultant: Oct 26th, Edgar

Lesson number/week: 01/01

Topic: Starting and Maintaining a Cross-Team Conversation

Aim: Initiate, maintain, and close a short conversation with colleagues about a familiar operational topic.

Catch up/Homework review:

Workspace:

Hello Gilberto, nice to see you again!

Warm up/Icebreaker: Small Talk Wheel

Question Making in English:

Open Qs: Need context /Always use a wh word.

Where do you live?

Closed Qs: Yes/no answer and never uses the WH word.

Do you live in Cliacan?

Wh words

Ask about a place or location	Where?-Where is the gas station?

Ask about a moment in time	When?- When did you visit CDMX?
Ask for general information	What?-What color do you prefer?
Ask about a reason or motive	Why?- Why do you ask for him?
Ask about a person or people	Who?- Who lives with you?
Ask about a choice	Which?-Which car is the best? Toyota or Chevrolet?
Ask about a process	How?-How did you fix this?
Ask about a specific period of time	How?-How long is it from Culiacan to Mazatlan?
Ask about quantity	How many/much?-How many bottles of water can you see?
Ask about frequency	How often?-How often do you visit the doctor?

QWASM-Question Word+Auxiliary+Subject+Main Verb

Where is she?

Where is she going?

Most common questions to make/get at work:

Make	Get
Open: 1 Where do you buy your shoes? 2 How many pesos did your pants cost? Closed: 1 Do you have a pet?	Open: 1How do you repair the machine? 2 When will the trial be planted? Closed: 1 Did you sow the Slicer seeds? 2 Did you evaluate the trial?

2 Did you make your lunch?	

Ex: What time will you have the report ready?

Ex: Do you have the plan ready?

Errors/Opportunity for growth/Pronunciation/Feedback:	**Vocabulary/Phrases:** Chess-Ajedrez

Homework: Make two open and two closed questions to me.

How long year have you been teaching English?

What was your motivation to learn English?

Do you travel a lot?

Do you like sea food?