



**UNIVERSIDAD DE PANAMÁ
VICERRECTORÍA DE INVESTIGACIÓN Y POSTGRADO
FACULTAD DE CIENCIAS DE LA EDUCACIÓN
MAESTRÍA EN DOCENCIA SUPERIOR**

**PROYECTO FINAL DE INTERVENCIÓN CON OPCIÓN A TÍTULO
DEL PROGRAMA DE MAESTRÍA EN DOCENCIA SUPERIOR**

**“DIFÍCULTADES QUE PRESENTAN LOS ESTUDIANTES DEL
SEGUNDO SEMESTRE DEL PRIMER AÑO DE LA CARRERA DE
LICENCIATURA EN ADMINISTRACIÓN DE EMPRESA EN EL
CURSO DE INGLÉS COMERCIAL II 272, EN LOS DIFERENTES
TURNOS DEL CENTRO REGIONAL UNIVERSITARIO DE
PANAMÁ OESTE, DURANTE EL AÑO 2010”.**

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POR:

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Agradezco también a la Magistra Ariscela Díaz, Directora de Investigación y Postgrado del Centro Regional Universitario de Panamá Oeste.

Por último, pero no menos importante a mi familia, quien siempre estuvo allí para apoyarme, animarme darme ese impulso que necesitaba cada vez que me sentía agotado.

Gilberto Vega Vergara.

DEDICATORIA

Dedicó este proyēctō de intervenciōn a Dios sobre todas las cosas y a mi familia. Padre, que la honra y gloria sean para ti y la satisfacciōn del deber cumplidō con unō de tus hijos, quiēn en su mōmento de incertidumbre, tū supiste darle esa voz de aliento para continuar.

A mi familiā cōmo muestra de mi cāriño y entrega.

Tambiēn dedico este trabajo a todas esas personas que de una u otra manera contribuyeron a su realizaciōn, muestra de mi cariño especialmente a mis padres, que han sido mi lucero en la culminaciōn del mismo, quienes han estado involucrados en la preparaciōn de este proyecto.

Gilberto Vega Vergara.

ANÁLISIS EJECUTIVO

El proyecto de intervención va dirigido a afianzar el conocimiento que contempla el curso de Inglés Comercial II 272, dentro del primer año de la Carrera de Administración de Empresas en el Centro Regional Universitario de Panamá Oeste, para ello se desarrolló un módulo que reúne los contenidos de este curso del segundo semestre 2010, estos contenidos se elaboran de acuerdo a los resultados del instrumento de medición sobre Dificultades que Presentan los Estudiantes del Segundo Semestre del Primer año de la Carrera de Licenciatura en Administración de Empresa, en los Diferentes Turnos en el idioma Inglés de el Centro Regional Universitario de Panamá Oeste Durante el año 2010.

De un total de 55 estudiantes encuestados en los diferentes turnos, los resultados muestran un 66.81% de estudiantes con dificultades en los contenidos del curso de Inglés Comercial 272, es por ello que se desarrollan los contenidos de una manera fácil y dinámica que le permitan al estudiante comprender y aplicar los conocimientos por medio de la práctica y la motivación.

Durante la jornada del curso fue necesario añadir otros contenidos para aplicarlos, a los ya planteados. Hay que señalar el poco o casi desconocimiento de los temas por parte de los estudiantes.

Los contenidos que se plantean dentro del módulo sobre Grammar Review, le facilita al estudiante tener un concepto claro sobre el uso del verbo simple en el pasado, el cual se desarrolla tomando en cuenta un tópico asignado al tiempo pasado simple sobre negocios.

Las funciones del gerente se señalan de forma clara y extensa como por ejemplo: su rol, y otros aspectos prácticos como; el uso del internet en el área profesional.

INTRODUCCIÓN

El presente proyecto de intervención está diseñado de forma práctica y sencilla. Este contempla contenidos propios de la carrera de Licenciatura en Administración de Empresa, dentro del segundo semestre del curso de Inglés Comercial II 272, el cual sometió a consideración los siguientes temas a tratar:

Unidad N° 1:

- ⇒ Present tense
- ⇒ Progressive case
 - Present and past tense
- ⇒ Past tense
 - Irregular verbs
 - Simple past tense of Be
 - Regular verbs
 - Continuous be + ing

Unidad N° 2:

- ⇒ Subject and Predicate
- ⇒ Sentence Patterns

Unidad N° 3:

- ⇒ The use of internet for academic and professional uses
- ⇒ Technical Terms
- ⇒ Idiomatic Expressions

Unidad N° 4:

- ⇒ Fax
- ⇒ Abbreviation
- ⇒ Bank
- Bussines and management

Unidad N° 5:

- ⇒ Job application
- ⇒ Resume
- ⇒ Functions of managers
 - Roles
 - Me as a manager
 - Planning
 - Organizing
 - Staffing
 - Directing
 - Controlling

Estos contenidos se utilizan, tanto para el instrumento de medición, como también para el desarrollo del módulo.

En este proyecto de intervención, módulo de práctica pedagógica se dictará el Curso Inglés Comercial II 272, en el Centro Regional Universitario de Panamá Oeste. El fin de este curso es de afianzar los conocimientos de los contenidos de la carrera de la Licenciatura en Empresas en el segundo semestre 2010, del primer año en el Centro Regional Universitario de Panamá Oeste. El curso se enfocó en el aspecto práctico y teórico de la asignatura.

Los resultados finales de esta práctica pedagógica, se presenta en tres fases **Fase I**; contiene el diagnóstico de la situación, área de estudio, población, instrumentos de recolección de datos, encuestas, y análisis de los resultados.

Fase II; contiene antecedentes, justificación del proyecto, descripción del problema y del proyecto, misión, objetivo general, objetivos específicos, localización del proyecto, beneficiarios, posibles resultados y efectos, recursos financieros y humanos.

Fase III; contiene ejecución del proyecto, planeación de los módulos del seminario, fases de la ejecución del proyecto, lecciones aprendidas, informe de los resultados de la aplicación del proyecto.

Al final del proyecto se presentan las conclusiones, recomendaciones, bibliografía y los anexos. En los anexos se incluyen nota de autorización de la práctica pedagógica; nota del Director de la Institución Educativa que certifica la culminación del seminario, Lista de asistencia de los estudiantes del curso de Inglés Comercial II 272 y nota del profesor de español que revisó dicho informe.

FASE I
DIAGNÓSTICO

1. Diagnóstico de la situación

Este curso sobre "Dificultades que Presentan los Estudiantes del Segundo Semestre del Primer Año de la Carrera de Licenciatura en Administración de Empresa en el Curso de Inglés Comercial II 272 en los Diferentes Turnos del Centro Regional Universitario de Panamá Oeste Durante el Año 2010" Es un curso dirigido a estudiantes que presentan dificultades en el habla, escritura, lectura y en el escuchar del idioma inglés. Las dificultades que presentan los estudiantes de esta carrera específicamente, hacen de la misma un objeto atractivo de estudio, ya que esta licenciatura requiere mucho del uso del idioma inglés.

Hoy día, la mayor parte de la información tecnológica y científica dentro del campo de estudios que sugiere esta licenciatura se encuentra en el idioma inglés, es por ello que se desarrolla el curso de una forma práctica y fácil que permita la adquisición y manejo de los contenidos en las cuatro habilidades, haciendo énfasis en la parte oral y en la terminología tecnológica que implica el conocimiento del curso Inglés Comercial II 272.

1.1 Área de estudio

El área de estudio se centra en el Centro Regional Universitario de Panamá Oeste, el cual se encuentra específicamente en la barriada Las Lomas de Mastranto, La Chorrera.

El estudio se aplicará a estudiantes de La carrera de Licenciatura en Administración de Empresas que pertenece a la Facultad de Empresas y Contabilidad

Está dirigido a estudiantes que cursan el I año de estudios de Licenciatura en Administración de Empresas del segundo semestre 2010

1.2 Población Encuestada

La población objeto de estudio son los estudiantes del Segundo Semestre del Primer año de la Carrera de Licenciatura en Administración de Empresas en los Diferentes Turnos en el Centro Regional Universitario de Panamá Oeste Durante el año 2010, los cuales hacen un total de 55 estudiantes

1.3 Muestra

Se seleccionara como muestra a un grupo de estudiantes que fueron utilizados como objeto de estudio en el proyecto de esta investigación, los cuales permiten lograr resultados cuantitativos Esta muestra se hace con los cincuenta y cinco estudiantes del segundo semestre del primer año de la carrera de Licenciatura en Administración de Empresas en los diferentes turnos del Centro Regional Universitario de Panamá Oeste durante el año 2010

1.4 Instrumentos de recolección de datos

Para este trabajo se elabora una encuesta cuyo tema central es

Dificultades que Presentan los Estudiantes del Segundo Semestre del Primer Año de la Carrera de Licenciatura en Administración de Empresa en el Curso de Inglés Comercial II 272 en los Diferentes Turnos del Centro Regional Universitario de Panamá Oeste Durante el Año 2010

El instrumento va dirigido a los estudiantes de dicha carrera y consta de trece ítemes cerrados de (sí / no), doce ítemes específicos que hacen referencia a dificultades del habla, escritura, lectura y del escuchar en el idioma inglés. Por último un ítem abierto en donde los encuestados expresan libremente sus opiniones

1.5 Encuesta

Con las encuestas se recopila información importante por medio de la consulta directa, sobre Dificultades que Presentan los Estudiantes del Segundo Semestre del Primer Año de la Carrera de Licenciatura en Administración de Empresa en el Curso de Inglés Comercial II 272 en los Diferentes Turnos del Centro Regional Universitario de Panamá Oeste Durante el Año 2010

La encuesta se aplicó a estudiantes del primer año de la carrera de Administración de Empresas

Encuesta:

Universidad de Panamá
Facultad de Ciencias de la Educación
Maestría en Docencia Superior

La presente encuesta es única y exclusivamente para conocer los fines académicos sobre Dificultades que Presentan los Estudiantes del Segundo Semestre del Primer Año de la Carrera de Licenciatura en Administración de Empresa en el Curso de Inglés Comercial II 272, en los Diferentes Turnos del Centro Regional Universitario de Panamá Oeste Durante el Año 2010

Esta encuesta es confidencial y no requiere el nombre del encuestado

El objetivo de este cuestionario es de recopilar información para uso académico

Favor marcar con un gancho al lado de la respuesta seleccionada

1 ¿Presenta dificultad en el manejo del verbo will?

Si NO

Si su respuesta es afirmativa especifique en qué área

Habla Escrita Lectura Escuchar

2 ¿Tiene dificultad en el uso del going to?

Si NO

Si su respuesta es afirmativa especifique en qué área

Habla Escrita Lectura Escuchar

3 ¿Tiene dificultad para manejar el simple present tense?

Si NO

Si su respuesta es afirmativa especifique en qué área

Habla Escrita Lectura Escuchar

4 ¿Tiene dificultad en el manejo del simple past?

Si NO

Si su respuesta es afirmativa especifique en qué área

Habla Escrita Lectura Escuchar

5 ¿Tiene dificultad para la confección de letters?

Si NO

Si su respuesta es afirmativa especifique en qué área

Habla Escrita Lectura Escuchar

6 ¿Le dificulta la confección de memorandums?

Si NO

Si su respuesta es afirmativa especifique en qué área

Habla Escrita Lectura Escuchar

7 ¿Presenta alguna dificultad para la confección de su Job Application?

Si NO

Si su respuesta es afirmativa especifique en qué área

Habla Escrita Lectura Escuchar

8 ¿Tiene dificultad para identificar las funciones del manager?

Si NO

Si su respuesta es afirmativa especifique en qué área

Habla Escrita Lectura Escuchar

9 ¿Presenta alguna dificultad en relación a banking services?

Si NO

Si su respuesta es afirmativa especifique en qué área

Habla Escrita Lectura Escuchar

10 ¿Tiene dificultad en accounting terminology?

Si NO

Si su respuesta es afirmativa especifique en qué área

Habla Escrita Lectura Escuchar

11 ¿Tiene dificultad en el uso del Internet para aplicaciones académicas y profesionales?

Si NO

Si su respuesta es afirmativa especifique en qué área

Habla Escrita Lectura Escuchar

12 ¿Presenta dificultad en el uso de sentence patterns?

Si NO

Si su respuesta es afirmativa especifique en qué área

Habla Escrita Lectura Escuchar

II Parte Responda las siguientes interrogantes

1 ¿Estaría usted dispuesto a recibir clases acerca de estos temas los días sábados?

SI NO

2 ¿Cuál sería su contribución para que todas aquellas dificultades encontradas sean mejoradas en beneficio de nuestros estudiantes?

Gracias por su colaboración.

1.6 Análisis de los Resultados de las Tablas y Gráficas de la Encuesta

Se aplicó una encuesta a 55 estudiantes del primer año de la carrera de Licenciatura en Administración de Empresa en los diferentes turnos del Centro Regional Universitario de Panamá Oeste durante el año 2010

A continuación se presentan los temas a desarrollar de acuerdo a los resultados de la encuesta

Unidad N° 1:

- ⇒ Present tense
- ⇒ Progressive case
- Present and past tense
- ⇒ Past tense
- Irregular verbs
- Simple past tense of Be
- Regular verbs
- Continuous be + ing

Unidad N° 2:

- ⇒ Subject and Predicate
- ⇒ Sentence Patterns

Unidad N° 3:

- ⇒ The use of internet for academic and professional uses

- ⇒ Technical Terms
- ⇒ Idiomatic Expressions

Unidad N° 4:

- ⇒ Fax
- ⇒ Abbreviation
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Unidad N° 5:

- ⇒ Job application
- ⇒ Resume
- ⇒ Functions of managers
 - Roles
 - Me as a manager
 - Planning
 - Organizing
 - Staffing
 - Directing
 - Controlling

1.7 Aspectos Generales del Análisis

Tabla 1. Total de estudiantes encuestados que presentan dificultades en el segundo semestre del primer año de la carrera en Licenciatura en Administración de Empresa en el Curso de Inglés Comercial II 272, en los diferentes turnos del Centro Regional Universitario de Panamá Oeste durante el año 2010

	No respondió	Si	No	habla	Escrita	lectura	Escuchar
1 ¿Presentan dificultades en el uso del verbo will?		37		18	22	12	11
2 ¿Tiene dificultad en el uso del going to?	4	34	21	16	19	9	1
3 ¿Tiene dificultad para manejar el simple present?		26	28	16	23	7	7
4 ¿Tiene dificultad en el manejo del simple past?	10	35	20	14	26	10	10
5 ¿Tiene dificultad para la confección de letters?		43	12	19	32	9	11
6 ¿Le dificulta la confección de memorándums?		43	12	15	38	7	9
7 ¿Presentan alguna dificultad para la confección de su Job application?		35	17	17	31	12	12
8 ¿Tiene dificultad para identificar las funciones del manager?	3	36	18	20	25	8	13
9 ¿Presenta alguna dificultad en relación a banking and Services?		47	7	30	30	14	14
10 ¿Tiene alguna dificultad en accounting terminology?		45	10	30	30	14	14

11 ¿Tiene dificultad en el uso del Internet para aplicaciones?	5	19	34	8	16	10	5
12 ¿presenta dificultad en el uso de sentence patterns?	6	41	12	25	28	15	12
Total	28	441	191	228	320	127	119

El total encuestados de 55 estudiantes del segundo semestre del primer año de la Carrera de Licenciatura en Administración de Empresa en el Curso de Inglés Comercial II 272 en los diferentes turnos del Centro Regional Universitario de Panamá Oeste durante el año 2010. Cada encuesta tiene doce preguntas de sí y no, las cuales hacen un total de 660 cada una, sin embargo se logro captar 441 para el sí y 191 para el no.

Grafica 1. Total de estudiantes encuestados que presentan dificultades en el segundo semestre del primer año de la carrera de Licenciatura en Administración de Empresa en el Curso de Inglés Comercial II 272, en los diferentes turnos del Centro Regional Universitario de Panamá Oeste durante el año 2010.

Tabla 2

Sí	No	No respondieron
441	191	28



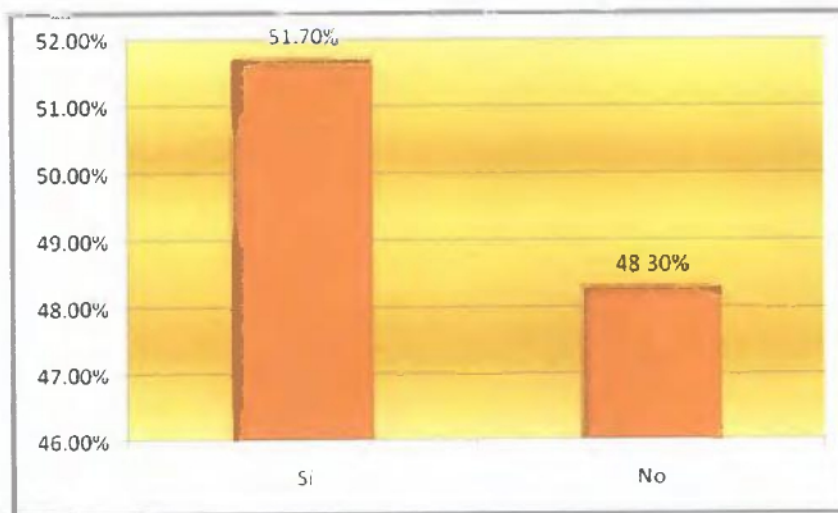
De 660 preguntas de sí o no sobre las dificultades en el segundo semestre del primer año de la carrera de Licenciatura en Administración de Empresa en el Curso de Inglés Comercial II 272, en los diferentes turnos del Centro Regional Universitario de Panamá Oeste durante el año 2010, se obtuvieron 441 respuestas afirmativas, las cuales hacen un 66.81%.

- De estas 660 preguntas se obtuvieron 191 respuestas negativas, las cuales hacen un total de 28.93%.
- De 660 preguntas, no respondieron 28 de ellas, obteniendo un 4.24%.

Tabla 3. Estudiantes que presentan dificultades con el habla.

Totales de ítems	Si	No
441	228	213

Gráfica 2. Estudiantes que presentan dificultades con el habla.



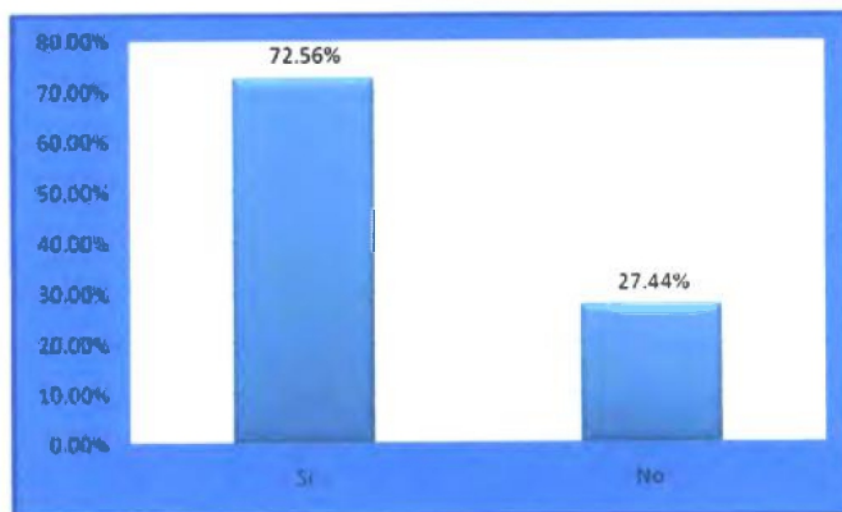
De 441 respuestas afirmativas sobre las dificultades que presentan los estudiantes del primer año de la carrera de Licenciatura en Administración de Empresa en el Curso de Inglés Comercial II 272, en los diferentes turnos del Centro Regional Universitario de Panamá Oeste durante el año 2010, 228

respondieron afirmativamente, haciendo un total de 51.70% y 213 respondieron que no, representa el 48.30%.

Tabla 4. Dificultades que presentan los estudiantes en la escritura.

Totales de ítems	Sí	No
441	320	121

Gráfica 3. Dificultades que presentan los estudiantes en la escritura.



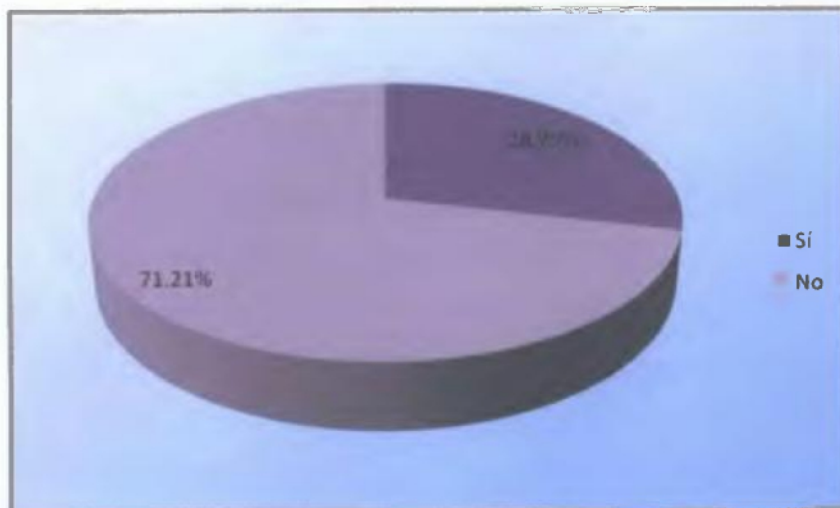
De 441 respuestas afirmativas sobre las dificultades que presentan los estudiantes del primer año de la carrera de Licenciatura en Administración de Empresa en el Curso de Inglés Comercial II 272, en los diferentes turnos del Centro Regional Universitario de Panamá Oeste durante el año 2010, 320

resultaron tener dificultades en la escritura, haciendo un total de 72.56% y 121 dijeron que no tienen dificultades, haciendo un total de 27.44%.

Tabla 5. Dificultades que presentan los estudiantes en la lectura.

Totales de ítems	Si	No
441	127	314

Gráfica 4. Dificultades que presentan los estudiantes en la lectura.



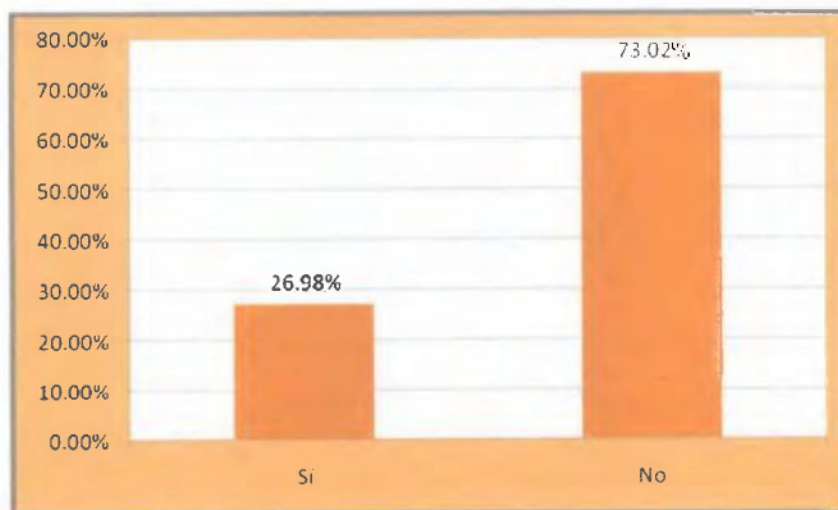
De 441 respuestas afirmativas sobre las dificultades que presentan los estudiante del primer año de la carrera de Licenciatura en Administración de Empresa en el Curso de Inglés Comercial II 272, en los diferentes turnos del Centro Regional Universitario de Panamá Oeste durante el año 2010, 127 resultaron tener

dificultades en la escritura, haciendo un total de 28.79% y 314 dijeron que no tienen, haciendo un total de 71.21%.

Tabla 6. Dificultades que presentan los estudiantes al escuchar.

Totales de ítems	Si	No
441	119	322

Gráfica 5. Dificultades que presentan los estudiantes al escuchar.



De 441 respuestas afirmativas sobre las Dificultades que Presentan los Estudiante del Primer Año de la Carrera de Licenciatura en Administración de Empresa en el Curso de Inglés Comercial II 272, en los Diferentes Turnos del Centro Regional Universitario de Panamá Oeste Durante el Año 2010, 119

respondieron afirmativamente, haciendo un total de 26 98% y 322 respondieron que no, haciendo un total de 73 02%

Tabla 7. Dificultades de mayor índice que presentan los estudiantes

Escritura	72.56%
Habla	51.70%

Las dificultades con mayor porcentaje que presentan los estudiante del primer año de la carrera de Licenciatura en Administración de Empresa en el Curso de Inglés Comercial II 272, en los diferentes turnos del Centro Regional Universitario de Panamá Oeste durante el año 2010, son la escritura con un 72.56%, seguido por dificultades del habla con un 51.70%

Tabla 8. Dificultades de menor índice que presentan los estudiantes

lectura	28.79%
Escuchar	26.98%

Las dificultades con menor porcentaje que presentan los estudiante del primer año de la carrera de Licenciatura en Administración de Empresa en el Curso de Inglés Comercial II 272, en los diferentes turnos del Centro Regional Universitario de Panamá Oeste durante el año 2010, son la lectura con un 28.79%, seguido por dificultades para escuchar con un 26.98%

1.8 Resultados parciales del diagnóstico

Los resultados obtenidos dejan claro que hay Dificultades que Presentan los Estudiantes del Segundo Semestre del Primer Año de la Carrera de Licenciatura en Administración de Empresa en el Curso de Inglés Comercial II 272 en los Diferentes Turnos del Centro Regional Universitario de Panamá Oeste Durante el Año 2010, en términos generales, sin embargo hay algunas de ellas que presentan porcentajes bastante altos como el de la escritura con un 72.56% seguido del habla con un 51.70%. Los resultados funcionan como punto de referencia para la elaboración del módulo. Los contenidos se centran, en estas dos habilidades, la del habla y la escritura. Se desarrolla la parte gramatical que indica la unidad que corresponde al segundo semestre del primer año de la carrera de Licenciatura en Administración de Empresas, como también la composición y presentaciones orales que refuerzan los temas, de manera tal que se puedan enriquecer los estudiantes en ambas vías.

FASE II

**MARCO METODOLÓGICO DEL
PROYECTO DE INTERVENCIÓN**

FASE 2

Aspectos Generales

2. Antecedentes

El 8 de enero de 1981, durante el periodo del Dr. Diógenes Cedeño Cenci, como Rector de la Universidad de Panamá, el Consejo Académico mediante Acta 1-81, aprobó la creación de la Extensión Universitaria de La Chorrera

La Extensión Universitaria debía ofrecer servicios universitarios a la población estudiantil del Sector Oeste de la Provincia de Panamá, conformado por los distritos de Arraján, La Chorrera, Capira, Chame y San Carlos

La primera Sede de la Extensión Universitaria fue el Colegio Pedro Pablo Sánchez Allí, en las aulas del Colegio, la Extensión Universitaria fue tomando forma hasta convertirse en un proyecto universitario de dimensión regional, tal cual fue su objetivo inicial

La creación de la Extensión Universitaria contó con la activa participación de los estudiantes de Panamá Oeste que diariamente debían trasladarse al Campus Central Octavio Méndez Pereira, ubicado en la Ciudad de Panamá, para recibir sus clases cotidianas, tanto en el turno matutino, como en el turno nocturno

Los estudiantes, en conjunto con las Asociaciones de Padres de Familia de las escuelas secundarias, gestionaron ante las autoridades universitarias la apertura de la Extensión. Posteriormente, la acción decidida de profesores, alumnos, estudiantes y directivos, la Extensión, como unidad institucional inició las gestiones para transformarse en Centro Regional Universitario

El 5 de mayo de 1993, mediante la Resolución 1 – 93, el Consejo Académico N°12 – 93 eleva una década después, la Extensión a la categoría de Centro Regional Universitario Durante este período el Rector Carlos Iván Zúñiga nombra al Magister Jorge Henríquez como primer director del Centro Regional Universitario de Panamá Oeste para que supervise la creación y construcción de la nueva sede del CRUPO en Mastranto El 16 de diciembre de 1994 se escoge por votación directa de estudiantes, administrativos y docentes al Profesor Gaspar Ceballos como nuevo director

El 7 de Octubre de 1996, se inauguran las primeras edificaciones del Centro en Las Lomas de Mastranto, La Chorrera La lucha por la ampliación de los servicios y aulas del Centro Regional ha sido ardua y compleja Sin embargo, cada día que pasa, el Centro Regional cuenta con más servicios, estudiantes, carreras y sobretodo incidencia en la región de Panamá Oeste

Los avances obtenidos plantean la necesidad de seguir la lucha por transformar la sede del Centro Regional en un Campus Universitario con todo lo que ello implica No es una tarea a corto plazo, pero es una meta alcanzable, si todos y cada uno de los que se reconocen como universitarios de la región de Panamá Oeste participan El 5 de enero de 2004 tomó posesión como nuevo director del CRUPO, el Magister Antonio Oses



Los estudiantes han presentado algunas dificultades en el idioma Inglés, es por ello que nació la motivación de desarrollar este tipo de actividad de afianzamiento en el idioma Inglés, dirigido hacia los estudiantes de primer año de la carrera de Licenciatura en Administración de Empresa

2.1 Justificación

Este estudio aportará información relevante sobre las Dificultades que Presentan Los Estudiantes del Segundo Semestre del Primer año de la Carrera de Licenciatura en Administración de Empresa en los Diferentes Turnos en el idioma Inglés en el Centro Regional Universitario de Panamá Oeste, Durante el año 2010 El mismo sirve de referencia para la elaboración del módulo de afianzamiento para aquellos estudiantes que deseen inscribirse en el curso, lo puedan hacer, tratando de optimizar el desempeño de los estudiantes en el idioma Inglés

2.2 Descripción del Problema

Los índices de Dificultades que Presentan los Estudiantes del Segundo Semestre del Primer Año de la Carrera de Licenciatura en Administración de Empresa en el Curso de Inglés Comercial II 272 en los Diferentes Turnos del Centro Regional Universitario de Panamá Oeste, Durante el año 2010 Estas dificultades sin lugar a dudas son unos de los principales problemas que debe investigar y superar la Licenciatura en Administración de Empresa

En primer lugar, los estudiantes se encuentran con materiales en inglés que requieren de una eficaz de comprensión que a veces no dominan, porque vienen

con dificultades de aprendizaje de su formación media. Por su parte las autoridades de la facultad están convencidos que se requiere de una profunda investigación del tema para encontrar las soluciones a esta problemática sobre el rendimiento académico en el idioma Inglés en esta carrera. Ellas también contempla la posibilidad de ofrecer servicios de tutorías y cursos de inglés gratuitos.

2.3 Descripción del Proyecto

Después de someter a consideraciones el tema a desarrollar en la Práctica Pedagógica Profesional, se escoge Dificultades que Presentan los Estudiantes del Segundo Semestre del Primer Año de la Carrera de Licenciatura en Administración de Empresa en el Curso de Inglés Comercial II 272 en los Diferentes Turnos del Centro Regional Universitario de Panamá Oeste, Durante el año 2010.

Para ello se elaborará una encuesta que contempla las cuatro habilidades del lenguaje como lo son la escrita, la hablada, la de escuchar y la de lectura, sobre los contenidos a desarrollarse en el segundo semestre de la carrera antes mencionada.

Esta encuesta arrojará los índices en que los estudiantes presentan mayores dificultades, como también la disponibilidad de los estudiantes de tomar el curso los sábados.

Se elaborará una lista de inscripción, la cual marcará un índice de posibles estudiantes para el curso de afianzamiento en inglés para estudiantes de la

carrera de Licenciatura en Administración de Empresa en los diferentes turnos del Centro Regional Universitario de Panamá Oeste durante el año 2010. Esta lista permite también, aparte de los nombres de los estudiantes, sus números telefónicos y direcciones de correo electrónico.

Se elaborará un módulo que reúna los contenidos a desarrollarse en el segundo semestre en la carrera de Licenciatura en Administración de Empresa.

2.4 Misión

- Capacitar a los estudiantes que presenten dificultades en las habilidades del lenguaje.
- Proporcionar a los estudiantes de una herramienta que les permita un mejor rendimiento académico.
- Ampliar los contenidos que contempla el curso de Inglés Comercial II 272 de la carrera de Licenciatura en Administración de Empresa.
- Servir a la educación superior, especialmente a los estudiantes de la carrera de Licenciatura en Administración de Empresa en los diferentes turnos del Centro Regional Universitario de Panamá Oeste durante el año 2010.

2.5 Objetivos:

2.5.1 Objetivos Generales

- Capacitar y proporcionar a los estudiantes de la carrera de Licenciatura en Administración de Empresa en los diferentes turnos del Centro Regional Universitario de Panamá Oeste, durante el año 2010, las herramientas necesarias en el uso del idioma inglés
- Conocer y aplicar nuevos conceptos comerciales en inglés que le sean útiles de manera práctica que les permita a los estudiantes el manejo de los contenidos del curso II 272 de Licenciatura en Administración de Empresa

2.5.2 Objetivos Específicos

- Reforzar los conceptos del idioma inglés que contempla la carrera de Licenciatura en Administración de Empresa
- Tabular la información recogida sobre las Dificultades que Presentan los Estudiantes del Segundo Semestre del Primer Año de la Carrera de Licenciatura en Administración de Empresa en el Curso de Inglés Comercial II 272 en los Diferentes Turnos del Centro Regional Universitario de Panamá Oeste, Durante el año 2010
- Analizar los datos referentes a las Dificultades que Presentan los Estudiantes del Segundo Semestre del Primer Año de la Carrera de Licenciatura en Administración de Empresa en el Curso de Inglés

Comercial II 272 en los Diferentes Turnos del Centro Regional Universitario de Panamá Oeste Durante el año 2010

2.6 Localización del Proyecto

El proyecto se llevará a cabo en el Centro Regional Universitario de Panamá Oeste, localizado en la barriada las Lomas de Mastranto, La Chorrera

2.7 Beneficiarios

Los beneficiarios serán los estudiantes que tomen el curso de afianzamiento del idioma inglés II 272, del segundo semestre de primer año de la carrera de Licenciatura en Administración de Empresa en los diferentes turnos el Centro Regional Universitario de Panamá Oeste durante el año 2010

2.8 Posibles Resultados y Efectos

- Los estudiantes que tomen el curso de afianzamiento del idioma inglés II 272, del segundo semestre del primer año de la carrera de Licenciatura en Administración de Empresa en los diferentes turnos del Centro Regional Universitario de Panamá Oeste durante el año 2010, estarán preparados para afrontar con mayor eficiencia sus responsabilidades con el curso de inglés
- La población estudiantil del turno matutino puede tener mayor participación en el curso, debido a las responsabilidades laborales del turno vespertino y nocturno

- Los estudiantes que tomen el curso, podrán finalizar el mismo, solicitar otro curso que les permita afianzar en los siguientes semestres de la carrera.

2.9 Recursos

2.9.1 Financieros

- Se inicia el estudio de esta investigación para este proyecto con el pago del transporte para solicitar permiso al director del Centro Regional Universitario de Panamá Oeste
- Se imprimió un total de 80 copias de la encuesta
- Se elaboró el módulo para la Práctica Pedagógica Profesional, el cual reúne una compilación de copias de libros y material impreso
- Se alquiló el data show del Centro Regional Universitario de Panamá Oeste
- Traslado del área de Ciricito Arriba hacia el Centro Regional Universitario de Panamá Oeste, para dar el curso de afianzamiento de inglés Comercial II 272

Tabla 1. Detalle económico

1	Pasaje y almuerzo para solicitar permiso a Centro Regional Universitario	\$15.00
2	80 copias de la encuesta	\$2 00
3	Copias de libros para el módulo	\$0.80
4	Alquiler de data show	\$15 00
5	Pasaje para la practica	\$120
6	Total	\$152 80

2.9.2 Humanos

- Todos los estudiantes que se le aplicó el instrumento de medición
- Todos los estudiantes que tomaron el curso de afianzamiento
- El director de Centro Regional Universitario, Magister Antonio Oses
- El secretario general del Regional Universitario, Licenciado Carlos Chica
- La directora de Investigación y Post grado, Magistra Anscela Díaz I
- El facilitador de la práctica, Dr Eduardo Barsallo

2.10. Cronograma de actividades – Año 2010.

Tabla 2. Cronograma de actividades

Meses	Agosto				Septiembre				octubre				Noviembre			
Semanas	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Actividades																
1. Diagnóstico de la situación																
2. Área de estudio																
3. Población																
4. Instrumentos de recolección de datos																
5. Encuesta																
6. Análisis de los resultados																
7. Antecedentes																

FASE III
EJECUCIÓN DEL PROYECTO

3. EJECUCIÓN DEL PROYECTO Y PLANEACIÓN DIDÁCTICA DEL CURSO.

El curso de afianzamiento se llevó a cabo en cinco unidades, las cuales contemplan el planeamiento curricular, los contenidos, los objetivos particulares, objetivos específicos, los contenidos que incluyen los aspectos procedimentales, estrategias didácticas y recursos técnicos, el aspecto concerniente a la evaluación pertinente de cada unidad respectivamente, y la fecha donde se impartieron los mismos

Las unidades desarrolladas fueron

Unidad N° 1:

- ⇒ Present tense
- ⇒ Progressive case
 - Present and past tense
- ⇒ Past tense
 - Irregular verbs
 - Simple past tense of Be
 - Regular verbs
 - Continuous be + ing

Unidad N° 2:

- ⇒ Subject and Predicate
- ⇒ Sentence Patterns

Unidad Nº 3:

- ⇒ The use of internet for academic and professional uses
- ⇒ Technical Terms
- ⇒ Idiomatic Expressions

Unidad Nº 4:

- ⇒ Fax
- ⇒ Abbreviation
- ⇒ Bank
 - Bussines and management

Unidad Nº 5:

- ⇒ Job application
- ⇒ Resume
- ⇒ Functions of managers
 - Roles
 - Me as a manager
 - Planning
 - Organizing
 - Staffing
 - Directing
 - Controlling

A continuación las respectivas unidades desarrolladas

3.1. UNIDAD No. 1

3.1.1 Planeamiento curricular

UNIVERSIDAD DE PANAMÁ
CENTRO REGIONAL UNIVERSITARIO DE PANAMÁ OESTE

Faculta: Administración de Empresa y Contabilidad**Carrera:** Lic en Adm de Empresas**Escuela:** Administración de Empresa**Curso:** Inglés Comercial II 272**Profesor:** Gilberto Vega Vergara**Semestre:** Segundo**Código:****Justificación:** Proporciona un completo final en la preparación académica de los futuros administradores de empresas con las herramientas del lenguaje Inglés en el área comercial**Objetivos Generales:** 1 Formar integralmente al administrador de empresas en el uso del idioma Inglés

2 Conocer y aplicar nuevos conceptos comerciales en Inglés aplicándolos de manera práctica

OBJETIVOS ESPECÍFICOS	CONTENIDO	ACTIVIDADES	EVALUACIÓN
1 Identificar los niveles de dominios en los estudiantes 1 1 aplicar las reglas gramaticales de forma oral y escrita	1 Grammar review 1 1 simple present tense 1 2 Simple past 1 3 Future will /Ing form	1 Workshops 1 1 Written and oral practice 1 2 Reading activity	Diagnóstica - Repaso - Retroalimentación Formativa - Aplicar las reglas gramaticales en conversación

3.1.2 Contenido

LOOK		PRESENT TENSE	
QUESTIONS		ANSWERS	
What do	I you we they	do every day?	I you we they cook
What does	Bob Sue	do every day?	He She studies
Do	I you we they	sing every day?	Yes, I you we they do
			No I you we they don't
Does	Bob Sue	read every day?	Yes, he she does No he she doesn't

Exercise 20



Fill in the blanks with the correct form of the verb in parenthesis

- Peter (play) _____ ball every day
- The plumbers (work) _____ every afternoon
- I (run) _____ every morning
- They (go) _____ to church every Sunday
- We (buy) _____ fruit and vegetables at the farmer's markets every week
- She (sing) _____ every evening
- Jane and Mary (study) _____ English every Friday
- My father (read) _____ the newspaper every day
- Alice (cook) _____ breakfast every morning
- You (like) _____ oranges

Unit 4 VERBS

Verbs are words that show action.

Example: She plays tennis.
Subject verb object

Present Tense

The Simple Present expresses events or situations that exist. It is also used to express habitual action, or everyday activity.

Example: The teacher speaks English in classes everyday.

Verb Agreement

* When a verb is used with a singular subject, it needs an - s. Verbs ending in s, ss, z, ch, sh, y, x, or o add es when used with singular subjects.

Example: He passes through the stormy weather.

* When a verb ends in y, change the y to an i, then form the singular adding es.

Example: She studies (study) English every afternoon.

* When a verb is used with a plural subject, it does not have an - s ending, but it is in its base form.

Example: They (talks - talk) too much in classes

PRACTICE 12

I Use the correct verb form to complete each sentence.

1. He _____ (work - works) at a shoe store

2. Frank _____ (studies - study) Mathematics.

3. The car _____ (is - are) well washed and waxed.

4. Children _____ (are - is) the future of a better world

5. Helen _____ (do - does) the laundry on Sundays.

6. Ted _____ (make - makes) the bed every morning.

7. Arlene _____ (does - do) the dishes at night

8. The light _____ (go - goes) off every minute

9. Martin _____ (have - has) a new guitar.

10. Whitney _____ (sing - sings) balad songs.

- 11 Helen _____ (cooks - cook) West Indian food on Sundays.
12. Mrs. Beryl _____ (bake - bakes) patties for the church.
13. Mrs Evelia _____ (eat - eats) scrambled eggs.
- 14 Mr Raymond _____ (walk - walks) very fast
15. Mrs Jeannette _____ (speaks - speak) _____, (read- reads) _____
(understand - understands) _____ English correctly.
- 16 People _____ (travels - travel) to different provinces of Panama during Holy Week.
17. Most students _____ (do - does) not _____ (has - have) a good study hab
18. Most low class people in Panama _____ (lives - lives) in areas of difficult access.
19. Celia Cruz _____ (say - says) " Azucar" in all her songs
20. God _____ (is - are) the source of life.

N. Rules for the progressive cases present and past.

- Verbs ending in a consonant preceded by a vowel, double the consonant and add the ing form

Example: stop - stopping
begin - beginning

- Verbs ending in y followed by a consonant, or a vowel add the ing to the verb.

Example: study - studying
play - playing
enjoy - enjoying

- Verbs ending in e simply delete the e, then add the ing form.

Example: close - closing.

5- **Past Progressive**: It uses the verb Be, past tense (was/were) plus the ing form added to the verb of the sentence. This tense is also used to indicate an action that began before and it was in progress at a particular time in the past.

Example: He was sleeping when I arrived.

6- **Present Perfect**: It uses the verb has (singular) have (plural) plus the past participle verb of the sentence. This tense gives the idea that one thing happens before another time or event.

Example: I have already eaten cake

7- **Past Perfect**: It uses the verb (had) plus the past participle verb of the sentence. This tense gives the idea that one thing finished before another in the past.

Example: I had already eaten cake when they arrived.

8- **Present Perfect Progressive** It uses the verb (has - singular) (have - plural) plus the past participle of be (been) and the ing form (present participle) This tense gives the idea that one event is in progress immediately before, up to, until another time, or event

Example I have been studying English for two hours

9- **Past Perfect Progressive**. It uses the verb had plus the past participle of be (been) and the ing (present participle) This tense gives the idea that one event is in progress before another event in the past.

Example I had been studying English for two hours before my friends came

10- **Future Perfect**. It uses the auxiliary verb will plus have and the past participle form of the sentence. This tense gives the idea that one event is finished before another time in the future

Example I will already have studied when they arrived

11- **Future Progressive** It uses the auxiliary will plus the verb be base form, and the gerund form (ing) This tense gives the idea that one event will be in progress at a particular time in the future

Example: I will be attending to the English class tomorrow.

12- **Future Perfect Progressive** It uses the auxiliary will, plus have, the past participle of be (been), and the gerund form (ing) This tense gives the idea that one event is done before another event in the future

Example. I will have been studying grammar for two hours by the time you arrive

C PAST TENSE.

It indicates an action done in the past. Most regular verbs form their past tense by adding, **ed** to the base form verb. The past tense indicates an action done in the past, in other words something that happened.

Example: cook - cooked.

Verbs ending in **e** add **d**. to form the past tense

Example. love - loved.

Verbs ending in **y** after a consonant change the **y** to **i** and add **ed**

Example: copy - copied.

Verbs ending in a single consonant after a single short vowel, double the final consonant and add **ed** to form the past tense

Example. hop - hopped.

Practice 13

I Write the verb correctly to show past tense.

1. Mark (smile) _____ at the parrot.
2. Darnel (look)_____ at the ships passing through the Panama Canal.
3. Your dog (bury)_____ the bone.
- 4 Who (hug)_____ my mother?
- 5 The president of Panama, Mrs. Mireya (talk)_____to a huge audience on December 14th, 1999, at Miraflores Locks

B. Irregular verbs.

They are verbs that do not need **ed** to form their past tense or past participle.

Present	Past	Past Participle
a. come	came	come

Same present, but different past, and the same written form of the present in the participle form.

Some verbs have irregular past tense forms. Most of the irregular verbs in English are given in the following alphabetical list.

Same spelling in the past, as in the participle, but not in the meaning.

Present	past	past participle
be (ser o estar)	was - were	been
begin (empezar)	began	begun
bring (traer)	brought	brought
build (construir)	built	built
burn (quemar)	burnt	burnt
buy (comprar)	bought	bought
catch (atrapar)	caught	caught
come (venir)	came	come
cost (costar)	cost	cost
do (hacer)	did	done
draw (dibujar,sacar)	drew	drawn

Practice 14

Write each of the following verbs using the correct ending in the past tense.

<u>Present</u>	<u>Past</u>	<u>Final pronunciation</u>
1. Smile	_____	_____
2. copy	_____	_____
3. study	_____	_____
4. plant	_____	_____
5. supply	_____	_____
6. clap	_____	_____
7. hop	_____	_____
8. chop	_____	_____
9. end	_____	_____
10. divide	_____	_____
11. walk	_____	_____
12. stay	_____	_____
13. dance	_____	_____
14. stop	_____	_____
15. decide	_____	_____
16. file	_____	_____
17. form	_____	_____
18. classify	_____	_____
19. miss	_____	_____
20. mark	_____	_____
21. copy	_____	_____
22. erase	_____	_____
23. watch	_____	_____
24. transfer	_____	_____
25. change	_____	_____

Grammar Highlights

Simple past tense: *be*

Affirmative statements

I/She/He/It **was** at the party yesterday.
 You/We/They **were** at the party yesterday

Yes/No questions

Was he/she/it in class yesterday?
Were they/we in class yesterday?

Remember: To make a question with the simple past tense of *be*, put the verb before the subject.
 I was late for the party.
 Was I late for the party?

Negative statements

I/He/She/It **was not** at the party yesterday
 You/We/They **were not** at the party yesterday

Affirmative answers

Yes, he/she/it **was**
 Yes, they/we **were**

Negative answers

No, he/she/it **wasn't**
 No, they/we **weren't**.

Remember:

- Use the simple past tense when you see these past-time markers: *yesterday, last, ago*.
- He wasn't at my house yesterday morning.
- We were in Madrid last Christmas.
- I was in Mrs. Castro's English class two semesters ago.
- was not = wasn't
- were not = weren't

Information questions with *be*

Who was at Isabel's birthday party?
Where was the party?
When was the party?
How was the party?
Why weren't Stephanie and Danny at the party?

Possible answers

Barbara, Lily, and Mario **were** at her party.
 The party **was** at Isabel's house.
 The party **was** last Saturday.
 The party **was** fun!
 Because they **were** sick

Object pronouns

Subject pronouns

I
 He
 She
 It
 You
 We
 They

Object pronouns

me
 him
 her
 it
 you
 us
 them

Examples

Alicia sees {
 me
 him
 her
 it
 you
 us
 them

Practice

Simple past tense: *be*

Affirmative and negative statements



1 Complete the sentences. Write *was* or *were*.

- 1 I was at the beach yesterday
- 2 Mom and Dad _____ in Colombia last summer.
- 3 Brando _____ at our new house last Sunday
- 4 Nicole and I _____ in Venezuela a year ago
- 5 Ana _____ happy at Ethel's party yesterday
- 6 The book _____ in my backpack about an hour ago
- 7 You _____ in Marcos's math class last semester
- 8 The sunglasses _____ in my backpack
- 9 Our dog _____ in your yard last night
- 10 The children _____ good during the movie

2 Complete the sentences. Write *was* or *were*.

- 1 Steven Spielberg was the director of *Jurassic Park*
- 2 The first Olympic Games _____ in Greece
- 3 The Aztecs _____ very good at math
- 4 Harrison Ford _____ the star of the Indiana Jones movies
- 5 Maradona and Pele _____ excellent soccer players.
- 6 Neil Armstrong _____ the first person to walk on the moon

3 Complete the sentences. Write *wasn't* or *weren't*.

- 1 You weren't at school yesterday
- 2 That movie _____ funny
- 3 Mr Bradley and Mr Griffin _____ in the cafeteria an hour ago
- 4 I _____ at the park last weekend
- 5 Han-Ling _____ at the science fair last year
- 6 Adela and I _____ at the restaurant yesterday
- 7 Lu _____ in the living room a few minutes ago
- 8 The class party _____ at 4 o'clock
- 9 The cats _____ outside all night
- 10 The math questions on the test _____ difficult

Grammar Builder

Unit 12

Grammar Highlights

Simple past tense of regular verbs: verb + *-d, -ed*

Affirmative statements

I **decided**
 He **promised**
 She **smiled**.
 It **stayed**
 You **hopped**
 They **tried**
 We **cried**

Negative statements

I **did not decide**
 He **did not promise**
 She **did not smile**.
 It **did not stay**
 You **did not hop**
 They **did not try**
 We **did not cry**.

Remember: To form the simple past tense of some regular verbs that end in a vowel + consonant, double the consonant and then add *-ed*.
 hop + p + ed = hopped

Remember:
 • did + not = didn't
 • To form the simple past tense of most regular verbs, add *-d* or *-ed*.
 decide + d = decided
 stay + ed = stayed

Remember: To form the simple past tense of verbs that end in a consonant + y, change the y to i and then add *-ed*.
 try + i + ed = tried
 cry + i + ed = cried

Irregular verbs

be = was, were	hurt = hurt	go = went
do = did	leave = left	tell = told
give = gave	read = read	have = had
get = got	say = said	take = took

Remember: Many verbs in English do not form the simple past tense by adding *-d* or *-ed*. In your notebook, write down the simple past tense of these irregular verbs and memorize them.

Simple past tense of regular and irregular verbs

Yes/No questions	Affirmative answers	Negative answers
Did I decide ?	you	you
Did he smile ?	he	he
Did she hop ?	she	she
Did it stay ?	Yes, it	No, it
Did you leave ?	I	I
Did we read ?	we	we
Did they go ?	they	they
	did	didn't.

Practice

Simple past tense of regular verbs: verb + -d, -ed

- 1 Write the simple past tense of the verbs in parentheses.



- 1 My older sister (*mop*) mopped the floor in the kitchen
- 2 It (*run*) — — — very hard yesterday
- 3 Marcela and Anita (*play*) — — — video games inside
- 4 We (*study*) — — — for our math test last night
- 5 We (*miss*) — — — the bus to school
- 6 Chico (*count*) — — — his money at the restaurant
- 7 You (*stay*) — — — at the beach for two hours
- 8 The children (*cry*) — — — for their mother
- 9 They (*live*) — — — in Paris last year
- 10 Last summer my family (*visit*) — — — Brazil

- 2 Rewrite the sentences. Make the underlined simple past tense verbs negative. Use contractions.

- 1 At the party, Chet smiled at me
At the party, Chet didn't smile at me
- 2 Alma jogged with me in the park yesterday
- 3 Ella and Samantha played video games
- 4 Van and I carried the boxes to the car
- 5 You stayed with me at the doctor's office
- 6 The car came fast. It stopped quickly
- 7 I enjoyed that scary movie last night
- 8 The students used the computer last night
- 9 They were at home yesterday
- 10 My wife started work at 9 A.M.

Grammar Builder

Practice

Simple past tense of irregular verbs

3 Write the simple past tense of the verbs in parentheses.

- 1 Yes, I (*give*) gave the jacket to Mom
- 2 He (*read*) _____ that book last year in Ms Nichols' class
- 3 She (*say*) _____ hello to you
- 4 You (*tell*) _____ us about your favorite movie
- 5 We (*take*) _____ his luggage to the airport
- 6 They (*have*) _____ a great time at camp
- 7 The party (*be*) _____ at 5 o'clock in the afternoon
- 8 Last summer we (*go*) _____ to Japan
- 9 The tests (*be*) _____ easy
- 10 The children (*have*) _____ a snack after school

4 Rewrite the sentences. Make the underlined simple past tense verbs negative. Use contractions.

- 1 My brother woke up early
My brother didn't
wake up early.
- 2 You hurt your foot at the soccer game

- 3 I left the light on in my bedroom

- 4 They got tickets to see the movie

- 5 It was open at 4 o'clock in the afternoon

- 6 We went to the concert last week

- 7 She took her video camera to the party

- 8 They did their homework last night

- 9 The teacher said good things about you

- 10 He thought about his friends last night



Grammar Highlights

Present continuous tense: *be + -ing*

Affirmative statements

I am }
 He/She is } dancing
 You/We/They are }

Negative statements

I am }
 He/She is } not dancing.
 You/We/They are }

Information questions

Who **is eating** the cake?
 What **are Dolores and Juan doing**?
 Where **is Haley going**?

Answers

Sofia **is eating** the cake
 They **are playing** a game
 She **is going** home

Remember: Use the present continuous tense to talk about things that are happening now.

Remember: To form the present continuous tense, add *-ing* to most main verbs.

read + ing = reading
 talk + ing = talking

Remember:

- Some main verbs have spelling changes.
- To form the present continuous tense of some main verbs that end in a consonant + *e*, drop the *e* and then add *-ing*.
 - write + ing = writing
 - use + ing = using
 - dance + ing = dancing
 - make + ing = making
 - take + ing = taking
 - smile + ing = smiling
- To form the present continuous tense of some main verbs that end in a vowel + consonant, double the consonant and then add *-ing*.
 - sit + t + ing = sitting
- In your notebook, keep a list of main verbs with spelling changes.

Yes/No questions

Am I }
 Is he }
 she } studying?
 we }
 Are you }
 they }

Affirmative answers

Yes, { you are
 { he is
 { she is
 { we are
 { I am
 { they are

Negative answers

No, { you aren't
 { he isn't
 { she isn't
 { we aren't
 { I'm not
 { they aren't.

Practice

Present continuous tense: *be + -ing*

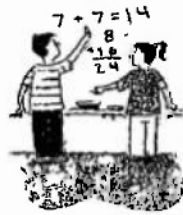
Affirmative and negative statements

1 Match the pictures with the sentences below. Write the letters on the lines.

a.



b.



c.



d.



e.



f.



- d 1 He is using the computer
 2 We are doing math
 3 They are dancing
 4 She is playing with her dog
 5 You are eating
 6 I am sleeping

2 Complete the sentences. Write the present continuous tense of the verbs in parentheses.

- I (*send*) am sending my e-mail
- She (*not, make*) is not making our dinner
- You (*read*) _____ a newspaper
- They (*not, sleep*) _____
- We (*not, enjoy*) _____ this movie
- He (*take*) _____ a test
- They (*smile*) _____ at the teacher
- He (*not, study*) _____ for his test
- We (*sit*) _____ in the kitchen
- You (*not, use*) _____ Jose's computer
- She (*watch*) _____ a video
- I (*not, take*) _____ the dog to the park

3 Write sentences with the present continuous. Use the cues.

- Sandra / sleep
Sandra is sleeping
- Alicia / play with her dog

- Bao / make tea

- Mario / eat an ice-cream cone

- Helen / check her e-mail

- Keiko / run in the park

Grammar Builder

Read carefully

A washing Day

Lucy and her daughter Ana were having a washing day yesterday. They have a lot of dirty clothes to wash and dry. They were busy washing and cleaning.

Lucy was washing the clothes quite clean and Ana was hanging them on the line to dry. They are working hard, although, they were washing with the washing machine. There were four white sheets, two pairs of blue socks, and a light green jacket, four white handkerchiefs, one dark red blanket, a red striped tie, two pairs of black pants, three towels, and orange skirt, a yellow sweater, a white blouse, a white black suit, a purple dress, three different colourful skirts, a green coat, two pairs of brown slacks, three pairs of stockings, a pink bathing suit, and four T-shirts.

Lucy and Ana were also cleaning a pair of tennis shoes, a hat, a purse, two pairs of slippers and umbrella.

- 1 What's Ana putting away?
- 2 What is Lucy doing?
- 3 When were Lucy and Ana having their washing day?
- 4 What was Lucy doing?
- 5 Lucy and Ana _____ washing yesterday.

6 Lucy and Ana _____ ironing

7 What is Ana folding up?

3.1.3 Power Point 1

**UNIVERSIDAD DE PUNTA
CENTRO REGIONAL UNIVERSITARIO DE PUNTA OESTE
VICERRECTORÍA DE INVESTIGACIÓN Y POSTGRADO
FACULTAD DE CIENCIAS DE LA EDUCACIÓN**

**CURSO
INGLÉS COMERCIAL II 272
UNIDAD DE AUTONSTRUCCIÓN**

**PROFESOR
CILEBRO MEDAVERO PFA
UNIVERSITARIO
cel: 699 11 48**

AGOSTO 27, 2010

OBJETIVOS GENERALES

- 1 Formar integralmente al administrador de empresas en el uso del idioma Inglés.
2. Conocer y aplicar nuevos conceptos comerciales en Inglés aplicándolos de manera práctica.

OBJETIVOS ESPECÍFICOS

- Identificar los niveles de dominio en los estudiantes
- Aplicar las reglas gramaticales de forma oral y escrita

CONTENIDO

Grammar review

- Simple present tense
- Simple past
- Future will /Ing form

SUBJECT		PRESENT TENSE	
QUESTION	ANSWER	QUESTION	ANSWER
What do I do every day?	do	What do you do every day?	do
What does she do every day?	does	What do you do every day?	do
What do you do every day?	do	What do you do every day?	do
What do you do every day?	do	What do you do every day?	do
What do you do every day?	do	What do you do every day?	do

Exercise 20

Fill in the blanks with the correct form of the verb in parentheses.

1. Peter (play) _____ ball every day.
2. The plumber (work) _____ every afternoon.
3. I (run) _____ every morning.
4. They (go) _____ to church every Sunday.
5. We (buy) _____ fruit and vegetables at the farmer's market every week.
6. She (sing) _____ every evening.
7. Jane and Mary (study) _____ English every Friday.
8. My father (read) _____ the newspaper every day.
9. Alice (cook) _____ breakfast every morning.
10. Your shirt (change) _____.

Unit 4 VERBS

Verbs are words that show action.

Example: She plays tennis.
Subj. verb object

Present Tense

The Simple Present expresses events or situations that exist. It is also used to express habitual action, or everyday activity.

Example: The teacher speaks English in classes everyday.

Verb Agreement

* When a verb is used with a singular subject, it needs an - s. Verbs ending in s, ss, x, ch, sh, y, o, or o add es when used with singular subjects.

Example: He passes through the stormy weather.

* When a verb ends in y, change the y to an i, then form the singular adding es.

Example: She studies (study) English every afternoon.

* When a verb is used with a plural subject, it does not have an s ending, but it is in its base form.

Example: They talk (talk) too much in classes.

PRACTICE 12

Use the correct verb form to complete each sentence.

1. He _____ (work - works) at a shoe store.
2. Frank _____ (studies - study) Mathematics.
3. The car _____ (is - are) well washed and waxed.
4. Children _____ (are - is) the future of a better world.
5. Helen _____ (do - does) the laundry on Sundays.
6. Ted _____ (make - makes) the bed every morning.
7. Ariene _____ (does - do) the dishes at night.
8. The light _____ (go - goes) off every minute.
9. Martin _____ (have - has) a new guitar.
10. Whitney _____ (sing - sings) balad songs.

11. Helen _____ (cooks - cook) West Indian food on Sundays.
12. Mrs. Beryl _____ (bake - bakes) patties for the church.
13. Mrs. Evelin _____ (eat - eats) scrambled eggs.
14. Mr. Raymond _____ (walk - walks) very fast.
15. Mrs. Jennette _____ (speak - speak), _____ (read - reads) _____ and _____ (understand - understands) _____ English correctly.
16. People _____ (travel - travel) to different provinces of Panama during Holy Week.
17. Most students _____ (do - does) not _____ (has - have) a good study habit.
18. Most low class people in Panama _____ (live - lives) in areas of difficult access.
19. Celia Cruz _____ (say - says) "Azucar" in all her songs.
20. God _____ (is - are) the source of life.

N. Rules for the progressive cases present and past.

- Verbs ending in a consonant preceded by a vowel, double the consonant and add the ing form

Example: stop - stopping
begin - beginning

- Verbs ending in y followed by a consonant, or a vowel add the ing to the verb.

Example: study - studying
play - playing
enjoy - enjoying

- Verbs ending in g simply delete the g, then add the ing form.

Example: close - closing.

5- **Past Progressive:** It uses the verb be, past tense (was/were) plus the **ing form** added in the verb of the sentence. This tense is also used to indicate an action that began before and it was in progress at a particular time in the past.

Example: He was sleeping when I arrived.

6- **Present Perfect:** It uses the verb has (singular) have (plural) plus the past participle verb of the sentence. This tense gives the idea that one thing happens before another time or event.

Example: I have already eaten cake.

7- **Past Perfect:** It uses the verb (had) plus the past participle verb of the sentence. This tense gives the idea that one thing finished before another in the past.

Example: I had already eaten cake when they arrived.

8- **Present Perfect Progressive:** It uses the verb (has - singular) (have - plural) plus the past participle of be (been) and the **ing form** (present participle). This tense gives the idea that one event is in progress immediately before, up to, until another time, or event.

Example: I have been studying English for two hours.

9- **Past Perfect Progressive:** It uses the verb had plus the past participle of be (been) and the **ing form** (present participle). This tense gives the idea that one event is in progress before another event in the past.

Example: I had been studying English for two hours before my friends came.

10- **Future Perfect:** It uses the auxiliary verb will plus have and the past participle form of the sentence. This tense gives the idea that one event is finished before another time in the future.

Example: I will already have studied when they arrived.

11- **Future Progressive:** It uses the auxiliary will plus the verb be base form, and the gerund form (ing). This tense gives the idea that one event will be in progress at a particular time in the future.

Example: I will be attending to the English class tomorrow.

12- **Future Perfect Progressive:** It uses the auxiliary will, plus have, the past participle of be (been), and the gerund form (ing). This tense gives the idea that one event is done before another event in the future.

Example: I will have been studying grammar for two hours by the time you arrive.

C PAST TENSE.

It indicates an action done in the past. Most regular verbs form their past tense by adding, **ed** to the base form verb. The past tense indicates an action done in the past, in other words something that happened.

Example: cook - cooked.

Verbs ending in e add d, to form the past tense

Example: love - loved.

Verbs ending in y after a consonant change the y to i and add ed.

Example: copy - copied.

Verbs ending in a single consonant after a single short vowel, double the final consonant and add ed to form the past tense

Example: hop - hopped.

Practice 13

I Write the verb correctly to show past tense.

1. Mark (smile) _____ at the parrot.
2. Daniel (look) _____ at the ships passing through the Panama Canal.
3. Your dog (bury) _____ the bone.
4. Who (hug) _____ my mother?
5. The president of Panama, Mrs. Mireya (talk) _____ to a huge audience on December 14th, 1999, at Miraflores Locks.

B. Irregular verbs.

They are verbs that do not need ed to form their past tense or past participle.

Present	Past	Past Participle
a. come	came	come

Same present, but different past, and the same written form of the present in the participle form.

Some verbs have irregular past tense forms. Most of the irregular verbs in English are given in the following alphabetical list.

Same spelling in the past, as in the participle, but not in the meaning.

Present	past	past participle
be (ser o estar)	was were	been
begin (empezar)	began	begin
bring (traer)	brought	brought
build (construir)	built	built
burn (quemar)	burnt	burnt
buy (comprar)	bought	bought
catch (atrapar)	caught	caught
come (venir)	came	come
cost (costar)	cost	cost
do (hacer)	did	done
draw (dibujar, sacar)	drew	drawn

Practice 14

Write each of the following verbs using the correct ending in the past tense.

Present	Past	Final pronunciation
1. smile	_____	_____
2. copy	_____	_____
3. study	_____	_____
4. plan	_____	_____
5. supply	_____	_____
6. clap	_____	_____
7. buy	_____	_____
8. chop	_____	_____
9. end	_____	_____
10. divide	_____	_____
11. walk	_____	_____
12. stay	_____	_____
13. dance	_____	_____
14. stop	_____	_____
15. decide	_____	_____
16. file	_____	_____
17. form	_____	_____
18. classify	_____	_____
19. miss	_____	_____
20. mark	_____	_____
21. copy	_____	_____
22. cross	_____	_____
23. watch	_____	_____
24. transfer	_____	_____
25. change	_____	_____

Grammar Highlights

Simple past tense: be

Affirmative statements

I was/They were at the party yesterday.

You/They were not at the party yesterday.

Was I/They were at the party yesterday?

Were I/They were at the party yesterday?

Remember: To form the simple past tense of the verb 'be', use 'was' for 'I' and 'was/were' for 'you, he, she, it, we, they'.

Remember: To form the negative simple past tense of the verb 'be', use 'was/were not' for 'I, you, he, she, it, we, they'.

Remember: To form the question simple past tense of the verb 'be', use 'was/were' for 'I, you, he, she, it, we, they'.

Remember: To form the question simple past tense of the verb 'be', use 'was/were' for 'I, you, he, she, it, we, they'.

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Remember: To form the question simple past tense of the verb 'be', use 'was/were' for 'I, you, he, she, it, we, they'.

Negative statements

I wasn't/They weren't at the party yesterday.

Was I/They weren't at the party yesterday?

Were I/They weren't at the party yesterday?

Remember: To form the negative simple past tense of the verb 'be', use 'was/were not' for 'I, you, he, she, it, we, they'.

Remember: To form the negative simple past tense of the verb 'be', use 'was/were not' for 'I, you, he, she, it, we, they'.

Remember: To form the negative simple past tense of the verb 'be', use 'was/were not' for 'I, you, he, she, it, we, they'.

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Remember: To form the negative simple past tense of the verb 'be', use 'was/were not' for 'I, you, he, she, it, we, they'.

Object pronouns

Subject pronouns	Object pronouns	Examples
I	me	He saw me.
She	her	He saw her.
It	it	He saw it.
We	us	He saw us.
They	them	He saw them.

Practice

Simple past tense: be

Affirmative and negative statements



1. I _____ at the beach yesterday.
2. Mom and Dad _____ in Colombia last summer.
3. Brando _____ at our new house last Sunday.
4. Nicole and I _____ in Nevada a year ago.
5. Ana _____ happy at Bill's party yesterday.
6. The book _____ in my backpack about an hour ago.
7. You _____ in Maria's math class last semester.
8. The sunglasses _____ in my backpack.
9. Our dog _____ in your yard last night.
10. The children _____ good during the movie.

2 Complete the sentences. Write was or were.

1. Steven Spielberg _____ the director of Jurassic Park.
2. The first Olympic Games _____ in Greece.
3. The Astros _____ very good at math.
4. Harrison Ford _____ the star of the Indiana Jones movies.
5. Maradona and Pele _____ excellent soccer players.
6. Neil Armstrong _____ the first person to walk on the moon.

3 Complete the sentences. Write wasn't or weren't.

1. You weren't _____ at school yesterday.
2. That movie _____ funny.
3. Mr. Bradley and Mr. Griffin _____ in the cafeteria an hour ago.
4. I wasn't _____ at the park last weekend.
5. Han-Ling _____ at the science fair last year.
6. Aida and I _____ at the restaurant yesterday.
7. Lu _____ in the living room a few minutes ago.
8. The class party _____ at 4 o'clock.
9. The car _____ outside all night.
10. The math questions on the test _____ difficult.

Unit 12

Grammar Highlights

Simple past tense of regular verbs: verb + -d, -ed

Affirmative statements

I decided.

He promised.

She arrived.

It rained.

You hopped.

They read.

We closed.

Negative statements

I did not decide.

He did not promise.

She did not arrive.

It did not rain.

You did not hop.

They did not read.

We did not close.

Remember: To form the simple past tense of regular verbs, use the suffixes -d or -ed. For example, 'decide' becomes 'decided'.

Remember: To form the simple past tense of regular verbs, use the suffixes -d or -ed. For example, 'decide' becomes 'decided'.

Remember: To form the simple past tense of regular verbs, use the suffixes -d or -ed. For example, 'decide' becomes 'decided'.

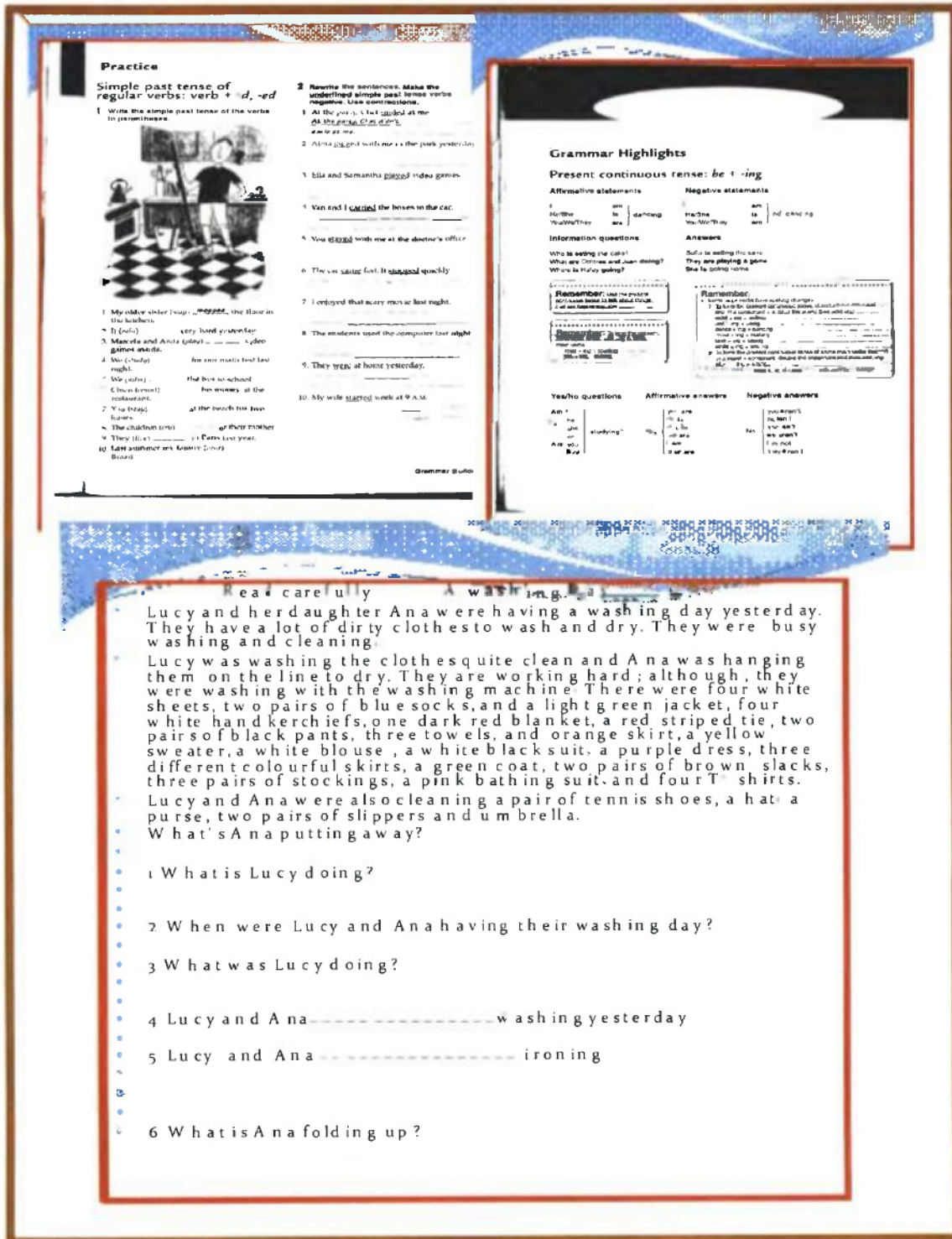
Irregular verbs

Present	Past	Past Participle
is	was	been
are	were	been
go	went	gone
buy	bought	bought
eat	ate	eaten
take	took	taken

Remember: Some verbs are irregular. For example, 'go' becomes 'went' in the past tense.

Simple past tense of regular and irregular verbs

Yes/No questions	Affirmative answers	Negative answers
Did I decide?	Yes	No
Did he arrive?	Yes	No
Did she hop?	Yes	No
Did it rain?	Yes	No
Did you read?	Yes	No
Did we close?	Yes	No



Practice
Simple past tense of regular verbs: verb + *-d, -ed*

1 Write the simple past tense of the verbs in parentheses.



- 1 My older sister (buy) buyed the blouse in the butcher's.
- 2 I (feel) very bad yesterday.
- 3 Marcelo and Anita (play) played Cyber games online.
- 4 Mr (study) for one hour last night.
- 5 We (leave) the bus at school.
- 6 Elena (leave) the money at the restaurant.
- 7 You (stop) at the beach the two hours.
- 8 The children (sing) at their mother.
- 9 They (eat) at Park last year.
- 10 Last summer my family (visit) Brazil.

2 Rewrite the sentences. Make the underlined simple past tense verbs negative. Use contractions.

- 1 At the party, I had studied at the at the party at the party.
- 2 Ana played with me at the park yesterday.
- 3 Ella and Samantha played video games.
- 4 Van and I cleaned the boxes in the car.
- 5 You stopped with me at the doctor's office.
- 6 The car was going fast. It stopped quickly.
- 7 I enjoyed that scary movie last night.
- 8 The students used the computer last night.
- 9 They were at home yesterday.
- 10 My wife started work at 9 A.M.

Grammar Highlights

Present continuous tense: be + -ing

Affirmative statements		Negative statements	
I	am	I	am not
He/She/It	is	He/She/It	is not
You/We/They	are	You/We/They	are not

Information questions
Who is seeing the child?
What are Carlos and Juan doing?
Where is Harry going?

Answers
Sally is seeing the child.
They are playing a game.
She is going home.

Remember! Use the present continuous tense to describe actions that are happening now or at the moment.

Remember! Use the present continuous tense to describe actions that are happening now or at the moment.

Yes/no questions	Affirmative answers	Negative answers
Am I ...?	Yes, I am.	No, I am not.
Are you ...?	Yes, I am.	No, I am not.
Is he/she/it ...?	Yes, he/she/it is.	No, he/she/it is not.
Are we ...?	Yes, we are.	No, we are not.
Are they ...?	Yes, they are.	No, they are not.

Read carefully

Lucy and her daughter Ana were having a washing day yesterday. They have a lot of dirty clothes to wash and dry. They were busy washing and cleaning.

Lucy was washing the clothes quite clean and Ana was hanging them on the line to dry. They are working hard; although, they were washing with the washing machine. There were four white sheets, two pairs of blue socks, and a light green jacket, four white handkerchiefs, one dark red blanket, a red striped tie, two pairs of black pants, three towels, and orange skirt, a yellow sweater, a white blouse, a white black suit, a purple dress, three different colourful skirts, a green coat, two pairs of brown slacks, three pairs of stockings, a pink bathing suit, and four T-shirts.

Lucy and Ana were also cleaning a pair of tennis shoes, a hat, a purse, two pairs of slippers and umbrella.

What's Ana putting away?

- 1 What is Lucy doing?
- 2 When were Lucy and Ana having their washing day?
- 3 What was Lucy doing?
- 4 Lucy and Ana _____ washing yesterday
- 5 Lucy and Ana _____ ironing
- 6 What is Ana folding up?

Unidad 1

3.1.4 Logros Obtenidos

Se logra que los estudiantes puedan identificar y aplicar las reglas gramaticales, tanto oral como en forma escrita.

En esta unidad se logró presentar, desarrollar y poner en práctica los contenidos que a continuación permiten una interacción entre el facilitador del curso y el estudiante; primeramente se presenta el simple present tense, seguido por el past tense y por último el present continuous tense + ing. En el present tense se muestra las ampliaciones que comúnmente encierran su uso; tanto en oraciones simples como preguntas y respuestas. En el simple past tense se presenta la formación del pasado, su pronunciación y los diferentes verbos; regulares e irregulares. En el continuous tense: be + ing; también se presentan las reglas prácticas para mayor comprensión.

3.1.5 Fotos Ilustrativas del Curso



En esta unidad se desarrolló el simple present tense.

Se presentaron prácticas que se desarrollaron en el tablero y fueron ampliadas por medio del multimedia.



Los estudiantes identificaron y aplicaron las reglas gramaticales que se presentaron en el

3.2 Unidad 2

3.2.1 Planeamiento curricular

UNIVERSIDAD DE PANAMÁ
CENTRO REGIONAL UNIVERSITARIO DE PANAMÁ OESTE

Faculta: Administración de Empresa y Contabilidad

Carrera: Lic en Adm de Empresas

Escuela: Administración de Empresa

Curso: Inglés Comercial II 272

Profesor: Gilberto Vega Vergara

Semestre: Segundo

Código:

Justificación: Proporciona un completo final en la preparación académica de los futuros administradores de empresas con las herramientas del lenguaje Inglés en el área comercial

Objetivos Generales 1 Formar integralmente al administrador de empresas en el uso del idioma Inglés

2 Conocer y aplicar nuevos conceptos comerciales en Inglés aplicándolos de manera práctica

OBJETIVOS ESPECÍFICOS	CONTENIDO	ACTIVIDADES	EVALUACIÓN
2 Identificar varios tipos de oraciones verbales simples 2 1 manejar los tipos de oraciones	2 Sentences 2 1 sentences patterns	2 Filling in the blanks 2 1 recognize different verb forms	Formativa - Desarrollar las practicas escritas - Leer las practicas

3.2.2 Contenido

Unit 10

SENTENCES

Unit 10 SUBJECT AND PREDICATE

Sentences

A sentence is a group of words with a complete thought. Sentences can be simple, complex, and compound. Sentences are made up of a subject and a predicate. Subject is the doer of the action, subjects can be nouns or pronouns (singular - or plural). Predicate is what the subject does, the action.

A simple sentence is the one that has a subject and a verb.

For example: I eat vegetables.
 sub. predicate

Complex sentences are the ones joined by a relative pronoun; It is another sentence used to modify an element (noun, verb, etc.) In a complex sentence one sentence is made part of the other.

For example: She is the girl who I love.

A compound sentence is the one that is joined by conjunctions, in other words is combining simple sentences by using conjunctions.

Example: Everyone was happy because the teacher arrived late and departed early.

There are different types of sentences.

- 1) **Declarative sentences.**
- 2) **Imperative sentences.**
- 3) **Exclamatory sentences.**
- 4) **Interrogative sentences.**

PRACTICE 29

I Write five simple sentences using the verbs in parenthesis.

1. _____ (play)
2. _____ (study)
3. _____ (copy)
4. _____ (type)
5. _____ (give)

II Write five compound sentences using the verbs in parenthesis.

1. _____ (was)
2. _____ (buy)
3. _____ (cat)
4. _____ (go)
5. _____ (have)

III Write five complex sentences using the verbs in parenthesis.

1. _____ (know)
2. _____ (call)
3. _____ (say)
4. _____ (tell)
5. _____ (read)

a. Declarative Sentences.

They refer to a statement, they talk about something specifically. They are usually simple sentences.

Example: We spent the night in David.

b. Imperative Sentences

They refer to an order or a command given by the speaker not mentioning the subject because it is already understood.

Examples: Go to the board.
Be quiet, please.

c. Exclamatory Sentences.

They refer to a statement of feeling said by the speaker depending on the style the speaker wants to give.

Examples: Oh, what a sunny day!
Great! Oh!
It is wonderful!

d. Interrogative Sentences.

They are questions asked by the speaker or anybody who wants to ask a question. They are followed by a question mark.

Examples: Where are you going to?
Did you study English in Panama?

PRACTICE 30

Identify the kind of sentence each one is and write the answer on the given space. Circle the subject and underline the predicate.

1. We saw lovely fruit flower stands. _____
- 2 The teacher dictated the sentences below. _____
3. Does he play the piano? _____
- 4 Oh, what a beautiful day! _____
- 5 Get ready for the test _____
6. The waiter cleaned our table. _____
7. The teacher copies the assignment on the chalkboard. _____
8. Did the mechanic clean the motor? _____
- 9 Wow, it's terrible! _____
10. Close the door, please. _____
11. Are my laces tied properly? _____
12. Don't be late. _____
13. How beautiful the sky looks! _____
14. Brush your teeth. _____
15. Please finish your homework _____
16. The wind was very strong. _____
17. The plane flew into the air _____
18. Would you like to take a ride through the Panama Canal? _____
19. Smile, God loves you. _____
20. The teacher explains the English class. _____

3.2.3 Power Point 2

OBJETIVOS ESPECÍFICOS

- ❑ 2.1 Identificar varios tipos de oraciones verbales simples.
- ❑ 2.2 manejar los tipos de oraciones

- × CONTENIDO
- × Sentences
- × 2.1 sentences patterns

Unit 10

SENTENCES

Unit 10 SUBJECT AND PREDICATE

Sentences

A sentence is a group of words with a complete thought. Sentences can be simple, complex, and compound. Sentences are made up of a subject and a predicate. Subject is the doer of the action, subjects can be nouns or pronouns (singular or plural). Predicate is what the subject does, the action.

A simple sentence is the one that has a subject and a verb.

For example: I eat vegetables.
 sub. predicate

Complex sentences are the ones joined by a relative pronoun. It is another sentence used to modify an element (noun, verb, etc.) In a complex sentence one sentence is made part of the other.

For example: She is the girl whom I love.

A compound sentence is the one that is joined by conjunctions, in other words is combining simple sentences by using conjunctions.

Example: Everyone was happy because the teacher arrived late and departed early.

There are different types of sentences

- 1) Declarative sentences
- 2) Imperative sentences.
- 3) Exclamatory sentences
- 4) Interrogative sentences

PRACTICE 29

I Write five simple sentences using the verbs in parenthesis.

1. _____ (play)
2. _____ (study)
3. _____ (copy)
4. _____ (type)
5. _____ (give)

II Write five compound sentences using the verbs in parenthesis.

1. _____ (was)
2. _____ (buy)
3. _____ (cut)
4. _____ (go)
5. _____ (have)

III Write five complex sentences using the verbs in parenthesis.

1. _____ (know)
2. _____ (call)
3. _____ (say)
4. _____ (tell)
5. _____ (read)

a. Declarative Sentences

They refer to a statement, they talk about something specifically. They are usually simple sentences.

Example: We spent the night in David.

b. Imperative Sentences

They refer to an order or a command given by the speaker not mentioning the subject because it is already understood.

Examples: Go to the board.
Be quiet, please.

c. Exclamatory Sentences

They refer to a statement of feeling said by the speaker depending on the style the speaker wants to give.

Examples: Oh, what a sunny day!
Great! Oh!
It is wonderful!

d. Interrogative Sentences

They are questions asked by the speaker or anybody who wants to ask a question. They are followed by a question mark.

Examples: Where are you going to?
Did you study English in Panama?

PRACTICE 30

Identify the kind of sentence each one is and write the answer on the given space. Circle the subject and underline the predicate.

1. We saw lovely fruit flower stands. _____
2. The teacher dictated the sentences below. _____
3. Does he play the piano? _____
4. Oh, what a beautiful day! _____
5. Get ready for the test. _____
6. The waiter cleaned our table. _____
7. The teacher copies the assignment on the chalkboard. _____
8. Did the mechanic clean the motor? _____
9. Wow, it's terrible! _____
10. Close the door, please. _____
11. Are my laces tied properly? _____
12. Don't be late. _____
13. How beautiful the sky looks! _____
14. Brush your teeth. _____
15. Please finish your homework. _____
16. The wind was very strong. _____
17. The plane flew into the air. _____
18. Would you like to take a ride through the Panama Canal? _____
19. Smile, God loves you. _____
20. The teacher explains the English class. _____

Unidad 2

3.2.4 Logros obtenidos

En esta unidad se logró identificar y manejar varios tipos de oraciones. Estos logros se dan a partir de la ejemplificación de cada uno de los tipos de oraciones y la puesta en práctica de los mismos.

En esta se presenta, desarrolla y se pone en práctica los contenidos que a continuación permiten una interacción entre el facilitador del curso y los estudiante:

Los temas Subject and Predicate, como también Sentence Patterns

3.2.5 Fotos Ilustrativas del Curso



En esta unidad se desarrolló el tema sobre los tipos de oraciones



Los estudiantes identificaron y aplicaron los diferentes tipos de oraciones, tanto en forma oral como escrita.

Actividades de la segunda unidad

3.3 Unidad 3

3.3.1 Planeamiento curricular

UNIVERSIDAD DE PANAMÁ
CENTRO REGIONAL UNIVERSITARIO DE PANAMÁ OESTE

Faculta: Administración de Empresa y Contabilidad

Carrera: Lic en Adm de Empresas

Escuela: Administración de Empresa

Curso: Inglés Comercial II 272

Profesor: Gilberto Vega Vergara

Semestre: Segundo

Código:

Justificación: Proporciona un completo final en la preparación académica de los futuros administradores de empresas con las herramientas del lenguaje Inglés en el área comercial

Objetivos Generales 1 Formar integralmente al administrador de empresas en el uso del idioma Inglés

2 Conocer y aplicar nuevos conceptos comerciales en Inglés aplicándolos de manera práctica

OBJETIVOS ESPECÍFICOS	CONTENIDO	ACTIVIDADES	EVALUACIÓN
3 Obtener retroalimentación y confianza en sí mismos 3 1 Aplicar el uso del Internet al campo profesional 3 2 Traduzca términos técnicos relacionados a la carrera	3 The use of Internet for academic and professional uses 3 1 Technical terms	3 Unprepared Speeches 3 1 Short dialogues 3 2 Looking for Idiomatic expressions	Formativa - Trabajar los contenidos dados en prácticas escritas - Escuchar estos contenidos por medio del software dado - Enviar las practicas via email - Traducir términos - Preparar oraciones

3.3.2 Contenido

**English idioms relating to
EFFICIENCY - COMPETENCE - EFFECTIVENESS**

<u>Acid test</u>	To refer to something as the acid test means that it will prove how effective or useful something is "The training course was very interesting but the acid test will come when I start my new job "
(Whole) <u>bag</u> of tricks	If you use your (whole) bag of tricks to do something, you try (all) the clever methods you know in order to succeed "Let's call on George and his bag of tricks, maybe he can help us solve the problem "
Be on the <u>ball</u>	If you are on the ball , you are aware of what is happening and are able to react to the situation quickly and intelligently
(To the) <u>best</u> of one's ability	When someone does something to the best of their ability , they do it as well as they possibly can "I felt nervous all through the interview, but I replied to the best of my ability "
Kill two <u>birds</u> with one stone	If you kill two birds with one stone , you succeed in doing two things at the same time
<u>Break</u> fresh ground	If you break fresh ground , you innovate by introducing or developing a new method or system. "Scientists have broken fresh ground in their exploration of outer space "
Take the <u>bull</u> by the horns	To take the bull by the horns means that a person decides to act decisively in order to deal with a difficult situation or problem "When a number of children complained of bullying at school, Sally took the bull by the horns and called the headmaster
<u>Can't</u> hold a candle (to someone or something)	If a person (or thing) cannot hold a candle to another, they are much less competent or do not perform as well as the other "John is very intelligent but he can't hold a candle to his brother Michael when it comes to sports "
<u>Chase</u> your (own) tail	Someone who is chasing their (own) tail is spending a lot of time and energy doing many things but achieving very little "He's been chasing his tail all week collecting data but the report is still not ready "
Like <u>clockwork</u>	To say that someone or something goes, runs or behaves like clockwork means that everything happens exactly as expected "Meals are always served on time In their home everything runs like clockwork "
<u>Cut</u> the ground from under somebody's feet	When someone cuts the ground from under another's feet , they do something which weakens their position or spoils their plans "When we launched the new product, we cut the ground from under our competitors' feet "
<u>Cutting</u> edge	This expression refers to the newest, most advanced stage in the the development of something "The company is at the cutting edge of aeronautics "
<u>Dab</u> hand at something	If you're a dab hand at something, you're very good at doing it "Why don't you call Suzy? She's a dab hand at organizing barbecues "

<u>Deliver the goods</u>	If a person delivers the goods , they do what is expected of them or what they have promised to do "Let's hope that new whiz-kid the boss hired can deliver the goods!"
<u>Do nothing by halves</u>	When a person does everything they are engaged in completely and thoroughly, they are said to do nothing by halves "When she cooks, it's a four-course meal - she does nothing by halves!"
<u>Do the trick</u>	If something does the trick , it does exactly what is needed or achieves the desired effect "Another coat of paint should do the trick "
<u>Drastic times call for drastic measures</u>	When faced with a difficult situation, it is sometimes necessary to take actions which in normal circumstances would appear extreme "After Johnny's third accident, his father confiscated his car Drastic times call for drastic measures! "
<u>Explore all avenues</u>	If you explore all avenues , you try out every possibility in order to obtain a result or find a solution "We can't say it's impossible until we've explored all avenues "
<u>Fast track something</u>	If you decide to fast track something, such as a task or project, you give it high priority so that the objective is reached as quickly as possible "In view of the number of homeless, it was decided to fast track the construction of low-cost housing "
<u>Fine-tooth comb</u>	To go over something with a fine-tooth comb means to examine it closely and thoroughly so as not to miss any details "The police are examining the scene of the accident with a fine-tooth comb "
<u>Get it down to a fine art</u>	When you learn to do something perfectly, you get it down to a fine art "Entertaining her husband's business associates is not a problem, she's got that down to a fine art!"
<u>Get one's act together</u>	If you get your act together , you organize your affairs better than you have done previously and manage to deal with things more efficiently "Jack's plan won't work unless he gets his act together "
<u>Get the show on the road</u>	If you manage to put a plan or idea into action, you get the show on the road "OK! We've got all we need, so let's get the show on the road!"
<u>Get something off the ground</u>	If you get something off the ground , you put it into operation after having organized it "After a lot of hard work, we finally got the campaign off the ground
<u>Get your ducks in a row</u>	This expression means that you are trying to get things well organized "We need to get our ducks in a row if we want our project to succeed "
<u>Go the extra mile</u>	If you go the extra mile , you do more than what is expected of you "You can count on Tom, he's always willing to go the extra mile "
<u>Go to (great) pains</u>	A person who goes to great pains to do something makes a great effort to do it well "He went to great pains to explain the situation as clearly as possible "

<u>Half the battle</u>	This expression refers to a significant part of the effort or work needed to achieve something "We've already obtained a loan for the project - that's half the battle "
As much use as a <u>handbrake</u> on a canoe	This expression refers to something which is completely useless or serves no purpose "With no electricity, a refrigerator would be as much use as a handbrake on a canoe "
<u>Land</u> on your feet	If you land on your feet , you make a quick recovery after a difficulty such as a business failure, an illness, a loss, etc "Don't worry about Bob He always lands on his feet!"
Think on one's <u>feet</u>	A person who thinks on their feet is capable of making good decisions without previous thinking or planning "Good lawyers need to be able to think on their feet when pleading a case "
Not let the <u>grass</u> grow under your feet	If someone does not let the grass grow under their feet , they do not delay in getting something done "As soon as he received the permit, he started to build He never lets the grass grow under his feet!"
<u>Keep</u> your finger on the pulse	If you keep your finger on the pulse , you are constantly aware of the most recent events or developments "A successful investor keeps his finger on the pulse of international business "
<u>Leave</u> no stone unturned.	If you try everything possible in order to achieve something something, you leave no stone unturned . "The management left no stone unturned in their efforts to find a solution to the crisis "
<u>Make</u> light work of something	If a person makes light work of something, they do it very easily or with little effort "At the end of the day-long meeting, he made light work of summing up the main points "
<u>Make</u> short work of something	If you make short work of something, you do or finish something quickly "They were so hungry that they made short work of getting food on the table "
<u>Means</u> business	If someone means business , they are serious about what they announce "The boss says that in future any missing material will be reported to the police, and he looks as though he means business "
<u>Method</u> in one's madness	This expression means that someone's behaviour is not as irrational as it seems "He's efficient despite his strange way of working, so there's method in his madness! "
<u>Out</u> of your depth	If you are out of your depth , you are unable to understand a subject or deal with a situation because it is too difficult for you "The level of the class was too high for me, so very quickly I felt out of my depth."
<u>Up</u> to par	If something is up to par , it meets the required standard "He didn't get the job because his English wasn't up to par "

Put through their <u>paces</u>	<p>If you put someone or something through their paces, you test their ability to do something by making them perform certain actions</p> <p>"During the presentation, the machine was put through its paces "</p>
Ahead of the <u>pack</u>	<p>If a person or organization is ahead of the pack, they are better or more successful than their rivals.</p> <p>"Our products will have to be more innovative if we are to stay ahead of the pack "</p>
<u>Ready</u> and waiting	<p>If something or someone is ready and waiting, they are prepared and available for a particular task or occasion</p> <p>"There was a vast amount of food ready and waiting for the guests "</p>
<u>Root</u> and branch	<p>If an action is performed thoroughly or completely, it is done 'root and branch'.</p> <p>"The causes of the disease must be eliminated root and branch "</p>
<u>Run</u> a taut ship also: run a <i>tight</i> ship	<p>This expression means that a group or an organization is run in a well-ordered and disciplined manner</p> <p>"The director of the scout camp runs a taut ship "</p>
<u>Sail</u> through something	<p>If you sail through something, for example a test or a presentation, you succeed in doing it without difficulty</p>
<u>Shotgun</u> approach	<p>If you use a shotgun approach, you cover a wide range in a non-selective, haphazard and inefficient manner</p> <p>"Identifying a specific segment of the market as our target will be more effective than a shotgun approach</p>
<u>Silver</u> bullet	<p>This term refers to an extremely effective or magical solution to a difficult problem</p> <p>"There is no silver bullet that will put an end to unemployment "</p>
<u>Small</u> dog, tall weeds	<p>This expression is used to refer to someone you think is incapable or does not have the resources to perform a task</p> <p>"It may be too difficult for the trainee - small dog, tall weeds!"</p>
<u>Stick</u> to your last	<p>If you tell someone to stick to their last, you are asking them to restrict their intervention or comments to an area where they have knowledge and experience, and to keep away from areas where they know nothing</p> <p>(A 'last' is used in making and repairing shoes)</p> <p>"Why don't you stick to your last and let me handle this matter "</p>
<u>Take</u> matters into your own hands	<p>If you take matters into your own hands, you take action yourself rather than waiting for others to act</p> <p>"When Susan saw the lack of progress, she decided to take matters into her own hands "</p>
<u>Tricks</u> of the trade	<p>This expression refers to a clever or expert way of doing things, especially in a job</p> <p>"He's a tough negotiator, he knows all the tricks of the trade."</p>
<u>Tried</u> and tested	<p>If a method has been tried and tested, it can be trusted because it has been used successfully in the past and is known to work</p>
<u>Under</u> one's belt	<p>If you have something under your belt, you have acquired experience or have satisfactorily achieved something</p> <p>"You've got to have some work experience under your belt before you can hope to get a permanent job "</p>

**Walk and chew gum
(at the same time)**

If you can **walk and chew gum**, you are able to do more than one thing at a time
This expression is often used negatively to indicate incompetence
"Why did you hire that guy? He can't walk and chew gum at the same time!"

Work like a charm

If something, such as a product or a method, **works like a charm**, it functions very well or has the desired effect
"I tried cleaning it with vinegar and it worked like a charm "

Los ejercicios desarrollados vía Internet se dieron por medio de los

[www.streetEnglish\(realpeopleuseit\).com/idioms/slangs](http://www.streetEnglish(realpeopleuseit).com/idioms/slangs)
August 9th, 2010

[www.Spokenenglishandwrittenenglishchatandconversationalenglishpractice](http://www.Spokenenglishandwrittenenglishchatandconversationalenglishpractice.com)

www.learnenglish.de/englishchat.htm

www.learnenglish.com/

www.business-english.com/idioms/menu.php?testandmore

3.3.3 Power Point 3

• **CONTENIDO**

- 3. The use of Internet for academic and professional uses
- 3.1 Technical Terms

OBJETIVOS ESPECÍFICOS

- Obtener retroalimentación y confianza en sí mismos.
- 3.1 Aplicar el uso del Internet al campo profesional.
- 3.2 Traduzca términos técnicos relacionados a la carrera.

English idioms relating to EFFICIENCY - COMPETENCE - EFFECTIVENESS

Acid test

To refer to something as the **acid test** means that it will prove how effective or useful something is.
"The training course was very interesting but the acid test will come when I start my new job."

(Whole) bag of tricks

If you use your **(whole) bag of tricks** to do something, you try (all) the clever methods you know in order to succeed.
"Let's call on George and his bag of tricks; maybe he can help us solve the problem."

Be on the ball

If you are **on the ball**, you are aware of what is happening and are able to react to the situation quickly and intelligently.

(To the) best of one's ability

When someone does something **to the best of their ability**, they do it as well as they possibly can.
"I got nervous at first during the interview, but I did it to the best of my ability."

Kill two birds with one stone

If you **kill two birds with one stone**, you succeed in doing two things at the same time.

Break fresh ground

If you **break fresh ground**, you innovate by introducing or developing a new method or system.
"Scientists have broken fresh ground in their exploration of outer space."

Take the bull by the horns

To **take the bull by the horns** means that a person decides to act decisively in order to deal with a difficult situation or problem.
"When a number of children complained of bullying at school, Sally took the bull by the horns and called the headmaster."

④ **Deliver the goods**

- ④ If a person delivers the goods, they do what is expected of them or what they have promised to do.
"Let's hope that new whiz-kid the boss hired can deliver the goods!"

④ **Do nothing by halves**

- ④ When a person does everything they are engaged in completely and thoroughly, they are said to do nothing by halves.
"When she cooks, it's a four-course meal - she does nothing by halves!"

④ **Do the trick**

- ④ If something does the trick, it does exactly what is needed or achieves the desired effect.
"Another coat of paint should do the trick."

④ **Drastic times call for drastic measures**

When faced with a difficult situation, it is sometimes necessary to take actions which in normal circumstances would appear extreme.
"After Johnny's third accident, his father confiscated his car.
Drastic times call for drastic measures!"

④ **Explore all avenues**

If you explore all avenues, you try out every possibility in order to obtain a result or find a solution.
"We can't say it's impossible until we've explored all avenues."

④ **Fast track something**

If you decide to fast track something, such as a task or project, you give it high priority so that the objective is reached as quickly as possible.
"In view of the number of homeless, it was decided to fast track the construction of low-cost housing."

④ **Go with a comb**

To go over something with a fine-tooth comb means to examine it closely and thoroughly so as not to miss any details.
"The police are examining the scene of the accident with a fine-tooth comb."

• **Deliver the goods**

- If a person **delivers the goods**, they do what is expected of them or what they have promised to do.
"Let's hope that new whiz-kid the boss hired can deliver the goods!"

Do nothing by halves

When a person does everything they are engaged in completely and thoroughly, they are said to **do nothing by halves**.
"When she cooks, it's a four-course meal - she does nothing by halves!"

Do the trick

If something **does the trick**, it does exactly what is needed or achieves the desired effect.
"Another coat of paint should do the trick."

Drastic times call for drastic measures

When faced with a difficult situation, it is sometimes necessary to take actions which in normal circumstances would appear extreme.
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If you **explore all avenues**, you try out every possibility in order to obtain a result or find a solution.
"We can't say it's impossible until we've explored all avenues."

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"In view of the number of homeless, it was decided to fast track the construction of low-cost housing."

Go over with a fine-tooth comb

To go over something **with a fine-tooth comb** means to examine it closely and thoroughly so as not to miss any details.
"The police are examining the scene of the accident with a fine-tooth comb."

Unidad 3

3.3.4 Logros obtenidos

Se logra traducir, aplicar y realimentar el uso del Internet en el campo profesional

Los logros sobre los contenidos de la unidad tres, que contempla

- ⇒ The Use of Internet for Academic and Professional Uses
- ⇒ Technical Terms
- ⇒ Idiomatic Expressions

Se dan a partir de la interacción entre el facilitador del curso y los estudiantes vía Internet. Todo el material didáctico de esta unidad se encuentra en línea. Los ejercicios y pruebas permiten un desempeño y comprobación del uso del Internet. Los términos técnicos necesariamente se imprimen desde un sitio web, dado por el facilitador.

3.3.5 Fotos Ilustrativas del Curso



En esta unidad se desarrolló the use of Internet for academic and professional uses. Y technical terms.

Se presentaron temas y sitios en el Internet para ampliar el conocimiento en el campo de la administración.

Se desarrollaron prácticas vía Internet.



Los estudiantes identificaron y aplicaron términos relacionados a **negocios**.

Foto de la mayoría del grupo de la práctica

3.4 Unidad 4

3.4.1 Planeamiento curricular

UNIVERSIDAD DE PANAMÁ
CENTRO REGIONAL UNIVERSITARIO DE PANAMÁ OESTE

Faculta: Administración de Empresa y Contabilidad

Carrera: Lic en Adm de Empresas

Escuela: Administración de Empresa

Curso: Inglés Comercial II 272

Profesor: Gilberto Vega Vergara

Semestre: Segundo

Código:

Justificación: Proporciona un completo final en la preparación académica de los futuros administradores de empresas con las herramientas del lenguaje Inglés en el área comercial

Objetivos Generales 1 Formar integralmente al administrador de empresas en el uso del idioma Inglés

2 Conocer y aplicar nuevos conceptos comerciales en Inglés aplicándolos de manera práctica

OBJETIVOS ESPECÍFICOS	CONTENIDO	ACTIVIDADES	EVALUACIÓN
3 Usar las formas comerciales de correspondencia 4 1 Usar el lenguaje Bancario	4 Letters 4 1 Fax 4 2 Abbreviation 4 3 Banks - Bussiness And management	4 Finding and applying for jobs	Diagnóstica - Comentarios Formativa - Aplicar el formato dado - Buscar nuevos formatos en Internet

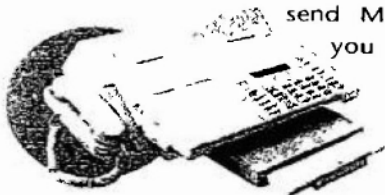
3.4.2 Contenido



Sending a fax

Follow these instructions and you'll be an expert fax sender!

First, write the letter, memo, diagram or any other information you want to send. Make sure you correct



all the mistakes. Then, insert the page in the corresponding slot. Don't forget it has to be face down! After that, pick up the receiver and dial the number you want to send the fax to. When communication is established, ask the person who answered the phone to give you a fax tone. Finally, when you hear the fax tone, press the SEND key in your fax.

Let's scan the text

Look at these words: First - Then - Next - After that - Finally.

Now decide in what order you would write these sentences, joining them with the connecting words.

- | | | |
|--|--|--|
| <input type="checkbox"/> Close the file | <input type="checkbox"/> Enter the programme | <input type="checkbox"/> Turn on the PC |
| <input type="checkbox"/> Write the letter. | <input type="checkbox"/> Exit the programme. | <input type="checkbox"/> Save the file. |
| <input type="checkbox"/> Turn off the machine. | <input type="checkbox"/> Open a new file | <input type="checkbox"/> Print the letter. |



PROJECT

Tell a friend how to make a photocopy. As a model, use the instructions on how to send a fax.

Unit 2

**Abbreviations are very common in English.
Match the abbreviation to the words.**

ATM

CEO

AG

PIN

E.R.

f.o.b.

Personal Identification Number
Federal Bureau of Investigation

automated teller machine

Emergency Room

system as possible

interlocking system

board

direct current

initial public offering

Medical Doctor

Chief Executive Office

Youth Hostels Association

DC

FBI

YHA

a.s.a.p.

IPO

M.D.

ally
among
better known as
busy
device
extension
helper

helpful
harm
master (n)
(the perfect) match
no longer
needless to say
quiet

night
sibling
shredder
thus
turn on
turn off

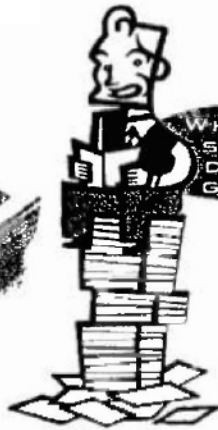
Reading

Banks



places where
to protect it
service

Banks are financial institutions which deal with several aspects of the economy of countries, individuals and monetary systems. Not all banks offer the same products and deal with the same type of customers. Commercial banks (sometimes called clearing banks) provide banking services such as accepting deposits, either in current accounts or savings accounts, granting loans, issuing credit cards and managing their customers' accounts. Another service provided by commercial banks is the payment of fees, salaries and wages directly into the workers' accounts. These banks usually have branches in various locations. Banks make a profit from the differential between the interest rates they pay on deposits and those they charge on loans. Merchant banks, on the other hand, provide similar services not to individual customers, but to companies or corporate customers. They offer stock trading and portfolio management services, and issue and underwrite securities. Mergers, takeovers and acquisitions are handled by this type of banks which also provide financial advice.



WHAT SERVICES DO BANKS GIVE?

Let's scan the text

Fill in the blanks to make up comprehension questions.

What ?

Where ?

How many ?

Which ?

Complete these sentences using these three verbs.

GIVE PROVIDE GRANT

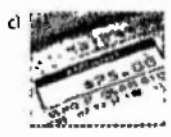
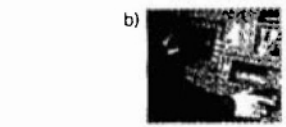
The bank you a chequebook when you open a current account

If you need money to buy a new house, the bank can a credit.

The bank will you with all the necessary information to make a profitable investment.

Merchant Banks financial advice.

Match the photos with the words.

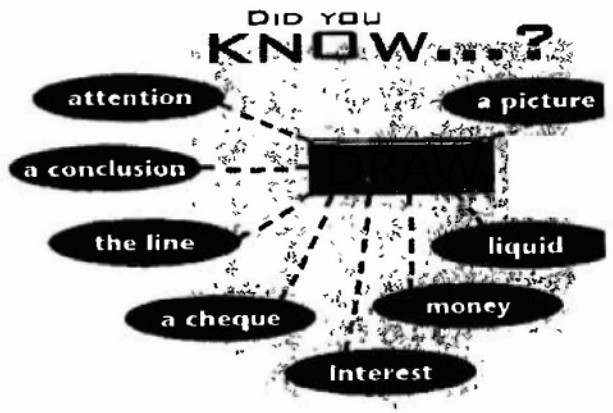


- ATM
- bank notes
- coins
- credit card
- chequebook
- bank statement
- cash



Can you tell the difference between these words?

- fee
- salary
- wages





Bank organisation

Banks are complex, organised structures where there are several divisions working in harmony helping one another

Each bank has its own organisation. There are some differences in the names of the areas or departments, but there is a basic common structure. There are divisions, which are composed of several departments, such as *Administration Division* deals with all the administrative matters. These include planning, financial control, accounting and auditing, computer services, legal services, personnel, and so on.

Banking Division deals with loans, syndicated loans, project finance, overdrafts, documentary credits and correspondent banks.

Dealing Division covers foreign exchange,

currency, money market transactions, bonds, floating rates and Eurodollars.

Corporate Finance Division provides advice to a large number of companies and individuals about mergers, takeovers, acquisitions and divestment, as well as operations on the stock market.

Investment Management Division provides services to companies such as pension funds, investment trusts and offshore funds.

In each of these divisions there is a person who has the maximum authority. the CEO (chief executive officer). Under the CEO are the department managers who are responsible for their specific areas. In addition, each area has a sector or area manager. For example, the recruitment manager reports to the human resources manager, who reports to the CEO.

Let's scan the text

T All banks have got exactly the same organisational structure

T In general, each division is composed of at least three departments

T Each area or sector is divided into several sub-areas.

T There are lawyers working in the Legal Services Department

Read the text again and complete the chart.







Administration Division	Banking Division	Dealing Division	Corporate Finance Division	Investment Management Division
planning			takeovers	pension funds
		bonds		
	correspondent banks			

Vocabulary

Use your English dictionaries and define each of the following items in your own words.

- auditing _____
- bond _____
- merger _____
- overdraft _____
- pension funds _____
- stock market _____

DID YOU KNOW...?

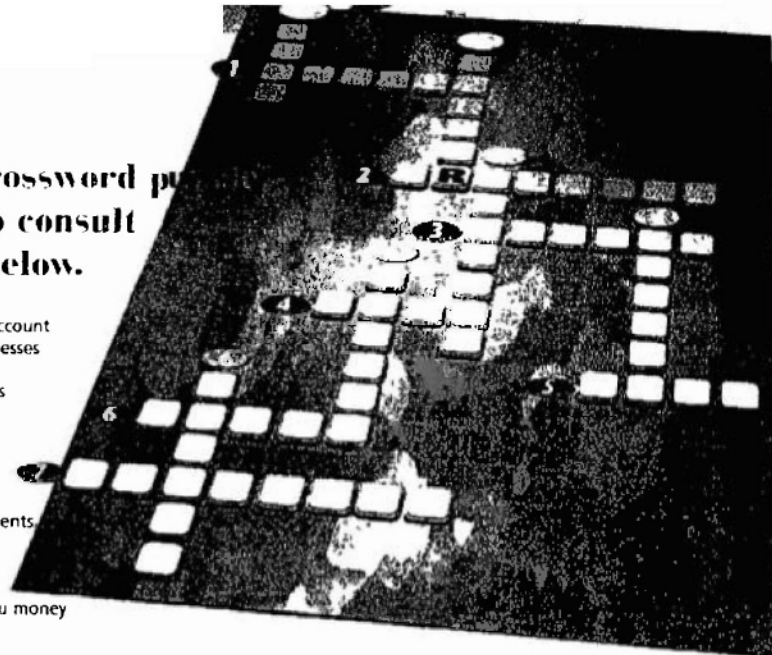
-  England pound
-  Japan yen
-  USA dollar
-  Italy lira
-  Spain peseta
-  France franc

Complete the crossword puzzle.
You may wish to consult
the key words below.

- 1) You can _____ money out of an account
2) Combining two or more businesses
3) Savings _____, current
4) Salary, profit from investments
5) Money earned by working
6) To ask for a loan, to _____ money

Across

- 1) Bankers can _____ you on investments.
2) Banks often have many _____
3) A _____ card is very useful
4) You _____ money by working
5) If you need it, banks can _____ you money
6) Rich people have a lot of _____
7) Each country has its own _____



abroad
account
acquisition
advice
advise (v)
amount
ATM (automated teller
machine)
beehive
bill
borrow
branch
card
cash
charge

chequebook
corporate
credit
current
currency
customer
daily wage
deal (with)
draw
earn
fee
floating rate
foreign exchange
fund
grant

handle
income
interest
investment
issue
lend
loan
merger
money market
offshore banking
pack
portfolio
price
profit
provide

reasonable
report to
risk
safe
savings
securities
stock trading
swap
syndicated loans
takeover
underwrite

Power Point 4

CONTENIDO

- × 4. Letters
 - 4.1 Fax
 - 4.2 Abbreviation
 - 4.3 Banks
Business
and management

OBJETIVOS ESPECÍFICOS

- Usar las formas comerciales de correspondencia.
- 4.1 Usar el lenguaje Bancario.
-

Sending a fax

Follow these instructions and you'll be an expert fax sender!

First, write the letter, memo, diagram or any other information you want to send. Make sure you correct all the mistakes. Then, insert the page in the corresponding slot. Don't forget it has to be face down! After that, pick up the receiver and dial the number you want to send the fax to. When communication is established, ask the person who answered the phone to give you a fax tone. Finally, when you hear the fax tone, press the SEND key in your fax.

Let's scan the text

Look at these words: **First - Then - Next - After that - Finally.**

Now decide in what order you would write these sentences, joining them with the correct words.

Close the file Enter the programme Turn on the PC

Write the letter Exit the programme Save the file.

Turn off the machine Open a new file Print the letter

PROJECT
 Use a friend to make a photocopy. At a model, use the instructions on how to send a fax.

Abbreviations are very common in English.

Match the abbreviation to the words.

ATM

CEO

AT

LA

FA

Personal Identification Number

Federal Bureau of Investigation

automated teller machine

Emergency Room

is stuck at

ATM

CEO

AT

LA

FA

ATM

CEO

AT

LA

FA

ATM

CEO

AT

LA

FA

Reading
Banks

Banks are financial institutions which deal with several aspects of the economy of countries, individuals and monetary systems. Not all banks offer the same products and deal with the same type of customers. Commercial banks (sometimes called clearing banks) provide banking services such as accepting deposits, either in current accounts or savings accounts, granting loans, issuing credit cards and managing their customers' accounts. Another service provided by commercial banks is the payment of fees, salaries and wages directly into the workers' accounts. These banks usually have branches in various locations. Banks make a profit from the differential between the interest rates they pay on deposits and those they charge on loans. Merchant banks, on the other hand, provide similar services not to individual customers, but to companies or corporate customers. They offer stock trading and portfolio management services, and issue and underwrite securities. Mergers, takeovers and acquisitions are handled by this type of banks which also provide financial advice.

Let's go on the test

Fill in the blanks to make up comprehension questions.

What ?

Where ?

How many ?

Which ?

Complete these sentences using these three verbs.

GIVE PROVIDE GRANT

The bank you a credit when you open a current account.

If you need to buy a new house, the bank can a credit.

The bank will you with all the necessary information to make a profitable investment.

Merchant Banks financial advice.

Match the photos with the words.



ATM
bank notes
credit card
chequebook
bank statement
cash

Can you tell the difference between these words?

fee
salary
wages

Did you KNOW...?



Bank organisation

Banks are complex, organised structures where there are several divisions working in harmony helping one another. Each bank has its own organisation. There are some differences in the names of the areas or departments, but there is a basic common structure. There are divisions, which are composed of several departments, such as:

- Administration Division: deals with all the administrative matters. These include planning, financial control, accounting and auditing, computer services, legal services, personnel and so on.
- Lending Division: deals with loans, overdrafts, current and deposit accounts, mortgage loans, project finance, overdrafts, documentary credits and correspondent banks.
- Dealing Division: covers foreign exchange, currency, money market transactions, bonds, floating rates and Eurobonds.
- Corporate Finance Division: provides advice to a large number of companies and individuals about mergers, takeovers, acquisitions and investment, as well as operations on the stock market.
- Investment Management Division: provides services to companies such as pension funds, investment trusts and offshore funds.

In each of these divisions there is a person who has the maximum authority: the CEO (chief executive officer). Under the CEO are the department managers who are responsible for their specific areas. In addition, each area has a director or area manager. For example, the recruitment manager reports to the human resources manager, who reports to the CEO.

Let's scan the text

1. All banks have got exactly the same organisational structure.

2. In general, each division is composed of at least three departments.

3. Each area or sector is divided into several sub-areas.

4. There are lawyers working in the Legal Services Department.

Unidad 4

4.4.4 Logros obtenidos

Se logra usar las formas comerciales de correspondencia y el lenguaje bancario por medio de los contenidos que a continuación se presentan

- ⇒ Fax
- ⇒ Banks
- ⇒ Abbreviations
- ⇒ Business and Management

Dentro de la unidad se presentan varios tópicos y prácticas que permiten el uso fácil y dinámico que estimula al estudiante

4.4.5 Fotos Ilustrativas del Curso



Se presentaron prácticas que se desarrollaron en el tablero y fueron ampliadas por medio del multimedia.

Se desarrolló en esta unidad algunos términos aplicados al uso del fax y abreviaciones usadas en el campo comercial.

Se desarrolló diferentes temas sobre banca. En esta sesión, los estudiantes conocieron y aplicaron términos relacionados a la banca.



Actividades de la unidad 4

3.5 Unidad 5

3.5.1 Planeamiento curricular

UNIVERSIDAD DE PANAMÁ
CENTRO REGIONAL UNIVERSITARIO DE PANAMÁ OESTE

Faculta: Administración de Empresa y Contabilidad

Carrera: Lic en Adm de Empresas

Escuela: Administración de Empresa

Curso: Inglés Comercial II 272

Profesor: Gilberto Vega Vergara

Semestre: Segundo

Código:

Justificación: Proporciona un completo final en la preparación académica de los futuros administradores de empresas con las herramientas del lenguaje Inglés en el área comercial

Objetivos Generales 1 Formar integralmente al administrador de empresas en el uso del idioma Inglés

2 Conocer y aplicar nuevos conceptos comerciales en Inglés aplicándolos de manera práctica

OBJETIVOS ESPECÍFICOS	CONTENIDO	ACTIVIDADES	EVALUACIÓN
4 Reforzar los conceptos sobre la carrera	5 Functions of Managers 5 1 Roles 5 2 Me as manager - Planning - Organizing - Staffing - Directing - Controlling	5 workshops 5 1 Indetify technical Terms 5 2 apply those terms in conversation 5 3 Vocabulary search	Formativa - Buscar términos técnicos - Aplicar términos en presentaciones orales

3.5.2 Contenido

APPLICATION LETTER

Chicago, Illinois
South Bennett 60617
August 1st, 1997.

Mrs Wilma Jones
Personnel Manager
Languages Center
Chicago, Illinois
South Bennett 60617

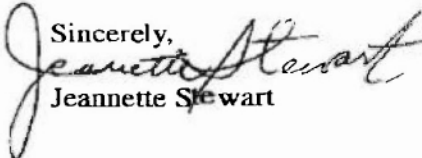
Dear Mrs. Jones:

Please consider me for the position of Assistant Director of Employee Benefits in the Personnel Division of Languages Center

As you can see from my resumé, my major was Business Administration with an emphasis in personnel management. Whenever possible, I have found jobs and campus activities that would give me experience in dealing with people. As an assistant in the Admission Office, I dealt with students, parents, and faculties. The position required both a knowledge of university regulations and an understanding of other people.

As an administrative intern with The Languages Center last semester, I learned about the management of a company. Participants in the intern program were required to write a paper analyzing the company where we were placed. If you are interested, I will be happy to send you a copy of my paper.

I would very much like to put my interests and my training to work for The Languages Center, and I am available for an interview at your convenience

Sincerely,

Jeannette Stewart

RESUME

Personal

Last Name _____ Middle Name _____ First Name _____

Address _____

Home Phone _____ Business Phone _____ Social Security No. _____

Date of Birth _____ Age _____ American Citizen _____ Height _____ Weight _____

Marital Status: Single _____ Engaged _____ Married _____ Widowed _____

Separated _____ Divorced _____

Dependents: No. of Children _____ Ages _____ Others _____

Position Desired _____

Starting salary expected _____ When available _____

Referred by _____

Person to be notified in case of accident or illness _____

Address _____ Phone _____

Relationship _____

if married, state occupation of wife or husband _____

Father's Name _____ Occupation _____

Mother's Name _____ Occupation _____

What are the basic functions of a manager?

Manager's most basic responsibility is to focus people toward performance of work activities to achieve desired outcomes

All managers at all levels of every organization perform these functions, but the amount of time a manager spends on each one depends on both the level of management and the specific organization. Some of these functions include

Planning: This step involves mapping out exactly how to achieve a particular goal. Say, for example, that the organization's goal is to improve company sales. The manager first needs to decide which steps are necessary to accomplish that goal. These steps may include increasing advertising, inventory, and sales staff. These necessary steps are developed into a plan. When the plan is in place, the manager can follow it to accomplish the goal of improving company sales.

Organizing: After a plan is in place, a manager needs to organize her team and materials according to her plan. Assigning work and granting authority are two important elements of organizing.

Staffing: After a manager discerns his area's needs, he may decide to beef up his staffing by recruiting, selecting, training, and developing employees. A manager in a large organization often works with the company's human resources department to accomplish this goal.

Leading: A manager needs to do more than just plan, organize, and staff her team to achieve a goal. She must also lead. Leading involves motivating, communicating, guiding, and encouraging. It requires the manager to coach, assist, and problem solve with employees.

Controlling: After the other elements are in place, a manager's job is not finished. He needs to continuously check results against goals and take any corrective actions necessary to make sure that his area's plans remain on track.

Our Management Excel student

- A manager who happens to manage a farm or horticultural business
- A manager challenged to make efficient use of resources
- A manager challenged with getting things done through people
- A manager who has opportunity to use of all the tools of management that any other manager uses
- A manager who has a way of life like any other manager

Management Excel is about changing people, not about changing businesses. We change people by helping them improve their management skills. Our expectation is that with these tools, they are then likely to change their businesses.

Management

In Management Excel, we start with an assumption of the universality of management. Management is management. Management is generic. Management principles are general rather than specific to a type of firm or organization. However, management is universal only if the manager has become familiar with the specific situation in which it is applied. Production technology, customer characteristics and the culture of the industry are examples of specifics that managers need to learn to be effective in applying their generic management skills.

A definition:

Management is creative problem solving. This creative problem solving is accomplished through four functions of management: planning, organizing, leading and controlling. The intended result is the use of an organization's resources in a way that accomplishes its mission and objectives. (Figure 1.1, From Higgins, page 7)

In Management Excel, this standard definition is modified to align more closely with our teaching objectives and to communicate more clearly the content of the organizing function. Organizing is divided into organizing and staffing so that the importance of staffing in small businesses receives emphasis along side organizing. In the management literature, directing and leading are used interchangeably. (Note figure of Management Excel wheel)

Planning is the ongoing process of developing the business' mission and objectives and determining how they will be accomplished. Planning includes both the broadest view of the organization, e.g., its mission, and the narrowest, e.g., a tactic for accomplishing a specific goal.

Organizing is establishing the internal organizational structure of the organization. The focus is on division, coordination, and control of tasks and the flow of information within the organization. It is in this function that managers distribute authority to job holders.

Staffing is filling and keeping filled with qualified people all positions in the business. Recruiting, hiring, training, evaluating and compensating are the specific activities included in the function. In the family business, staffing includes all paid and unpaid positions held by family members including the owner/operators.

Directing is influencing people's behavior through motivation, communication, group dynamics, leadership and discipline. The purpose of directing is to channel the behavior of all personnel to accomplish the organization's mission and objectives while simultaneously helping them accomplish their own career objectives.

Controlling is a four-step process of establishing performance standards based on the firm's objectives, measuring and reporting actual performance, comparing the two, and taking corrective or preventive action as necessary.

Each of these functions involves creative problem solving (Figure 4.2 from Higgins, page 118). Creative problem solving is broader than problem finding, choice making or decision making. It extends from analysis of the environment within which the business is functioning to evaluation of the outcomes from the alternative implemented.

An Important Qualification to Success

Management success is gained through accomplishment of mission and objectives. Managers fail when they do not accomplish mission and objectives. Success and failure are tied directly to the reasons for being in business, i.e., mission and objectives. However, accomplishing mission and objectives is not sufficient. Success requires both effectiveness and efficiency. Managers who accomplish their mission and objectives are said to be effective. Efficiency describes the relationship between the amount of resources used (input) and the extent to which objectives were accomplished (output). If the cost of accomplishing an objective is prohibitive, then the objective is not realistic in the context of the firm's resources. Additional planning is necessary.

A Guarantee of Success?

Management Excel does not and can not guarantee management success. As excited as we may be about the progress being made by some Management Excel graduates, the reality is, "Sometimes the Dragon Wins!" (Note figure) Both factors external to the firm uncontrollable by managers and internal factors not perfectly controllable frustrate a manager's use of her or his management skills. Nevertheless, Management Excel remains firmly grounded on the teaching of five functions of management with the conviction that these functions define well what it is a manager must do to maximize the chances of success.

Planning is concerned with the future impact of today's decisions. It is the fundamental function of management from which the other four stem. The need for planning is often apparent after the fact. However, planning is easy to postpone in the short-run. Postponement of planning especially plagues labor oriented, hands on managers.

The organizing, staffing, leading and controlling functions stem from the planning function (Higgins, Figure 6.1) The manager is ready to organize and staff only after goals and plans to reach the goals are in place. Likewise, the leading function, influencing the behavior of people in the organization, depends on the goals to be achieved. Finally, in the controlling function, the determination of whether or not goals are being accomplished and standards met is based on the planning function. The planning function provides the goals and standards that drive the controlling function.

Planning is important at all levels of management. However, its characteristics vary by level of management (Figure 6.2) Note in this figure that the characteristics of the world being simple, certain, structured and short-term often become rationalizations for top

managers not to plan Top managers acting as if they are lower level managers plague planning

Planning Terminology

Basic planning terminology is illustrated in Figure 6.3 The order from general to specific is vision-mission-objectives-goals (Figure 6.4) (Note-->In ManagementExcel practice established before the use of Higgins as the basic reference, we adopted the order vision-mission-objectives-goals The Higgins text switches the order of objectives and goals In reading the Higgins text, simply substitute the term objective for goal and the term goal for objective) The key terms are defined as follows

Vision Nonspecific directional and motivational guidance for the entire organization Top managers normally provide a vision for the business It is the most emotional of the four levels in the hierarchy of purposes

Mission An organization's reason for being It is concerned with scope of the business and what distinguishes this business from similar businesses Mission reflects the culture and values of top management

Objectives Objectives refine the mission and address key issues within the organization such as market standing, innovation, productivity, physical and financial resources, profitability, management and worker performance and efficiency They are expected to be general, observable, challenging, and untimed

Goals Goals are specific statements of anticipated results that further define the organization's objectives. They are expected to be **SMART**: **S**pecific, **M**easurable, **A**ttainable, **R**ewarding, and **T**imed.

Development of tactics is a fifth level of planning. Tactics, the most specific and narrow plans, describe who, what, when, where and how activities will take place to accomplish a goal.

Strategic Planning

Strategic planning is one specific type of planning. Strategies are the outcome of strategic planning. An organization's strategies define the business the firm is in, the criteria for entering the business, and the basic actions the organization will follow in conducting its business (Higgins, Page 229). Strategies are major plans that commit large amounts of the organization's resources to proposed actions, designed to achieve its major objectives and goals. Strategic planning is the process by which the organization's strategies are determined (Figure 7.3). In the process, three basic questions are answered:

1. Where are we now?
2. Where do we want to be?
3. How do we get there?

The "where are we now?" question is answered through the first three steps of the strategy formulation process: (1) perform internal and external environmental analyses, (2) review vision, mission and objectives, and (3) determine SWOT. Strengths, Weaknesses, Opportunities and Threats. SWOT analysis requires managers to be

honest, self-disciplined and thorough Going on to strategy choices without a comprehensive SWOT analysis is risky

Strengths and weaknesses come from the internal environment of the firm Strengths can be exploited, built upon and made key to accomplishment of mission and objectives Strengths reflect past accomplishments in production, financial, marketing and human resource management Weaknesses are internal characteristics that have the potential to limit accomplishment of mission and objectives Weaknesses may be so important that they need to be addressed before any further strategic planning steps are taken

Opportunities and threats are uncontrollable by management because they are external to the firm Opportunities provide the firm the possibility of a major improvement Threats may stand in the way of a firm reaching its mission and objectives

Organizing is establishing the internal organizational structure of the business The focus is on division, coordination, and control of tasks and the flow of information within the organization Managers distribute responsibility and authority to job holders in this function of management ⁽¹⁾

Organizational Structure

Each organization has an organizational structure By action and/or inaction, managers structure businesses Ideally, in developing an organizational structure and distributing authority, managers' decisions reflect the mission, objectives, goals and tactics that grew out of the planning function Specifically, they decide

- 1 Division of labor
- 2 Delegation of authority
- 3 Departmentation

4 Span of control

5 Coordination

Management must make these decisions in any organization that has more than two people. Small may not be simple. Note Dan and Nancy's organizational alternatives in the third transparency for this section. Dan and Nancy have three organizational chart alternatives for their two person business. As shown on the page following Dan and Nancy's organization charts, who reports to whom and why may not be apparent in a slightly more complex business with three employees and five family members involved. Organizational structure is particularly important in family businesses where each family member has three hats (multiple roles) family, business and personal. Confusion among these hats complicates organizational structure decisions.

Division of Labor

Division of labor is captured in an organization chart, a pictorial representation of an organization's formal structure. An organization chart is concerned with relationships among tasks and the authority to do the tasks. Eight kinds of relationships can be captured in an organization chart.

- 1 The division/specialization of labor
- 2 Relative authority
- 3 Departmentation
- 4 Span of control

- 5 The levels of management
- 6 Coordination centers
- 7 Formal communication channels
- 8 Decision responsibility

Organization charts have important weaknesses that should be of concern to managers developing and using them

- 1 They may imply a formality that doesn't exist
- 2 They may be inconsistent with reality
- 3 Their usual top down perspective often minimizes the role of customers, front-line managers and employees without management responsibilities
- 4 They fail to capture the informal structure and informal communication
- 5 They often imply that a pyramidal structure is the best or only way to organize
- 6 They fail to address the potential power and authority of staff positions compared with line positions

Delegation of Authority

Authority is legitimized power Power is the ability to influence others Delegation is distribution of authority Delegation frees the manager from the tyranny of urgency Delegation frees the manager to use his or her time on high priority activities Note that delegation of authority does not free the manager from accountability for the actions and decisions of subordinates

Delegation of authority is guided by several key principles and concepts:

Exception principle - Someone must be in charge A person higher in the organization handles exceptions to the usual The most exceptional, rare, or unusual decisions end

up at the top management level because no one lower in the organization has the authority to handle them

Scalar chain of command - The exception principle functions in concert with the concept of scalar chain of command - formal distribution of organizational authority is in a hierarchical fashion. The higher one is in an organization, the more authority one has

Decentralization - Decisions are to be pushed down to the lowest feasible level in the organization. The organizational structure goal is to have working managers rather than managed workers

Parity principle - Delegated authority must equal responsibility. With responsibility for a job must go the authority to accomplish the job

Span of control - The span of control is the number of people a manager supervises. The organizational structure decision to be made is the number of subordinates a manager can effectively lead. The typical guideline is a span of control of no more than 5-6 people. However, a larger span of control is possible depending on the complexity, variety and proximity of jobs

Unity principle - Ideally, no one in an organization reports to more than one supervisor. Employees should not have to decide which of their supervisors to make unhappy because of the impossibility of following all the instructions given them

Line and staff authority - Line authority is authority within an organization's or unit's chain of command. Staff authority is advisory to line authority. Assume a crew leader reports to the garden store manager who in turn reports to the president. Further assume that the crew leader and store manager can hire and fire, and give raises to the people they supervise. Both the crew leader and store manager have line authority. To

contrast, assume that the president has an accountant who prepares monthly financial summaries with recommendations for corrective action. The accountant has staff authority but not line authority.

Departmentation

Departmentation is the grouping of jobs under the authority of a single manager, according to some rational basis, for the purposes of planning, coordination and control. The number of departments in an organization depends on the number of different jobs, i.e., the size and complexity of the business.

Farm businesses are most likely to have departments reflecting commodities and services. For example, a large dairy farm might be organized into dairy, crop, equipment and office departments. The dairy department might be further divided into milking, mature animal and young stock departments.

Informal Structure

The formal structure in each organization that has been put in place by management has an accompanying informal structure. Management does not and cannot control the informal structure.

The informal structure has no written rules, is fluid in form and scope, is not easy to identify, and has vague or unknown membership guidelines.

For management, the informal structure may be positive or negative. Positive qualities include the ability to quickly spread information and provide feedback to the information. The informal structure gives people a sense of being in the know. Management can feed

information into the informal structure at very low cost. The informal structure can also help satisfy employees' social needs.

The negative qualities of the informal structure mirror the positive qualities in several ways. The more juicy a rumor, the more likely is the informal structure to repeat it, expand it and make it into the "truth." Management may not know what information is flowing through the informal structure. Employees can waste a great deal of time nurturing and participating in the informal structure. Finally, the informal structure can fence out new employees, "rate breakers," and change agents no matter the extent to which the formal structure makes them a part of the organization.

Staffing Success -- More Than Luck

Staffing success is having the "right person" in a position, rather than simply filling a position. Too often there is an assumption that luck is a key element in staffing. Consequently, a labor manager may place too little emphasis on what can be accomplished through improved recruitment, interviewing, selection and training. The following comment by an agricultural employer illustrates this point.

"We spent more than one week selecting a truck and body. We spent almost no time at all selecting or training a driver for this truck even though the driver's wages are the largest single cost of operating the truck. In addition, the driver could cause an accident resulting in a financial loss many times greater than the cost of the truck."

Hiring a full-time farm employee or a key part-time employee should be considered a major decision, ranking in importance with decisions on purchase of machinery and land, and construction of facilities. This suggests that a farm manager should carefully

plan a staffing strategy following some specific guidelines rather than simply "hoping for the best "

Starting With A Self-Assessment

The following guidelines can help a farm manager evaluate his or her recent staffing efforts and improve in the future (1) Know yourself, (2) Know your business, and (3) Know the strengths and weaknesses of farm employment

Know Yourself

Knowing oneself can be an important self-improvement aid. Self-analysis is difficult and fraught with error. No simple written tests exist to provide easy improvement in staffing effectiveness. Nevertheless, an honest agree or disagree reaction to each of the following ten statements should provide some assistance in self-analysis.

- 1 I am the kind of person I would like as a "boss."
- 2 I don't like to be thought of as the "boss "
- 3 I am highly respected by the people I supervise
- 4 I enjoy conversation
- 5 I am a good teacher
- 6 I am a good listener
- 7 I have little trouble being understood by others
- 8 I trust the people I supervise
- 9 I believe most of the people I supervise like having some responsibility
- 10 I believe farm workers regularly need a pat on the back

The first three statements are concerned with self-image. Statements four through seven focus on communication. The last three statements are concerned with a labor manager's attitude toward employees. Statements with which a labor manager disagrees may suggest areas for improvement. Analyzing and altering the personal characteristics associated with each of the statements could be helpful.

Know Your Business

An understanding of the goals for the farm business and its current and long run constraints to progress will help in identifying desirable characteristics for employees. Goals and performance standards for the enterprises with which the employee will have direct contact should be specifically addressed before the search for a new employee is started or a training program implemented. This helps identify those specific things expected to be accomplished through hired farm employees in general and new employees in particular. For example, if an objective is to decrease machinery repair costs, one alternative is to look for a person who has excellent mechanical skills from a previous position. An alternative is to hire an inexperienced person who has a willingness and desire to master the needed mechanical skills. A follow up training program for such a person can result in a high quality employee.

Clearly, the farm management team has the responsibility for addressing the farm's key problems. These responsibilities cannot be delegated to labor. However, a farm can benefit a great deal from emphasizing complementarity of knowledge, skills and abilities in the labor force rather than settling for duplication and competition.

Steps for Filling a Position

Following some proven guidelines increases the chances of finding and keeping desirable employees. However, no process can guarantee selection success. Even if the seemingly "right" person was hired six months, a year or three years ago, now it may seem that the "wrong" person was hired. The following eight-step process increases the chances of hiring success.

- 1 Determine the business' labor and management needs
- 2 Develop a current job description
- 3 Build a pool of applicants
- 4 Review applications and select those to be interviewed
- 5 Interview
- 6 Check references
- 7 Make a selection
- 8 Hire

Step 1: Determine the Business' Labor and Management Needs

The labor and management needs of the business should guide its hiring decisions. An understanding of the goals for the farm business and its current and long run constraints to progress helps identify desirable employee characteristics. Goals and performance standards should be specifically addressed before the search for a new employee begins. This helps identify those specific things expected to be accomplished through hired farm workers in general and new employees in particular.

Clearly, the management team has the responsibility for addressing the farm's key problems. These responsibilities cannot be delegated to labor. However, a farm can

benefit a great deal from emphasizing complementarity of knowledge, skills and abilities in the labor force. It makes little sense to hire new people with unneeded strengths and interests that will cause unproductive competition for favored tasks.

Step 2: Build a Pool of Applicants

Although there are many methods of getting job applicants, word of mouth and help wanted ads are likely to generate the most applicants. Word of mouth involves current employees, neighbors, agribusiness contacts, veterinarians and others who come in contact with potential employees. Word of mouth is fast and low cost. However, it limits the scope of the job search because qualified applicants may not hear about the position. Current employees enthusiastic about their jobs can become highly effective recruiters.

Help wanted ads can be placed in newspapers and magazines known to be read by potential employees. Help wanted ads have the potential of expanding the applicant pool beyond the local community. The ads may increase the pool of applicants to the point that screening based on their application forms will be necessary. Only well prepared help wanted ads are likely to be effective. Following a seven-step process should result in an effective want ad.

- 1 Lead with a positive statement or job characteristic that attracts attention
- 2 Give the job title
- 3 Say something positive about the company
- 4 Describe the Job
- 5 Explain qualifications necessary for success in the position

6 Provide information on wages and benefits, as appropriate

7 Indicate how to apply for the job

Step 3: Review Applications and Select those to Be Interviewed

Some applicants will be excluded from further consideration based on the application form. A pre-interview can also be used to help identify applicants to be invited for a formal interview. Having interested people visit the farm to fill out an application form can provide opportunity for a few general questions about experience and interest in the job. Promising candidates can be given a mini-tour of the farm providing opportunity for general conversation about the dairy industry, livestock, farm work and machinery. The objective of the pre-selection step is to reduce the applicant pool to the most promising candidates. However, the applicant pool should not be reduced to fewer than three people. You may not be successful in hiring the best person in the pool of applicants. Interviewing may dramatically change the pre-ranking of applicants you have made. Also, some applicants will withdraw. Most important, the person hired should know that he or she is a winner having been selected over other qualified people.

Step 4: Interview

Employers use applicant interviews more than any other selection tool in deciding whom to hire. Employers can lose outstanding applicants through poor interviewing. On the other hand, they can use excellent interviewing skills to help sell a job opportunity to applicants.

Use these questions to guide preparation for interviewing

- 1 Who will be on the interview team?
- 2 How will we divide time between the formal interview and informal discussion including a company?
- 3 What questions will we ask in the interview?
- 4 How will we record our evaluations of each interviewee?
- 5 Where will we conduct the interview?

Avoid questions that can be answered yes or no. Some examples are:

Do you like cows?

Can you drive a tractor?

Are you afraid of cows?

Instead of these yes/no type questions, use open-ended questions that encourage applicants to explain experiences, characteristics and ideas in their own words. The open-ended questions should be geared toward the following general areas: previous job accomplishments and achievement, non-job accomplishments and achievements, motivation and ambition, hobbies and use of leisure time, and "what if." Some examples are:

What has been your most important accomplishment in your current position?

What are you looking for in an ideal job?

When you are working on a project, how do you know you are doing a good job?

Outside your work, what has been your most important accomplishment thus far in your life?

What hobbies and spare time activities do you have that would help you help our farm?

What is your most important strength that would help our company?

Motivation

Selection, training, evaluation and discipline cannot guarantee a high level of employee performance. Motivation, the inner force that directs employee behavior, also plays an important role. Highly motivated people perform better than unmotivated people. Motivation covers up ability and skill deficiencies in employees. Such truisms about motivation leave employers wanting to be surrounded by highly motivated people but unequipped to motivate their employees. Employers and supervisors want easily applied motivation models but such models are unavailable.

Motivation probably tops the list of complex activities with which labor managers deal. Their intuition suggests an easy answer, "I want everyone around here to be motivated." They often blame employees for their lack of motivation and performance problems. Employees on the other hand often blame any performance problems they may have on external factors - their supervisors, equipment, training, co-workers, weather, unrealistic demands made on them, pressures at home, lack of recognition etc., etc. Despite the conflicting perceptions held by employers and employees, employers must deal with employee motivation.

Three ways of looking at motivation are needs, rewards and effort. The needs approach stems from the notion that people's unsatisfied needs drive their behavior. Figure out a person's needs, satisfy the needs and the person will be motivated. For example, a person with a high need to satisfy goals is motivated by production targets. The rewards approach is based on the expectation that rewarded behavior is repeated. Giving a person a bonus for excellent performance during a difficult harvest period encourages

the person to make a special effort during the next difficult harvest. The effort approach to motivation is based on the expectation that effort brings the worker what he or she wants. The thought that working hard leads to advancement and new career opportunities is consistent with the effort approach. The effort approach includes a presumption that the employer is fair, i.e., effort is recognized and rewarded. Managers cannot reduce motivation to a simple choice of one of these approaches. Each of the three approaches contributes to an understanding of motivation and how motivation varies person to person and over time.

The most effective motivation for employees comes from within each employee, i.e., self-motivation. Possible indicators of self-motivation include past accomplishments in school, sports, organizations and work, stated career goals and other kinds of goals, expertise in one or more areas that shows evidence of craftsmanship, pride in knowledge and abilities, and self-confidence, an evident desire to continue to learn, and a general enthusiasm for life.



3.5.3 Power Point 5

OBJETIVOS ESPECÍFICOS

- Reforzar los conceptos sobre la carrera.

CONTENIDO

- Functions of Managers
- 5.1 Roles
- 5.2 Me as manager
- Planning
- Organizing
- Staffing
- Directing
- Controlling

APPLICATION LETTER

Chicago, Illinois
South Bennett 60617
August 1st, 1997.

Mrs. Wilma Jones
Personnel Manager
Languages Center
Chicago, Illinois
South Bennett 60617

Dear Mrs. Jones:

Please consider me for the position of Assistant Director of Employee Benefits in the Personnel Division of Languages Center.

As you can see from my resumé, my major was Business Administration with an emphasis in personnel management. Whenever possible, I have found jobs and campus activities that would give me experience in dealing with people. As an assistant in the Admission Office, I dealt with students, parents, and faculties. The position required both a knowledge of university regulations and an understanding of other people.

As an administrative intern with The Languages Center last semester, I learned about the management of a company. Participants in the intern program were required to write a paper analyzing the company where we were placed. If you are interested, I will be happy to send you a copy of my paper.

I would very much like to put my interests and my training to work for The Languages Center, and I am available for an interview at your convenience.

Sincerely,


Jeannette Stewart

RESUME

Personal

Last Name _____ Middle Name _____ First Name _____

Address _____

Home Phone _____ Business Phone _____ Social Security No. _____

Date of Birth _____ Age _____ American Citizen _____ Height _____ Weight _____

Marital Status: Single _____ Engaged _____ Married _____ Widowed _____

Separated _____ Divorced _____

Dependents: No. of Children _____ Ages _____ Others _____

Position Desired _____

Starting salary expected _____ When available _____

Referred by _____

Person to be notified in case of accident or illness _____

Address _____ Phone _____

Relationship _____

if married, state occupation of wife or husband _____

Father's Name _____ Occupation _____

Mother's Name _____ Occupation _____

- **What are the basic functions of a manager?**
- Manager's most basic responsibility is to focus people toward performance of work activities to achieve desired outcomes
- All managers at all levels of every organization perform these functions, but the amount of time a manager spends on each one depends on both the level of management and the specific organization. Some of these functions include:
- **Planning:** This step involves mapping out exactly how to achieve a particular goal. Say, for example, that the organization's goal is to improve company sales. The manager first needs to decide which steps are necessary to accomplish that goal. These steps may include increasing advertising, inventory, and sales staff. These necessary steps are developed into a plan. When the plan is in place, the manager can follow it to accomplish the goal of improving company sales.
- **Organizing:** After a plan is in place, a manager needs to organize her team and materials according to her plan. Assigning work and granting authority are two important elements of organizing.
- **Staffing:** After a manager discerns his area's needs, he may decide to beef up his staffing by recruiting, selecting, training, and developing employees. A manager in a large organization often works with the company's human resources department to accomplish this goal.
- www.business-english.com/idioms/menu.php#testandmore
August 9th, 2010.
- **Leading:** A manager needs to do more than just plan, organize, and staff her team to achieve a goal. She must also lead. Leading involves motivating, communicating, guiding, and encouraging. It requires the manager to coach, assist, and problem solve with employees.

- **Controlling:** After the other elements are in place, a manager's job is not finished. He needs to continuously check results against goals and take any corrective actions necessary to make sure that his area's plans remain on track.
- Our Management Excel student:
 - A manager who happens to manage a farm or horticultural business.
 - A manager challenged to make efficient use of resources.
 - A manager challenged with getting things done through people.
 - A manager who has opportunity to use of all the tools of management that any other manager uses.
 - A manager who has a way of life like any other manager.
 - Management Excel is about changing people not about changing businesses. We change people by helping them improve their management skills. Our expectation is that with these tools, they are then likely to change their businesses.
- **Management**
 - In Management Excel, we start with an assumption of the universality of management. Management is management. Management is generic. Management principles are general rather than specific to a type of firm or organization. However, management is universal only if the manager has become familiar with the specific situation in which it is applied. Production technology, customer characteristics and the culture of the industry are examples of specifics that managers need to learn to be effective in applying their generic management skills.

- **A definition:**
- Management is creative problem solving. This creative problem solving is accomplished through four functions of management: planning, organizing, leading and controlling. The intended result is the use of an organization's resources in a way that accomplishes its mission and objectives. (Figure 1.1, From Higgins, page 7)
- In Management Excel, this standard definition is modified to align more closely with our teaching objectives and to communicate more clearly the content of the organizing function. Organizing is divided into organizing and staffing so that the importance of staffing in small businesses receives emphasis along side organizing. In the management literature, directing and leading are used interchangeably. (Note figure of Management Excel wheel)
- **Planning** is the ongoing process of developing the business' mission and objectives and determining how they will be accomplished. Planning includes both the broadest view of the organization, e.g., its mission, and the narrowest, e.g., a tactic for accomplishing a specific goal.
- **Organizing** is establishing the internal organizational structure of the organization. The focus is on division, coordination, and control of tasks and the flow of information within the organization. It is in this function that managers distribute authority to job holders.
- **Staffing** is filling and keeping filled with qualified people all positions in the business. Recruiting, hiring, training, evaluating and compensating are the specific activities included in the function. In the family business, staffing includes all paid and unpaid positions held by family members including the owner/operators.

- o www.businesss-english.com/idioms/menu.php?testandmore
August 9th, 2010.

- o
- o **Directing** is influencing people's behavior through motivation, communication, group dynamics, leadership and discipline. The purpose of directing is to channel the behavior of all personnel to accomplish the organization's mission and objectives while simultaneously helping them accomplish their own career objectives. **Controlling** is a four-step process of establishing performance standards based on the firm's objectives, measuring and reporting actual performance, comparing the two, and taking corrective or preventive action as necessary.

- o Each of these functions involves creative problem solving. (Figure 4.2 from Higgins, page 118) Creative problem solving is broader than problem finding, choice making or decision making. It extends from analysis of the environment within which the business is functioning to evaluation of the outcomes from the alternative implemented.

- o **An Important Qualification to Success**

- o Management success is gained through accomplishment of mission and objectives. Managers fail when they do not accomplish mission and objectives. Success and failure are tied directly to the reasons for being in business, i.e., mission and objectives. However, accomplishing mission and objectives is not sufficient. Success requires both effectiveness and efficiency. Managers who accomplish their mission and objectives are said to be effective. Efficiency describes the relationship between the amount of resources used (input) and the extent to which objectives were accomplished (output). If the cost of accomplishing an objective is prohibitive, then the objective is not realistic in the context of the firm's resources. Additional planning is necessary.

Unidad 5

3.5.4 Logros obtenidos

Se logró reforzar los conceptos sobre la carrera en cuanto a:

- ⇒ Job Application
- ⇒ Resume.
- ⇒ Functions of Managers
- ⇒ Roles
- ⇒ Me as Manager
 - Planning
 - Organizing
 - Staffing
 - Directing
 - Controlling

Estos temas se presentan de forma ampliada, con ejemplos que permiten el análisis y su puesta en práctica por medio de presentaciones orales.

3.5.5 Fotos Ilustrativas del Curso



Se desarrolló en esta sesión algunos conceptos sobre Job Occupations and functions of the manager.

Se presenta un ejemplo en forma extensa sobre role of the manager.



Actividades de la unidad 5

CONCLUSIONES

Definitivamente, es de mucha satisfacción el poder contribuir al afianzamiento y formación de los estudiantes en general, pero más aun la tarea librada. Al principio fue algo difícil el concebir la idea y como llevarla a cabo, debido a que no se sabía cual sería el resultado de las inscripciones para el curso de inglés Comercial II 272, sin embargo hay que reconocer la gran labor del facilitador de la práctica pedagógica, quien con mucho atino insistió en la puesta en marcha de este proyecto.

Luego de haber considerado la tematicas formalmente, a cerca de las dificultades en el idioma inglés en el segundo semestre del primer año de la carrera de Licenciatura en Administración de Empresa del Centro Regional Universitario de Panamá Oeste, durante el presente año 2010, podemos llegar a las siguientes conclusiones:

- 1 Es de suma importancia dotar a nuestros estudiantes de las herramientas didácticas necesarias en el idioma inglés, para el manejo y la comprensión de los documentos que dicha carrera requiere, para un desempeño eficaz
2. Durante el curso de inglés Comercial II 272, pudimos aclarar dudas a los estudiantes, afianzar aspectos ya conocidos y sobre todo solucionar la problemática de las dificultades del uso del idioma inglés que presentaban nuestros estudiantes.
- 3 Contribuir de manera eficiente de las dificultades que presentaban nuestros estudiantes para el mejor desempeño en el campo profesional.

RECOMENDACIÓN ÚNICA

Recomendamos que nuestros esfuerzos por una mejor preparación en el campo laboral y profesional, de nuestros estudiantes, en el idioma inglés sean valorados por nuestras autoridades administrativas y que los mismos se constituyan en una tarea relevante para el Centro Regional Universitario de Panamá Oeste.

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