UNIT 1 – REVISION - READING COMPREHENSION

ABOUT US

Northland was founded /fáundid/ in 2009. It has become an important technology company. For over a decade, it has provided /prováidid/ digital marketing solutions to different types of businesses /bísnesis/. The cloud-based platform includes landing pages, social promotions, website pop-ups and online forms. Northland has a dedicated team of professional managers, designers, copywriters, and developers. They provide marketing services /sérvisis/ to our individual clients.

Northland has assisted /asístid/ (helped) over 3,000 customers in various industries and sizes, from startups to large companies. At Northland, we are constantly hiring /háiaring/ (contratar) dedicated and qualified employees and contractors. Our employees have <u>what it takes</u> to scale /skeil/ a successful /saxésful/ software company.

what it takes: lo que se necesita (He has what it takes to be the best programmer.)

1. Write True (T) or False (F). Explain in case you consider a sentence 'False'.

a) Northland has existed for more than a decade /dékeid/.

b) It is a technology which is used /iuzd/ in different companies.

c) When it started, it provided digital marketing solutions, but, now, it doesn't.

d) There are managers, designers, copywriters and developers working for Northland.

e) Northland's team offer marketing services to their clients.

f) Northland has over 3,000 assistants.

g) This is the only opportunity you have to work for Northland.

2. Use the info below and the answers given to write 'Yes/No' and wh' questions to your interviewer.

a) *Ask the interviewer if you need any experience to work for this company*.

Interviewer's answer: No, you don't. You will acquire the experience here.

b) *Ask the interviewer if you must wear a uniform to work for this company*.

Interviewer's answer: Yes, you must. It is mandatory (obligatory).

c*) Ask what type of training on negotiation skills the company offers.*

Interviewer's answer: We have a special training program for that.

d) *Ask how the secretary will communicate the results of the interview and when.*

Interviewer's answer: She will send you an email with the results on Wednesday.

e) *Ask who you should talk to in order to learn about the results of the interview.*

learn: aprender   hablar con: talk to

learn about: enterarse/conocer   *(in order) to* learn about: para conocer

Interviewer's answer: Oh, you should talk to my secretary to learn about the results.

f) *Ask the interviewer what or how many programming paradigms you are expected to master.*

Interviewer's answer: Well, **you are expected** to manage at least two paradigms.

at least: por lo menos

g) Ask the interviewer who will inform you of the results of the interview.

Interviewer's answer: My secretary will do that.

talk /tok/   how /hau/ many   results /risálts/

3. **Write a paragraph, about some of your recent academic accomplishments (logros). Use the PRESENT PERFECT**

TENSE only.

Include the following:

E.g. I've learnt a new programming language, Python. It's a really useful language.

- · learn a new programming language,
- · write a program in …,
- · take a course on ….,
- · finally understand how to (cómo) …
- · learn how to ….
- · send your first resume to apply for a job….

UNIT 2 – INTERVIEWER'S AND INTERVIEWEE'S QUESTIONS

Interviewer's questions

What programming courses have you taken (so far) apart from your university studies?

What frameworks can you manage well?

Are you working now?

What is your current schedule /kʌrƏnt ʃediul/?

Do you work a night or a day shift?

What will you do after you finish your university studies?

What type of databases have you developed /di**ve**lopt/?

What programming courses did you take outside university last year/ in 2020?

What frameworks do you know and manage well?

Are you working right now?

What is your current work schedule?

Do you work at night or during the day?

What will you do after university?

What databases have you worked with?

Interviewee's questions

Did the company offer any courses on web programming last year?

How many web programming courses did the company offer last year?

What frameworks should I handle well?

Should I work the night shift?

Does the company have rotating schedules /rəu**te**itiŋ **ʃe**diul?

When will I be notified of the results?

Did the company offer any web programming courses last year?

How many web programming courses did the company offer last year?

What frameworks should I handle well?

Am I expected to work the night shift?

Does the company have rotating schedules for its staff?

When will I be notified of the results?

UNIT 3 - Speaking activity

1st part- Background information – Speak about your recent accomplishments (individual)

2nd part – Build up and interview in pairs

UNIT 4 - RELATIVE CLAUSES

1. Fill in the blanks using which, who, whose , whom

a. …the person……………. phoned me…

b. …the idea ………………I have/had….

c. …the skills ………………………you need…

d. …the person…………………….. I talked to…..

e. …the company…………………..ad I have here…..

f. …the professor………………………said that….

g. …the team …………………………project was ….

1.1. Which relative pronouns do we use in Spanish in each case? Translate the sentences in order to check.

2. In the following clauses, (1) identify the <mark>main verb</mark>, (2) identify the <mark>SUBJECT</mark> and <mark>the OBJECT</mark> of that verb, (3) identify what the relative pronouns refers back to: the SUBJECT or the OBJECT

a. …the person WHO mentioned that……

b. …the project WHICH I presented….

c. …the company WHICH has announced that change

d. …the person WHOM I asked about the interview…..

f. …the skills WHICH will give me the possibility to …..

h. …the professor WHOM I gave my report to…

i. …the abilities WHICH you must have…

j. …the professor WHO sent me to ask you this….

k. …the project WHICH was presented to the board ….

l. …the point WHICH I haven't understood….

3. Rewrite the relative clauses in which ==the relative pronoun== refers back to ==the OBJECT==, omitting the relative pronoun

4. How do you say all this in Spanish? Can you omit the connectors 'que', 'a quien' in this language? Translate the sentences.

….the project I presented…

…the person I asked about the project…

…the professor I gave my report to…

…the abilities you must have…

…the point I haven't understood…

5. Read the clauses in any of the exercises again,

a) Do they convey meaning as a complete sentence does? No, they don't.

b) Can they stand on their own in a conversation? Only on certain occasions, when the rest of the idea is understood by both speakers or can be grasped from the context.

Remember!! Clauses are incomplete. They are part of a sentence.

e.g. Who is the woman who's wearing a red sweater?

6. Write your own sentences by combining the following main clauses with the relative clauses above

The main clause can be placed before the noun clause.

E.g. This is the person I mentioned.

This is …. /That is…

These are… /Those are….

Look at the….

Can you see ….?

Coca-Cola is ……

Pay attention to the ………….

Or

The main clause can be placed after the noun clause.

E.g. The person I mentioned is standing next to my boss.

….. are described in the ad.

….. was rejected.

…. is the one about algorithms.

…. told me to ask the secretary.

… said that it is very interesting.

7. Match the following ideas. Each part on the right column corresponds to a part on the left column. Write the sentences below.

The subject that I prefer	the skills I need?
The problem that I had	is offering a new position in a different area.
What are	is databases.
The professor who taught us structured programming last year	was very serious.
Can I talk about	the point that I don't understand.
The company which I work for	is my father's friend.
This is	the ideas that I have?

8. In which of the previous sentences can you omit the relative pronoun?

Homework

9. Rephrase the following sentences so that they become the relative clause of a new sentence.

You've mentioned a project.   E.g. …. the project you've mentioned…

a. He's (has) started _a university program_.

b. We're doing _three subjects_.

c. She'll take _a course_.

d. They're creating _a webpage_.

UNIT 5 - SOFT AND HARD SKILLS

1. Read the texts about soft and hard skills below and write a text speaking about your own soft and hard skills. It might be about 5 sentences related to each type of skill.

Some pieces of advice for you to have in mind when writing:

- _Pay attention to the verbs and phrases used in both texts_
- _Use those verbs and phrases in your own text_
- _Explain why you say you 'have good communication skills', or 'you are a good team player' for example._

Soft or interpersonal skills

Soft skills, also known as interpersonal skills, are non-technical skills. They are essential for effective communication, collaboration, and interaction with other people. These skills play a significant role in building relationships and succeeding in various aspects of life. Here are some common soft skills:

Communication: The ability to express ideas, thoughts, and information clearly and effectively.

Teamwork: The capacity to work collaboratively with others, contribute to a team's goals, and resolve conflicts constructively.

Leadership: *The capability to lead, guide, and motivate others. Effective leaders inspire and influence their team to achieve common objectives and make decisions that benefit the group.*

Problem-Solving: *The aptitude to identify challenges, analyze situations, and develop creative and practical solutions.*

Adaptability: *The ability to adapt to changing circumstances and remain flexible.*

Time Management: *The skill to manage time, setting priorities, and meeting deadlines. Time management skills are crucial for productivity and meeting goals.*

Conflict Resolution: *The skill to address and resolve conflicts in a constructive manner.*

Negotiation: *The ability to reach agreements or compromises that satisfy all parties involved.*

Stress Management: *The skill to cope with stress, pressure, and challenging situations in a healthy and productive way.*

Decision-Making: *The ability to make informed and sound decisions.*

Conflict Management: *The skill to prevent conflicts, manage them when they arise, and facilitate resolution among team members or colleagues.*

Creativity: *The capacity to generate innovative ideas, approaches, and solutions to problems.*

 Technical or hard skills

*Good programmers must possess technical skills **so that** they are able to create software, design algorithms, and solve complex problems. They must also manage languages such as JavaScript, Python, PHP, SQL, and others quite well. **Since** they need to manipulate data efficiently, they must be familiar with arrays, queues, trees and graphs and use these effectively. They must be skilled in common algorithms **and** know how to design, analyze and implement them in various tasks **as well**. Mastering O.O.P. principles **such as** encapsulation is also a fundamental skill for programmers **as** these are necessary for creating modular code. **Besides,** many programmers should work well with relational databases (e.g., SQL) and databases (e.g., MongoDB) for data storage and retrieval. **If** they are interested in web development, they must be familiar with web frameworks such as React or Angular. **In order to** manage some code changes, collaborate with others and track project history, they must be proficient in Git. Programmers also need to be familiar with testing methodologies **as well as** debugging techniques to identify and fix software bugs.*

2. Look for the verbs and verb expressions in the texts above and write 5 Wh- interviewee's and 5 Wh- interviewer's questions. You will have to use different verb tenses and different modals for each question. NO Yes/No questions or questions with the verb 'to be' as the main verb will be accepted.

3. Choose a team and answer that team's questions. Keep it simple

UNIT 6 – CONDITIONAL SENTENCES

1. *Fill in the blanks with the conditional form of a verb. Leave the highlighted blanks for later.*

    would + verb

*What would happen **if** the Internet **…shut…** down for a day? It would be chaos, confusion and a major disruption to our daily lives. The Internet is crucial for communication, business and entertainment, but what **if** it suddenly …**went**…. dark. First, millions of businesses would come to a halt. Employees* would be *unable to access their emails, video conferences ……*would be*…. cancelled and online transactions ………*would be*……… halted. Second, social media and communication platforms would be inaccessible, people* would be *unable to connect with loved ones, …they would have/there would be … no social networks updates and a sense of isolation …*would start*……spreading. Third, essential services like online banking and e-commerce would be disrupted, ATMs …*would run/would be*…. out of service, online purchases …*would be*… impossible and financial transactions …*would be*… delayed. A 24-hour Internet shutdown would reveal our heavy dependence on digital connectivity and create widespread chaos. How would you think you would cope without the Internet for a day? Share your thoughts in the comments.*

We use conditional sentences to say one thing depends on another. They can be used to talk about real or imaginary situations. One of the clauses starts with if (or a similar word) – this is the conditional clause. The other clause talks about the result of the conditional clause happening.

Zero Conditional – Real situations

The zero conditional is used to describe a general truth or a fact, and is typically formed using the structure "if + present tense, present tense."

Examples:

·   *1) If water boils, it turns into steam. / Water turns into steam if it boils.*

Y/N? If water boils, does it turn into steam?

WH? If water boils, what does it turn into?

·   *2) If you heat ice, it melts. / Ice melts if you heat it.*

If you heat ice, does it melt?

Why does ice melt if you heat it?

·   *3) If a plant doesn't get enough light, it does not grow. / A plant does not grow if it doesn't get enough light.*

What happens if a plant does not get enough light? It does not grow.

·   *4) If you press this button, the light turns on. / The light turns on if you press this button.*

·   *What happens if you press this button?*

First Conditional – Real situations (high probability)

The first conditional is used to describe a likely future event or condition, and is typically formed using the structure "if + present tense, verb phrase expressing future."

Examples:

- *If she doesn't work hard, she won't pass the test.*

   She won't pass the test if she doesn't work hard.

- *If he doesn't wake up early, he won't catch the train.*

- *If it rains, will the roads get wet?*

- *Will the roads get wet if it rains?*

- *What will happen if it rains?*

Second Conditional - Imaginary situations (low to really low, or no probability at all)

The second conditional is used to describe an unlikely future event or condition, and is typically formed using the structure "if + S + past simple, S + would/could + base verb."

Examples:

If you had $ 1,000,000, you would travel around the world. A: Do you have that amount of money now?

B: No, I don't.

- *If she won (win) the lottery, she would buy a new house. Has she won the lottery? No, she hasn't.*

- *If he could (can) speak Spanish, he would travel more often. Does he speak Spanish? No, he doesn't.*

- *If it didn't rain so often, plants would not be so beautiful. Does it rain very often? Yes, it does.*

Look at the grammar point above and then fill in the blanks with the correct form of the verbs in brackets.

1. If you …**don't have**…. (not have) a good mobile phone, we …**will watch**… (watch) a movie on my PC. (type 1)

2. You …**will not be able**… (not be able) to play those video files if you **…don't have…** (not have) the correct plug-in. (type 1) (will be able to /will not be able to = futuro de 'can')

3. If the marketing manager …**would have**… (have) PowerPoint, she could make more effective presentations. (type 2)

4. If I could afford it, I …**would buy**… (buy) a new game console. (type 2)

5. If I had the money, I …**would invest**… (invest) in some new multimedia software. (type 2)

6. A Trojan **..will enter..** (enter) your computer if you ..**install..** (install) it or ..**run..** (run) it on your computer. (type 1)

7. If you intend to set up a wireless LAN, you …**will need**… (need) a wireless router. (type 0 o 1)

8. If you do not share the infecting files or …**send**… (send) an email with a virus, the virus …**not spread**… (not spread). (type 0 o 1)

UNIT 7 - Verb + (plus) preposition

1. Fill in the blanks with the correct preposition in each case.

Q1. How would you <u>deal with</u> [1] an annoyed /anóid/ customer? TIP – Remember, customers/**ka**stomers/ are the base of all businesses /**bis**nesis/. Therefore, they <u>need to</u>[2] be treated/**trii**tid/ with respect and you should/ʃud/ always remain calm while /wail/ dealing **/dii**ling/ with an annoyed customer.	"First of all, I would listen to the customer. I would remain /ri**mein**/ calm. I would ask him/her questions /**kue**schonz/ to understand what the issue /iʃu/ is. If it was necessary, I would <u>apologize</u> /a**po**loyais/ <u>for</u>[7] the problem and <u>inform</u> the client … <u>of</u>…..[8] the solution. I would always follow /**fo**lou/ company procedures /pro**si**yerz/ and prioritize /prai**o**ritaiz/ the client.
Q2. How would you resolve conflict with a co-worker? TIP – When dealing with any form of conflict it is essential you say that you will always <u>try to</u>[3] resolve the conflict yourself first.	"I would <u>make an effort to</u>[9] resolve the conflict myself. First I would try to assess /a**ses**/ if I was contributing /kon**tri**biuting/ to the conflict. I would then <u>speak ..to…..</u>[10] my co-worker in private /**prai**vit/ to get to the bottom of the problem. I would remain calm, respectful /ris**pec**tfəl/ , and professional when I speak to them. I would think about a solution that was convenient /kən**vi**nient/ for both /bouθ/ of us /as/."
Q3. How would you <u>respond to</u>[4] a difficult problem at work? TIP – When dealing with workplace problems it is important to keep a level head /hed/, to <u>focus on</u>[5] /**fou**kəs/ what it is you <u>want …to…</u>[6] achieve /ə**chiiv**/, and to gather as much information as possible so you can make the right decision.	"I would /wud/ keep calm and <u>think …about..</u>[11] what I want to achieve. I would gather the necessary information, and remember my end goal. I would <u>use the information …to…</u>[12] determine my options /**op**ʃənz/. Then I would think about a solution /so**lu**ʃən/ and take action/**ak**ʃən/ to resolve the problem."

2. Complete the following table with words from the previous exercises

Verb + preposition	Useful phrases	
need to	resolve the conflict	follow company ……………………
respond to	get to the ……bottom….. of the	……………… the client
deal with	problem.	remain ……calm………….
think ……about………	keep a ………level…….. head	remember my ……end……. goal ……………… the
try …to………..	and to gather as much.. information	client with respect
apologize ……for…….	……….. the information	………stay…….. calm
inform the client ………….	determine my **options**	………take……………. action
focus on	make the …………. decision	
want ……to……..		

HOMEWORK

Glossary
3. Match the words in English with the corresponding word in Spanish

achieve	ocuparse de
deal with	problema/situación problemática
apologize	negocio/empresa
bottom	lograr
level	cliente
remain	pedir disculpas
business	a nivel/nivelado/a
customer	permanecer
issue	fondo

1- *Match the following questions and answers.*

a-	What would you do if you noticed that your team did not understand you? (leader) **communication**	1	I would talk to each member in private and ask them to work collaboratively to contribute to the team's goal.
b-	What would you do if you perceived that you and your team did not understand each other? (leader) **communication**	2	I would try to identify the problem, analyze situations, and develop a creative and practical solution.
c-	What would you do if you saw that some of the members of your team were not working collaboratively? (leader) **leadership**	3	I would try to listen to them.
d-	What would you do if you realized that some of the members in the team you are leading did not get along with each other? (leader) **conflict management/resolution**	4	I would try to guide and motivate them in a better way.
e-	What would you do if you noticed that the team was not working collaboratively to achieve a future goal? (leader) **motivation**	5	I would talk to them and propose different coaching techniques to encourage the team to work.
f-	If you saw your team were demotivated, how would you motivate them? **motivation**	6	I would keep calm and try to adapt to the new working conditions the best way possible.
g-	What would you do if you learnt there was a problem with your current project but you did not know what it was? **problem-solving**	7	I would remain calm and flexible and I would try to adjust to the new working environment the best way possible.

h-	What would you do if you learnt that the current situation at work was changing, and they were moving you to a different area? *adaptability*	8	I would try to express my ideas and thoughts more clearly and effectively.
j-	What would you do if you learnt that there was a new boss and your working conditions were about to change? *adaptability*	9	I would propose two or three extra meetings and some coaching techniques to help them solve the situation.

2. Which soft skills would you relate the questions and answers to.

Take it easy (calm down), in some cases, there are more than one possible answers.

3. Think about four possible troublesome technical situations and ask hypothetical questions to your mates.

Other clauses

After some verbs and adjectives, we can also use a clause instead of a word or phrase. How can you complete the following ideas using a clause (subject + verb + …) in each case.

e.g. I think that I will be a good employee. or I think I will be a good employee.

I think that you are a great person. or I think you are a great person.

They say that he was the thief. or   They say he is the thief.

1. Think about other examples using the following verbs

The company understands that employees need more flexible working hours.

My friend told me that he would be at the meeting.

My friend told me I should study programming.

My friend told me that he had already arrived. (Mi amigo me dijo que ya había llegado.)

They believed that the exam was easy.

They believed that the code would work on another OS.

They believed that she had already left. (leave) (Creían que ella ya se había ido.)

I was sure that it would work. (Estaba segura de que funcionaría.)

It is possible that there is a bug in the system.

It is great that I like to program in Java.

2. In which of the previous sentences can you omit 'that'? Rewrite the sentences.

KEY

The company understands the new project will be challenging.

They believed the exam was easy.

It is possible there is a bug in the system.

It's great you have studied.

3.<u>Think about two sentences of this type to include in your 'Personal speech'</u> (answer to 'Tell me about yourself').

UNIT 8 - Combining messages

Sometimes we want to make a statement which is too complex to express in a single sentence. In this case, we can combine ideas (clauses). Sometimes the too ideas are equally important, as in:

- *He's a hardworking man, <u>but</u> he doesn't have enough time right now.*
- *Have you learnt how to program at university <u>or</u> did you take online courses?*
- *You may phone <u>or</u> (you may) write an email to ask about that.*
- *She turned <u>and</u> (she) left the room.*

Other times, one of the ideas is more important than the other. In these cases, the relationship between the two ideas are shown by other words. You may know some of them.

- *<u>When</u> I was called, I answered immediately.*
- *I'm here <u>because</u> I was asked to come for an interview.*
- *<u>If</u> you need me, I can start next week.*

In these pairs of ideas, the most important idea is the one which is not preceded by that connecting word. So, in '<u>If you need me</u>, I can start next week.' the most important idea is 'I can start next week.'.
Here are some of the words that connect these ideas.

Idea expressed by the connecting word	Connecting word	Examples
time	when, before, after, since, while, as, until, till, whenever as: mientras /a medida que	We will let you know **when** we select someone. You may start **whenever** you want. We have known each other **since** we were 10. Stay here **until** you're summoned, please.
conditional	if, unless	**If** I could afford it, I would buy a new computer. Nobody gets anything **unless** they ask for it. (ask about: preguntar) (ask for: pedir)
purpose	to, not to, in order to, in order not to, so as to, so as not to	We had to borrow money **in order to** release the new model. We worked hard **in order not to** spoil the deal. Make sure you get plenty of rest, **so that** you don't fall asleep at work.

reason	because, since, as, in case - as	I can manage Python well **because/since** I took a course on it during the summer.
		As/Since we had plenty of time, we decided to go for a coffee.
		I am here **just in case** you need me.
result	so that – so	Everything was arranged **so that** we could meet today**.**
		Speak up, please, **so that** I can better understand what you say.
concessive	although, though, while, despite, in spite of, whereas	I used to play video games, **even though** I wasn't a really good player.
		Whereas traditional programming languages like C++ require manual memory management, modern languages such as Python handle memory automatically through a garbage collector. (reservador)
		Although JavaScript is primarily a front-end language, it can also be used for back-end development with frameworks like Node.js.
place	where, wherever	She said she was happy **where** she was.
		Wherever I looked, I found patterns.
manner	as, as if, like, the way	I don't understand why he behaves **as** he does.
		I was never allowed to do things **the way** I wanted to do them.
		Surely you don't intend to live by yourself **like** she does.

1. Fill in the blanks using the proper connector

2. Determine whether each sentence below is related to a soft or a hard skill

as – as if - in order not to – despite - when - not to - although - since - whenever

a. When/Whenever there's a conflict, approach it with a solution-oriented mindset.

b. Try not to interrupt when someone is speaking.

c. Since the program is updated; it has been running more efficiently.

d. As the program grew more complex, the need for optimization increased.

A medida que el programa se hizo más complejo,.........

e. Although handling criticism can be challenging, it's essential for growth.

f. The developer rewrote the function in order not to cause memory leaks.

g. When/Whenever (you are) communicating in a team, it's essential to listen actively.

h. The program behaves as if there's a memory leak, even though the profiler shows otherwise.

i. Despite the challenging circumstances, the team maintained a positive attitude.

Pay attention!!!

to – not to + infinitive

in order to – in order not to   + infinitive

Despite/In spite of + noun phrase/-ing

Despite the challenging circumstances, the team maintained a positive attitude.

In spite of her attitude, she was an excellent employee.

Despite being a great person, he wasn't a good employee.

Despite/ in spite of + the fact that + subject + verb

Despite the fact that I was not a programmer, they gave me the job.

When/Whenever + v-ing /v-ed

When/Whenever communicating in a team, it's essential to listen actively.

When sitting an exam, you must relax.

When tired, you should rest.

Example sentences

- *When studying, avoid distractions.*
- *As I advance in my university program, I get more excited to get my degree.*
- *Since the function was returning null, the application crashed.*
- *When studying, you should take little breaks.*
- *Despite having studied it, I am nervous.*
- *I have been learning Java since last week.*
- *When sitting an exam, we usually panic.*
- *In order to run your app, you should debug it first.*
- *He studied all night in order to pass the final exam.*
- *Web pages got nicer, since the evolution of CSS to its version 3.*
- *The program ran infinitely because the loop condition was never terminated.*
- *When preparing for an interview, it's important to practice your answers and questions.*
- *When preparing for an interview, it's important to practice your answers. (Practice makes perfect.)*
- *I chose to start programming with Python because it is easy for beginners.*
- *If you practice coding daily, you will improve quickly.*
- *I study regularly in order to become proficient in programming.*
- *When studying algorithms, I focus on understanding their complexity.*
- *In order to learn more, you should not miss classes.*

3. Match the following pairs and add a connector to write sentences.

as – the way - unless – so as not to=in order not to - before – till – in order to -

you're clear in your communication,	*the team worked longer hours.*
you compile the program,	*all tests pass.*
optimize performance,	*misunderstandings will arise.*
he coached the team	*the code was refactored.*

cause downtime,	*make sure all dependencies are installed.*
the deadline approached,	*a mentor would, offering guidance and support.*
you can't deploy the application	*the updates were applied during off-hours.*

You can't deploy the application <u>unless/till</u> all tests pass. ✓

So as not to cause downtime, the updates were applied during off-hours.

He coached the team <u>the way</u> a mentor would, offering guidance and support. ✓

Unless you're clear in your communication, misunderstandings will arise.

<u>In order to</u> optimize performance, the code was refactored. ✓

<u>Before</u> you compile the program, make sure all dependencies are installed.

4. Use the vocabulary and ideas on the right column to answer the questions on the left column.

SOFT SKILLS	….try to …..
<u>Communication</u> *- You are a software developer, and your manager (who has no technical background) asks you to explain why a particular feature is taking longer to develop than expected. How would you communicate the complexity without overwhelming (abrumar) them with technical jargon (jerga)?* *- During a team meeting, a senior developer criticizes your implementation of a feature, suggesting it's poorly designed. How would you respond to the feedback in a way that's professional and open to learning, while defending your work if necessary?*	-express thoughts, ideas, and information clearly and effectively -listen to ……
<u>Leadership</u> *- You have a junior developer on your team who shows promise but consistently makes the same mistakes. How would you mentor them to help them improve while maintaining team productivity and morale?* *You want to introduce a new technology stack to improve productivity and scalability, but some team members are resistant to change, preferring the old systems they are familiar with. How would you lead the transition and get buy-in from the team? (buy-in: aceptación)* *-What would you do if you saw that some of the members of your team were not working collaboratively?* *-What would you do if you realized that some of the members in the team you are leading did not get along with each other?*	-guide and motivate ….. to achieve common goals -inspire and influence …. -schedule weekly meetings -propose some coaching techniques

Teamwork -What would you do if the team leader told you that you need to work on your teamwork skills?	- collaborate more with……, -contribute to all team's goals, -work more effectively in group settings
Stress/failure/ frustration management How would you react if you learnt there was a problem with your current project but you did not know what it was?	- calm down /remain calm - handle …………. in a calm way - take a break and start again. - handle …. in a healthy and productive manner
Time-management What would you do if your lead developer told you must work harder on your time management?	-set priorities -meet deadlines -manage time efficiently/effectively -keep/follow your own schedule
Problem-solving abilities What would you do if you learnt there was a problem with your current project but you did not know what it was?	- identify challenges, -analyze situations, -develop creative and practical solutions
Negotiation You and your colleague are assigned a project together. They propose dividing the work in a way that leaves you with most of the heavy lifting. How would you negotiate a fair division of responsibilities?	- reach agreements or compromises that satisfy all parties involved - persuade……………. to agree to a solution that ………..
Conflict resolution What would you do if there were constant conflicts and disagreements among your colleagues?	-address and resolve …… in a constructive and respectful manner, -find mutually beneficial solutions for conflicts -work on maintaining positive relationships
Adaptability What would you do if you learnt that the current situation at work was changing, and they were moving you to a different area? What would you do if you learnt that there was a new boss and your working conditions were about to change?	-adapt to …… and remain flexible -be open to new ideas -make an effort to adjust to different working environments and challenges