

Emprendedores: Inglés de negocios

En este curso, se estudian los conocimientos necesarios del idioma para poder llevar a cabo la comunicación en un contexto empresarial o de negocios. Se estudian funciones como: intercambiar información personal, describir trabajos, dar instrucciones, realizar pedidos, expresiones habituales en los viajes, etc. Para ello, se utilizan las técnicas de role-play, lectura de textos y cuestiones abiertas.

El estudiante utilizará estructuras verbales, como el present simple y present continuous para comparar y contrastar actividades habituales y periódicas; adjetivos para evaluar compañías; el past simple para hablar de hábitos pasados; el present perfect para referirse a acciones recientes, etc.

También se practica la ortografía, los números y la correcta pronunciación de nuevo vocabulario.

INGLÉS DE NEGOCIOS

In this, the introductory level of the course, the student is supplied with the language necessary to carry out essential business communication.

Functions such as: exchanging personal information, describing jobs, giving instructions, making an order and basic travel expressions are introduced and practiced through guided role-plays, reading texts and open questions.

The student will use structures such as the present simple and continuous to compare and contrast habitual and temporary activities, comparative adjectives to evaluate companies, the past simple to talk about past habits and the present perfect simple to refer to the recent past.

There is also extensive practice in spelling, saying numbers and the correct pronunciation of new vocabulary.

Business Introductions

Learners practice introducing themselves and others.

A new colleague at work

Asking for and giving basic, personal information.

Exchanging names, nationality, age and profession.

Email problems

Spelling and correcting errors in written English.

Giving information about names, ages and jobs.

Role-play the first meeting between two strangers.

What do they do?

Talking about different jobs and nationalities.

Extended speaking practice: introducing people to each other and talking about the places people work.

Around the office I

Identifying the typical objects we use in an office.

Role-play over the telephone: placing an order for office supplies.

Describing clothes we wear at work: shirt, skirt, trousers, tie, jacket, shoes and uniform.

International business

Vocabulary for different countries and currencies: Euro, Yen, Dollar, Yuan, Australian dollar.

Asking for and saying prices: How much is...?, Numbers 1-50

Airport vocabulary: check-in, entrance, gate, café, toilet, information desk.

Starting work - Where are the departments? (British version)

In this lesson the student will learn about the location of different departments in a company building and hear brief descriptions about what each department does. In addition the student will learn vocabulary related to this area such as particular department names, prepositions of place and directions.

You've got mail:

In this section the student will answer the spoken questions the tutor has prepared and plan and write an email following the tutor's written instructions

The tutor will give feedback on this work.

Starting work - Where are the departments? (American version)

In this lesson the student will become familiar with the American accent and vocabulary in a typical situation between the office manager and a new person starting work.

The student will listen to understand the situation in a conversation between the manager and new staff member that ask and answer questions about the departments and describe the work people do.

The student will dub and record the talent of choice in the movie to practice intonation, stress and pronunciation. In this way the student will be involved in a real life conversation that improves intonation and emphasis.

In this way the student will consolidate the language in context and practice useful structures such as directions, this/these/that and those.

At the end of the lesson the learner completes the test activities to see what was learned from the unit and to consolidate the learning at this level.

A business lunch

Ordering food in a restaurant and making conversation during a business lunch.

Talking about likes and dislikes, asking about preferences.

Talking about hobbies and free time activities.

Company rules

In this class we practice explaining the company rules to a new colleague using the imperative.

An introduction to some common verb/noun partnerships: arrive at work, wear a suit, eat a sandwich, talk to friends, drink a glass of water, work, call (telephone), write an email/report, read an email/report.

Working life

Talking about work in general.

Practice with telling the time, the days of the week, routines and the months of the year.

Adverbs of frequency: always, usually, often, sometimes, never to talk about our daily routine.

Around the office II

Describing an office in more detail using there is/are and answering questions about pictures.

Talking about different buildings that we use: gym, swimming pool, bank, travel agent, chemist, Health centre.

What's my job?

Tongue twisters about different jobs.

Describing where a person works and what they do.

Common verbs: talk, meet, walk, answer, teach, work, prepare, work with, answer, help

Nouns: a presentation, a quote, a meeting, questions, people, a report, clients.

A busy day at the office

Talk about a list of things to do in a sequence: then, next, last (of all) finally.

Reporting basic company results.

Ordinal numbers: First, second, third.

Numbers up to 100 and basic mathematical operations: plus and minus.

Fire drill - There is a fire! (British version)

This lesson covers the language of accident prevention at work, and in it the student will learn about what to do and what not to do, if there is a fire at work.

The student will practice using vocabulary used in the event of a fire drill.

The student will practice the use of the imperative and the modals of obligation and permission: must and can.

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The tutor will give feedback on this work.

Fire drill - There is a fire! (American version)

In this lesson the student will be involved in a real life situation where staff follow emergency safety procedures at work.

The student will see how people react in different emergency situations to the explanations of what they must do and why.

The student will participate in dubbing and recording the talent of choice in the movie to practice intonation, stress and pronunciation. In this way the student will be involved in a real life conversation that improves emphasis and intonation.

The vocabulary and grammar covered present and consolidate the language of safety procedures in context using structures such as imperatives, must and have to.

At the end of the lesson the learner completes the tests to see what was learned from the unit with different activities that match images, useful words and expressions.

The company secretary

4 telephone role-plays in an office to practice basic telephone expressions.
Telephone language: Who's calling?, isn't here, can I take your name?, Can you hold the line? I'll put you through, take/leave a message.

Where's my pen?

Possessive adjectives and pronouns.
Prepositions of place: in, on, under, next to, behind.
Expressions we use at work: it's up to you, what about..?, look on the internet, throw away.

Where is the manager's office?

Introduction to some common expressions we can use at work.
Giving directions around a building: turn, go, left, right, at the end, straight on.
Vocabulary for different places in a building: lift, floor, corridor, open plan office, coffee machine.

Responsibilities

Practice using: (Don't) Have to, can/can't (permission) to talk about the things we have to do at work.
More verb/noun partnerships: meet a deadline, target, prepare for a business trip, wear protective clothing.

How many messages?

Describing quantity using: both, enough, some, many, few, a lot (of) etc
Organizing a meeting, asking for information
Role-play a telephone conversation to reserve a hotel room over the telephone.

Business trip

Extended speaking practice through role-plays about different travel situations:
reserving tickets with a travel agent, checking in at the airport and arriving at a hotel.

Health and safety - An accident at work (British version)

In this lesson the student will learn about issues related to health and safety at work.
The student will learn about standard work practices to prevent accidents and eliminate risk.
The student will learn what to do if there is an accident at work.

In addition the student will practice vocabulary related to this topic and consolidate the use of imperatives to give instructions and orders.

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The tutor will give feedback on this work.

Health and safety - An accident at work (American version)

In this lesson the student will learn how members of staff describe health and safety procedures at work and react in a safe way when an accident occurs.
Learners will see how to implement the measures that would make people take care and stay safe as they resolve an emergency situation explaining what they must do and

why.

The student will see the incident and the discussion of what went wrong.

The student will dub and record the talent of choice in the movie to practice intonation, stress and pronunciation. In this way the student will be involved in a real life dialogue that improves intonation and emphasis.

In this way the learner will practice and consolidate the language of health and safety procedures in context using the vocabulary of prevention and elimination of risk and accidents and structures such as conditionals, imperatives, cause and effect and the simple past.

At the end of the lesson the learner will complete the tests to see what was learned from the unit with different activities that match images, useful words and expressions.

How was the trip?

Talking about travel experiences using the past simple.

Responding to questions about a trip.

Revision of common adjectives: good/bad, old/new, fast/slow.

Comparing companies

Comparative adjectives: happy, interesting, good, modern, bad, big, tall, good.

Using information in a table to compare two companies.

Free speaking practice: comparing people or countries.

He's talking to the boss

Describing pictures using the present continuous.

Talking about activities happening at the time of speaking.

Telephone role-play. A busy secretary in an office, answering calls and giving information.

Telephone language: I'll put you through, hold the line, can I take a message?

What time is the meeting?

Asking for and telling the time using more complex structures: quarter past/to, fractions of an hour.

Practice using the present continuous for things fixed future plans.

Prepositions of time: In the morning/afternoon, at night midday/midnight.

A guest at work

Contrast habitual activities with temporary ones using the present simple and continuous and 'but'.

Showing an important visitor around your office and giving explanations for small problems.

My last job

Talk about the past and compare it with the present.

Speaking practice: use information to compare a fictional change in jobs, what you did in the past and what you do now. Contrasting situations using 'when' and 'now'.

It isn't working! (British version)

In this lesson the student will hear and follow instructions that explain how to use equipment around the workplace and what to do when things go wrong.

In addition students will learn vocabulary related to work equipment and its use.

You´ve got mail:

In this section the student will answer the spoken questions the tutor has prepared and plan and write an email following the tutor´s written instructions.

The tutor will give feedback on this work.

It isn´t working! (American version)

In this lesson the learner watches and comprehends conversations between office staff with duties that require using office equipment responsibly and safely.

The learner will listen and understand routine office conversations that describe how to solve everyday user problems with the office machinery and equipment.

The student will participate in dubbing and recording the talent of choice in the movie to practice intonation, stress and pronunciation. In this way the student will be involved in a real life dialogue that improves intonation and emphasis.

The consolidation of the language in context and practice includes useful phrases such as: what´s happening? it doesn´t work, it´s broken, can you fix it, as well as this/these/that and those.

At the end of the lesson the learner completes the tests to see what was learned from the unit with different activities that match images, useful words and expressions.

Office I

Learners will be able to: - Listen and respond appropriately when arranging meetings, making plans and confirming arrangements. - Use appropriate language to describe typical duties and responsibilities at work.

Office II

Learners will be able to: - Familiarize themselves with common collocations to answer questions that extend the vocabulary practiced in the previous session which describes specific employee responsibilities and what companies do. - Recognize and appropriately structure a formal letter to another organization.

Office III

On completing this unit learners will be able to: - Listen and respond to language related to finance and the structure of organizations and workforces. - Start and finish a telephone conversation and leave a message. - Express satisfaction/dissatisfaction about a problem with an order and solutions proposed.

Office IV

On completing this unit learners can: - Express her/his own opinion, and present arguments and justifications in a meeting at work. - Send emails to check and confirm information about an order and services appropriately. - Demonstrate they understand the meaning of abbreviations common at work.

Typical Situation. Office

A practical immersion in the language, where by the student will live through a real life situation, similar to one they would confront in the language in which they are learning. In this lesson the student will be introduced to new vocabulary, then once the exercise has been completed, they will then have an opportunity to do some practice with this same new vocabulary.

Performance appraisal

Talk about the different parts of a performance appraisal, past achievements and future plans, intentions and ambitions as well as discuss our strengths and weaknesses.
Role-play a short performance appraisal using notes.

Job interview

Talk about ways to find a job and the interview process.
Common vocabulary: to apply for a job, fill in a form, work history, impressive, gaps in employment, to take a year out/gap year, to do voluntary work/work experience, qualifications.
Role-play a short job interview.

Around the office III

An extension of the typical language we use when working in English.
Common phrasal verbs: to stand in for, to set up, take over, hurry up, look over and help out
Business vocabulary extension: invoice, quote, bill, bank transfer, latest, out of date, supplier.

An informal meeting

Expressing agreement and disagreement in an informal situation: so do I, me too, I can't agree to that, I'm sorry but...
More ways to express quantity: either/neither, a lot of, enough, too many.
Using the new vocabulary in a role-play of an informal meeting.

Making an order

Using the first conditional to role-play an order over the telephone.
Polite English: do you think you could..?, what about +ing, could you tell me...?, If we...will you...? Discount, percent %

Organising an agenda

Talking about future plans and arrangements as well as the very recent past.
Present perfect with: just, for, since.
Present continuous for fixed future plans.
Expressions: to be on/get off the phone to someone, to take a call, to re-arrange, to call off, to put off, to fit someone in.

A trade fair - Watch out for your competitors (British version)

In this lesson the student will learn about how to set up a stand at a trade fair and how competitors react to the company's product campaign.

In addition the student will practice the vocabulary related to this topic, which presents and consolidates the language of trade fairs and marketing stands, pros and cons, deciding tasks and responsibilities, standard procedure at trade fairs and unique selling points for the products they market and sell, in context using everyday language of

definition and clarification.

You've got mail:

In this section the student will answer the spoken questions the tutor has prepared and plan and write an email following the tutor's written instructions.

The tutor will give feedback on this work.

A trade fair - Watch out for your competitors (American version)

This lesson will show the learner how a group of trade fair staff discuss positioning and setting up their stand and planning their work at a trade fair.

The student will listen and watch the staff discuss issues connected with law, product protection and security.

The learner will see and understand the reaction to a complicated situation that requires calling security for help.

The student will dub and record the talent of choice in the movie to practice intonation, stress and pronunciation. In this way the student will be involved in a real life dialogue that improves intonation and emphasis.

The vocabulary in this unit presents and consolidates the language of trade fairs and marketing stands, pros and cons, deciding tasks and responsibilities, standard procedure at trade fairs and unique selling points for the products they market and sell in context, using everyday language of definition and clarification.

At the end of the lesson the learner completes the tests to see what was learned from the unit with different activities that match images, useful words and expressions.

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The tutor will give feedback on this work.

Business correspondence

Focus on emails and telephone calls to make a complaint.

Role-play to describe a problem.

General business vocabulary: order, delivery, to dispatch, to be faulty/damaged, postage, refund.

Presenting a company

An introduction to the language of presentations, referring to graphics and charts.

Listen to an example of a short presentation.

Guided speaking practice: presenting a small company using given information.

Consultant

Discuss the role of consultants and their place in modern companies.

Vocabulary: chain of command, to be in charge of/responsible for, to lead a team, give advice, efficiency, motivation, productivity, suggest solutions

Speaking practice: play the part of a consultant giving advice using should and must.

Dealing with clients

Extended speaking practice. Making and dealing with complaints over the telephone.
Making suggestions: We could..., how about..? What if..?
Apologising: I'm terribly sorry, I'm afraid, I agree, I see your point.

What went wrong?

Using common irregular verbs to talk about the past.
Speaking practice: telling short anecdotes.
Expressing causes and consequences: so that, because, in order to, as a result.

Choosing a conference venue

Expressing preferences: far better/worse than, way too+ adj...
Comparing venues and facilities in a role-play about two different conference centres.
Talking about consequences using the first conditional.

Renting a car and van for a trade fair - Get good insurance (British version)

In this lesson the student will learn how to negotiate a deal on hiring vehicles for a trade fair.
In addition the student will learn vocabulary related to the field of car hire and the types of vans available.
The student will also learn the structure "to be going to" for future plans.

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In this section the student will answer the spoken questions the tutor has prepared and plan and write an email following the tutor's written instructions.
The tutor will give feedback on this work.

Renting a car and van for a trade fair - Get good insurance (American version)

In this lesson the student will watch and understand a team of people at work decide their needs and negotiate appropriate deals at the right price.

The student will see how the team makes offers and counter offers and use the existing relationships they have with suppliers to find the best deal.

The learner will comprehend the conversations and agreements as the team analyses and deals with all the information they need.

The student will dub and record the talent of choice in the movie to practice intonation, stress and pronunciation. In this way the student will be involved in a real life dialogue that improves intonation and demonstrates understanding.

The lesson consolidates the language of discussing options, making offers and counter offers, deciding conditions and negotiating payment and contract terms in context using everyday language related to pricing and negotiating terms of a deal.

At the end of the lesson the learner completes the tests to see what was learned from the unit with different activities.

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The tutor will give feedback on this work.

Working away

Talking about and comparing working styles in two different places.
Contrasting habitual and temporary activities.
Read an email and complete the reply using present simple and present continuous.

Can I take a message?

Practice with telephone language. Giving and taking messages.
3 telephone role-plays.
Asking for repetition and clarification: I'm sorry I didn't catch that, could I read that back to you?, Was that _ or _?, I'm not sure I understand you...

How much?!

Practice using large numbers and saying complete dates.
Role-play a face to face meeting to negotiate prices.
Negotiating phrases: We could agree to that if..., would you be prepared to...?, that sounds fair enough, I think that's reasonable.

Prices will go up

Using the future simple to make predictions.
Talking about the degree of change.
Ways to talk about graphs and predictions for future prices: to go up/down/increase/decrease /drop/suddenly/ sharply/gradually.

From start to finish

Practice using the passive voice to talk about processes.
Explaining the order a process happens in: firstly, then, later, next, finally.

Review

A comprehensive review of the language covered from A1 to the end of B1.
Exercises and speaking practice to reinforce vocabulary and structures.

Taking a company to court - Is it worth it? (British version)

In this lesson the student will learn what procedures to carry out before taking a company to court.
The student will hear and follow how to request legal advice from a solicitor and to discuss possible decisions and actions.

In addition the student will learn vocabulary related to the field of pre-court action procedure.

You've got mail:

In this section the student will answer the spoken questions the tutor has prepared and plan and write an email following the tutor's written instructions.

The tutor will give feedback on this work.

Taking a company to court - Is it worth it? (American version)

In this lesson the student will watch people take advice from a legal expert to learn about the options open to them before deciding on court action.

The learner will understand how the situation develops as the stakeholders consider the costs and benefits for different courses of action before a decision is taken.

The learner will hear the lawyer and interviewees describe the legal framework for businesses and the results they can expect to obtain from taking a company to court.

The student will participate in dubbing and recording the talent of choice in the movie to practice intonation, stress and pronunciation. In this way the student will be involved in a real life conversation that improves intonation and emphasis and practices understanding.

The lesson practices the language of describing complex legal situations, discussing options and negotiating contract terms in context using everyday language related to logistics and supply, legal issues at work, and basic contract law.

At the end of the lesson the learner completes the tests to see what was learned from the unit with different activities that match images, useful words and expressions

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In this section the student will answer the spoken questions the tutor has prepared and plan and write an email following the tutor's written instructions

The tutor will give feedback on this work.