

Course Overview

English

Language 1 (ENG 111)



Prepared and presented by
Mrs. Rola Zayed

The required lessons and units for this course

Unit 1 New Faces

Part A Introducing yourself

Part B Introducing other people

Unit 2 Around the Office

Part A In the office

Part B Workplaces and Location



The required lessons and units for this course

Unit 3 Products and Services



Unit 4 Time Zones



The required lessons and units for this course

Unit 5 On the Phone

Part A Answering the Phone

Part B Calling for Information

Unit 6 Placing an Order

Part A Ordering what you Need

Part B Dealing with problems



The required lessons and units for this course

Unit 7 Making a Reservation

Part A

Making a Booking

Part B

Choosing a Service

Unit 8 Getting Around

(Parts A and B are not specified
in the provided content)

(Parts A and B are not specified
in the provided content)

Unit 9 About the Company



The required lessons and units for this course

Unit 10 Routines

(Parts A and B are not specified
in the provided content)

Additionally, the plan includes Review sessions after every few units:

- A final review
- A final exam

Each unit is designed to cover specific language forms and functions related to its topic, including listening, speaking, reading, and writing activities. The course is structured to progressively build language skills relevant to business and professional contexts.



Unit 1

New Faces

► This unit is divided into two parts:

Part A: Introducing yourself

Part B: Introducing other people

► Learning Objectives:

- Practice introducing oneself.
- Introducing other people.
- Reading and understanding business cards.
- Identifying social titles to address others (e.g., Mr., Mrs.).
- Talking about friends and jobs.



Detailed Explanation

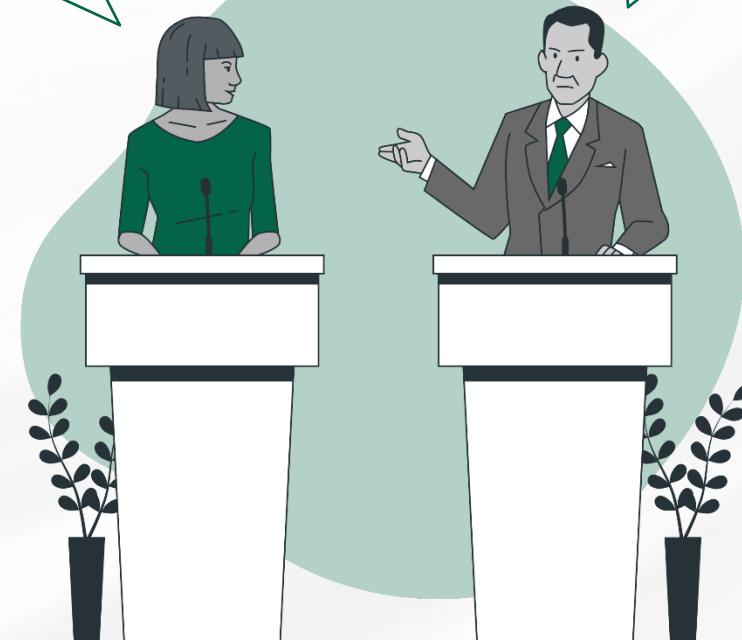
Introducing Yourself

- In this section, students learn how to introduce themselves in English in both formal and informal situations.

► Examples:

Good morning,
my name is Sarah Ali.
I'm the new marketing manager.

Hello, I'm Ahmed.
Nice to meet you.



Detailed Explanation

Introducing Others

- ▶ Students learn how to introduce one person to another.

► Examples:

Mr. Smith, please allow me to introduce Dr. Fatima. She's the expert we've invited to speak at our conference.

John, I'd like you to meet Sarah. Sarah is our new colleague in the IT department.



Detailed Explanation

Business Cards

- ▶ Students learn how to read and understand information on business cards.

► Example of a business card:

Ahmed Hassan

Senior Software Engineer

TechCorp International

✉ ahmed.hassan@techcorp.com

📞 +966 12 345 6789

Detailed Explanation

Social Titles

► Students learn about titles used in English and when to use them.

► Examples:

- Mr. (for men): Mr. Johnson
- Mrs. (for married women): Mrs. Smith
- Miss (for unmarried women): Miss Clark
- Ms. (for women regardless of marital status): Ms. Brown
- Dr. (for doctors or Ph.D. holders): Dr. Ali

Detailed Explanation

Talking about Friends and Jobs

- ▶ Students learn how to describe their jobs and friends using simple sentences.

► Examples:

I work as an accountant at ABC Company.

My friend Sarah is a teacher. She works at the local high school.



Detailed Explanation

Theoretical Questions

- ▶ What are the four main social titles in English?
- ▶ When do we use the title "Ms." For a woman?
- ▶ What basic information typically appears on a business card?



Detailed Explanation

Practical Questions

- ▶ Introduce yourself to a new colleague at work.
Mention your name, job title, and department.

- ▶ Introduce your friend Ahmed to your
manager Mohammed. Ahmed is a software
engineer.



Detailed Explanation

Practical Questions

► Read the following business card and answer the questions:

- a. What is the person's name?
- b. What is her job title?
- c. What is the name of the company she works for?



Unit 2

Around the Office

► **This unit is divided into two parts:**

Part A: In the Office

Part B: Workplaces and Locations

► **Learning Objectives:**

- Talking about things in the office.
- Identifying office tools.
- Describing functions of office tools.
- Using prepositions to describe locations of objects.
- Comparing different pictures.
- Describing locations of places.
- Identifying cities and locations on a map.
- Writing an email explaining locations.
- Using "would like to" in questions.

Detailed Explanation

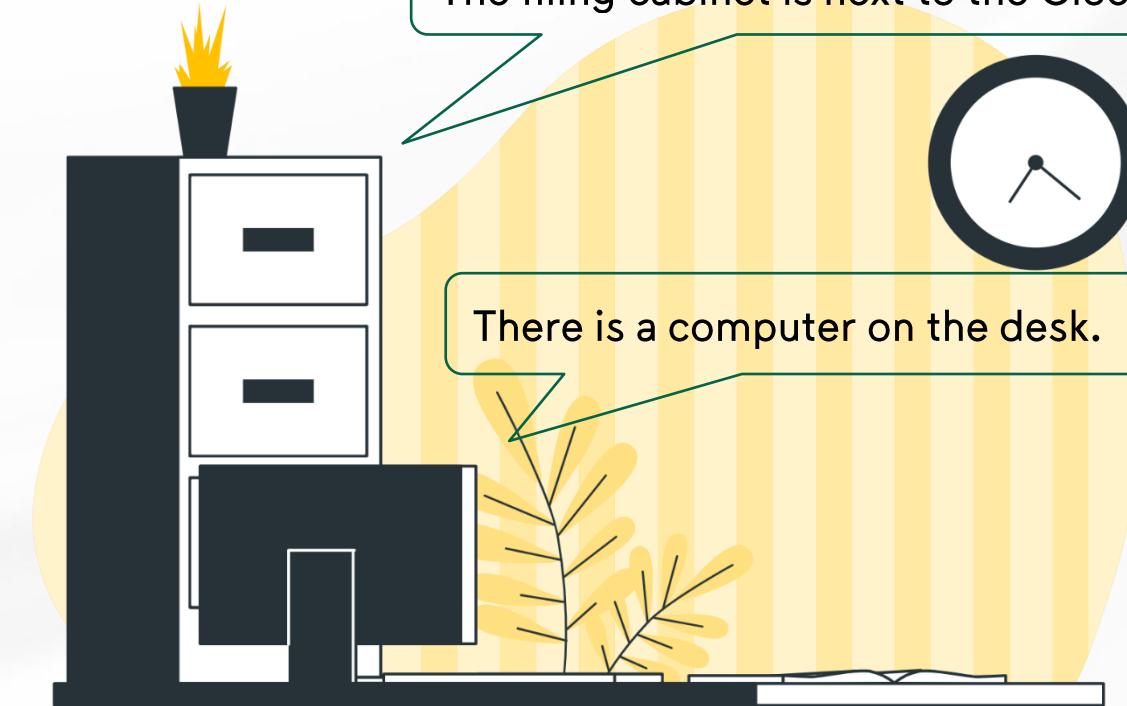
Talking about things in the office

- ▶ Students learn vocabulary related to objects found in an office.

► Examples:

The filing cabinet is next to the Clock.

There is a computer on the desk.



Detailed Explanation

► Examples:

Identifying office tools

- Students become familiar with common office tools and learn their names.



Stapler



Printer



Paper clip



Whiteboard

Detailed Explanation

► Examples:

Describing functions
of office tools

- Students learn how to explain the uses of office tools.



We use a stapler to attach papers together.



The printer is used to make hard copies of documents.

Detailed Explanation

Using prepositions to describe locations of objects

► Students learn to use prepositions like on, in, under, next to, between to describe object locations.

► Examples:

- The pen is on the desk.
- The trash bin is under the table.
- The calendar is between the computer and the lamp.



Detailed Explanation

Comparing different pictures

- ▶ Students learn how to describe differences between two or more pictures.

▶ Example:

In the first picture, there are three chairs, while in the second picture, there are only two chairs.



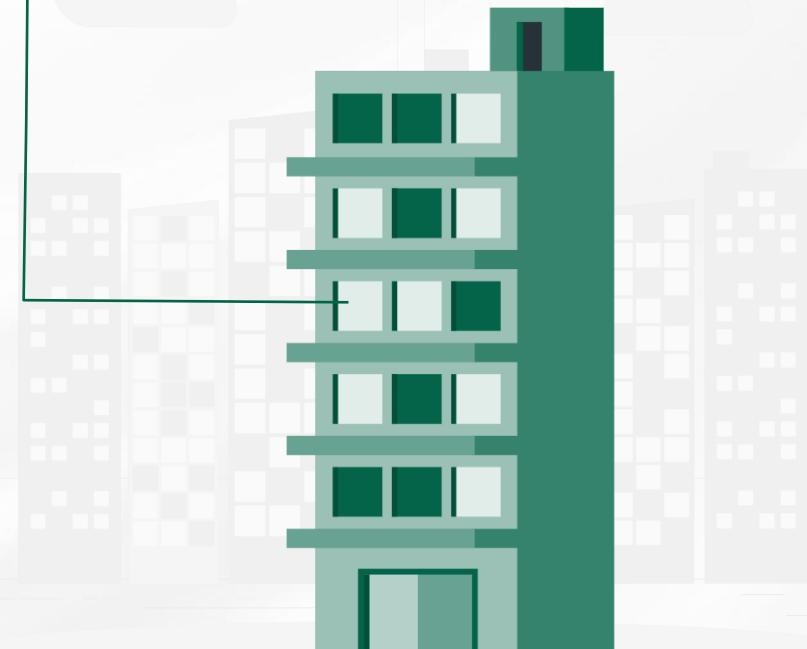
Detailed Explanation

Describing locations of places

- ▶ Students learn how to describe the location of a specific place in relation to other places.

▶ Example:

Our office is located on the third floor of the building, next to the elevator.



Detailed Explanation

► Example:

Identifying cities and locations on a map

- Students learn how to identify and explain locations of cities on a map.

Riyadh is located in the central region of Saudi Arabia.



Detailed Explanation

Writing an email explaining locations

- ▶ Students learn how to write an email explaining how to reach a certain location.

▶ Example:

Dear John,

Our office is located at 123 Main Street.

When you exit the metro station, turn right and walk for about 5 minutes. You'll see a large blue building on your left.

Our office is on the second floor.

Looking forward to your visit,

Ahmed

Detailed Explanation

Using "would like to" in questions

- ▶ Students learn how to use "would like to" to ask polite questions.

▶ Example:

Would you like to see our new office layout?



Detailed Explanation

Theoretical Questions

- ▶ What are some prepositions used to describe the locations of objects?
- ▶ How can “would like to” be used in a question?
- ▶ What are some common office tools you learned about in this unit?



Detailed Explanation

Practical Questions

- ▶ Describe the location of three objects in the following picture of an office room.
- ▶ Write a short email explaining how to reach your office from the nearby metro station.
- ▶ Use "would like to" to ask your colleague a question about their desire to see the new office.



This unit aims to enhance students' ability to describe and navigate the work environment, improving their skills in daily office communication.

Unit 3

Daily Activities

► This unit is divided into two parts:

Part A: Daily Routines

Part B: Free Time Activities

► Learning Objectives:

- Describing daily routines.
- Telling time.
- Using present simple tense for habitual actions.
- Talking about frequency of activities.
- Discussing free time activities and hobbies.
- Using like, love, enjoy, hate with gerunds.
- Making and responding to suggestions.
- Writing a short paragraph about daily routines.

Detailed Explanation

Describing daily routines

- ▶ Students learn vocabulary and phrases to describe their typical day.

► Examples:

- I wake up at 6:30 every morning.
- She takes a shower before breakfast.



Detailed Explanation

► Examples:

Telling time

- Students practice telling time in English, including both digital and analog clock readings.

- It's half past eight.

08:30

09:45

- The meeting starts at quarter to ten.

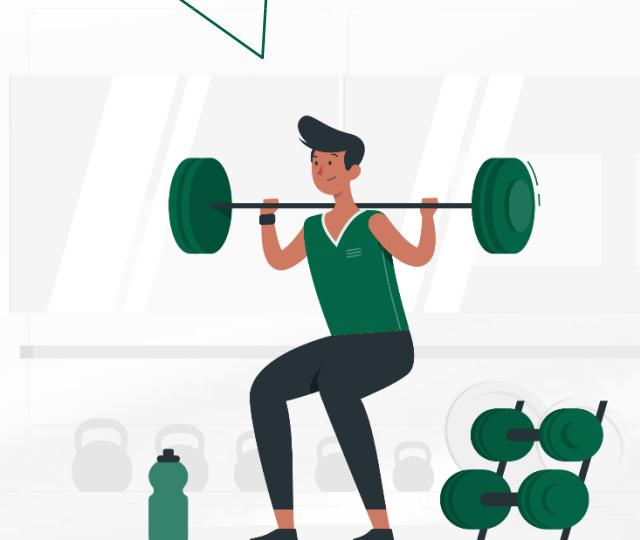
Detailed Explanation

Using present simple tense for habitual actions

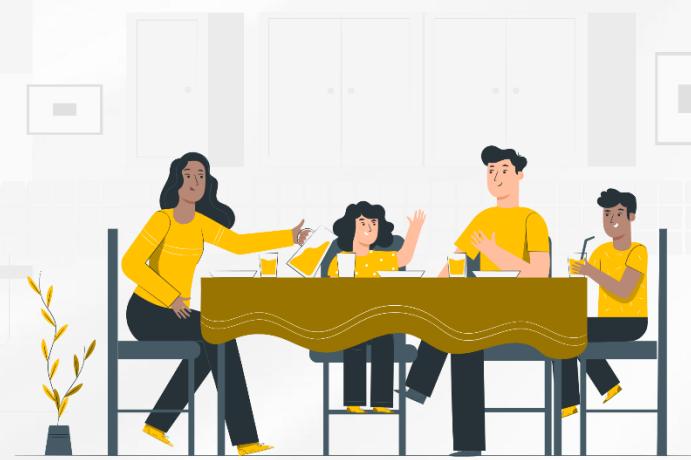
► Students learn to use the present simple tense to describe regular activities.

► Examples:

- He goes to the gym three times a week.



- They have lunch at 1 PM every day.



Detailed Explanation

Talking about frequency of activities

► Students learn adverbs of frequency and how to use them in sentences.

► Examples:

- I always drink coffee in the morning.
- She sometimes works from home.
- We rarely eat out during weekdays.



Detailed Explanation

Discussing free time activities and hobbies

- ▶ Students learn vocabulary related to leisure activities and how to talk about their hobbies.

► Examples:

- In my free time, I enjoy reading novels.



- My favorite hobby is playing the guitar.



Detailed Explanation

Using like, love, enjoy,
hate with gerunds

► Students practice expressing
preferences using these verbs
followed by gerunds.

► Examples:

- She enjoys cooking Italian food.

- I love swimming in the ocean.

- They hate waiting in long queues.



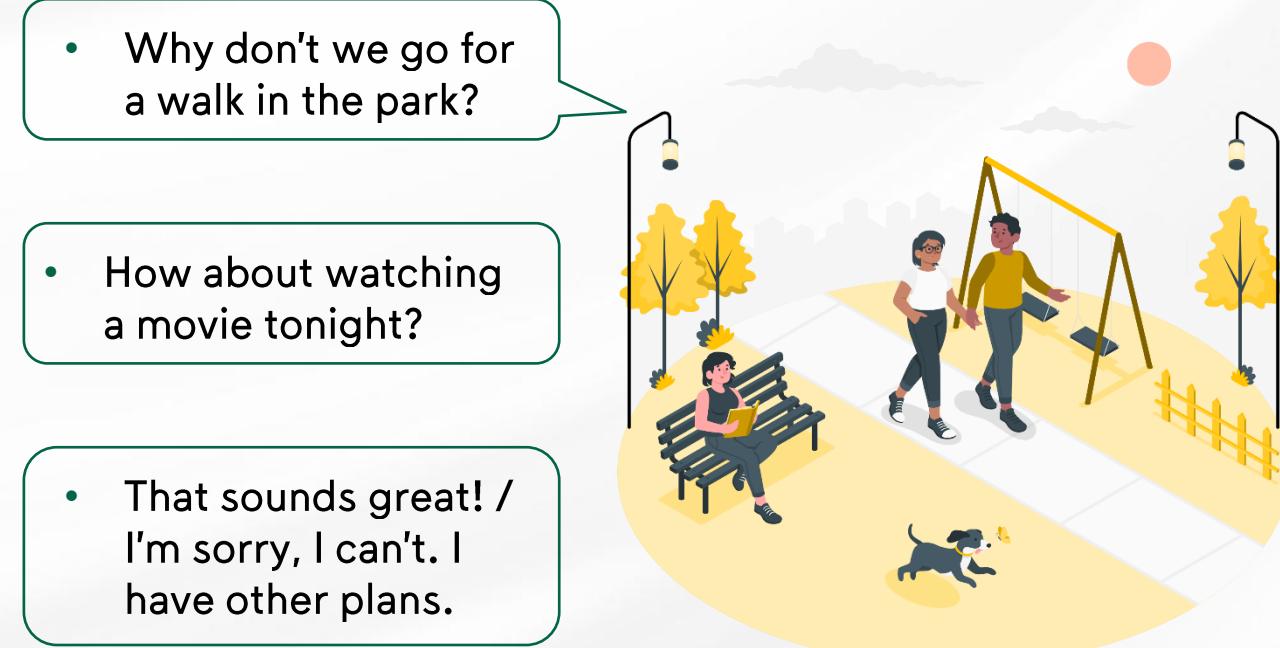
Detailed Explanation

Making and responding to suggestions

► Students learn how to make suggestions for activities and how to respond to them.

► Examples:

- Why don't we go for a walk in the park?
- How about watching a movie tonight?
- That sounds great! / I'm sorry, I can't. I have other plans.



Detailed Explanation

- ▶ Writing a short paragraph about daily routines
- ▶ Students practice writing a coherent paragraph describing their typical day.

► Example:

On weekdays, I usually wake up at 6:30 AM. After taking a shower, I have breakfast and leave for work at 8:00 AM. I work from 9:00 AM to 5:00 PM, with a lunch break at noon. After work, I often go to the gym or meet friends. I have dinner around 7:30 PM and spend the evening relaxing before going to bed at 11:00 PM.

Detailed Explanation

Theoretical Questions

- ▶ What is the present simple tense used for in English?
- ▶ Name three adverbs of frequency and explain their usage.
- ▶ How do we form questions to make suggestions in English?



Detailed Explanation

Practical Questions

- ▶ Describe your typical daily routine using at least five present simple tense sentences.
- ▶ Write three sentences expressing your likes and dislikes using gerunds (e.g., "I enjoy...", "I don't like...").



Detailed Explanation

Practical Questions

- ▶ Look at the following analog clock image and write the time in two ways: using numbers and words.
- ▶ Make a suggestion to a friend about a weekend activity and write a possible response.

03:45

Unit 4

Food and Drink

► This unit is divided into two parts:

Part A: Eating Habits

Part B: Restaurants and Ordering Food

► Learning Objectives:

- Identifying different types of food and drink.
- Discussing eating habits and preferences.
- Using countable and uncountable nouns.
- Employing quantifiers (some, any, much, many, a lot of).
- Reading and understanding restaurant menus.
- Making reservations at a restaurant.
- Ordering food and drinks.
- Asking for the bill and tipping.
- Writing a review of a restaurant experience.

Detailed Explanation

- Identifying different types of food and drink
- Students learn vocabulary related to various food groups and beverages.

► Examples:

Fruits	apple, banana, orange
Vegetables	carrot, broccoli, spinach
Proteins	chicken, beef, fish
Drinks	water, coffee, juice

Detailed Explanation

Discussing eating habits and preferences

- ▶ Students practice expressing their food preferences and describing their typical meals.

► Examples:

- I prefer vegetarian food.
- For breakfast, I usually have cereal and a glass of orange juice.



Detailed Explanation

► Examples:

Using countable and uncountable nouns

- Students learn to differentiate between countable and uncountable nouns related to food and drink.

Countable	an apple, two eggs, three sandwiches
Uncountable	water, rice, cheese

Detailed Explanation

Employing quantifiers

► Students practice using quantifiers with food-related nouns.

► Examples:

- I need some milk for the recipe.
- How many apples do you want?
- There isn't much sugar left in the jar.



Detailed Explanation

- ▶ Reading and understanding restaurant menus
- ▶ Students learn common menu vocabulary and practice interpreting menu descriptions.

▶ Example menu item:



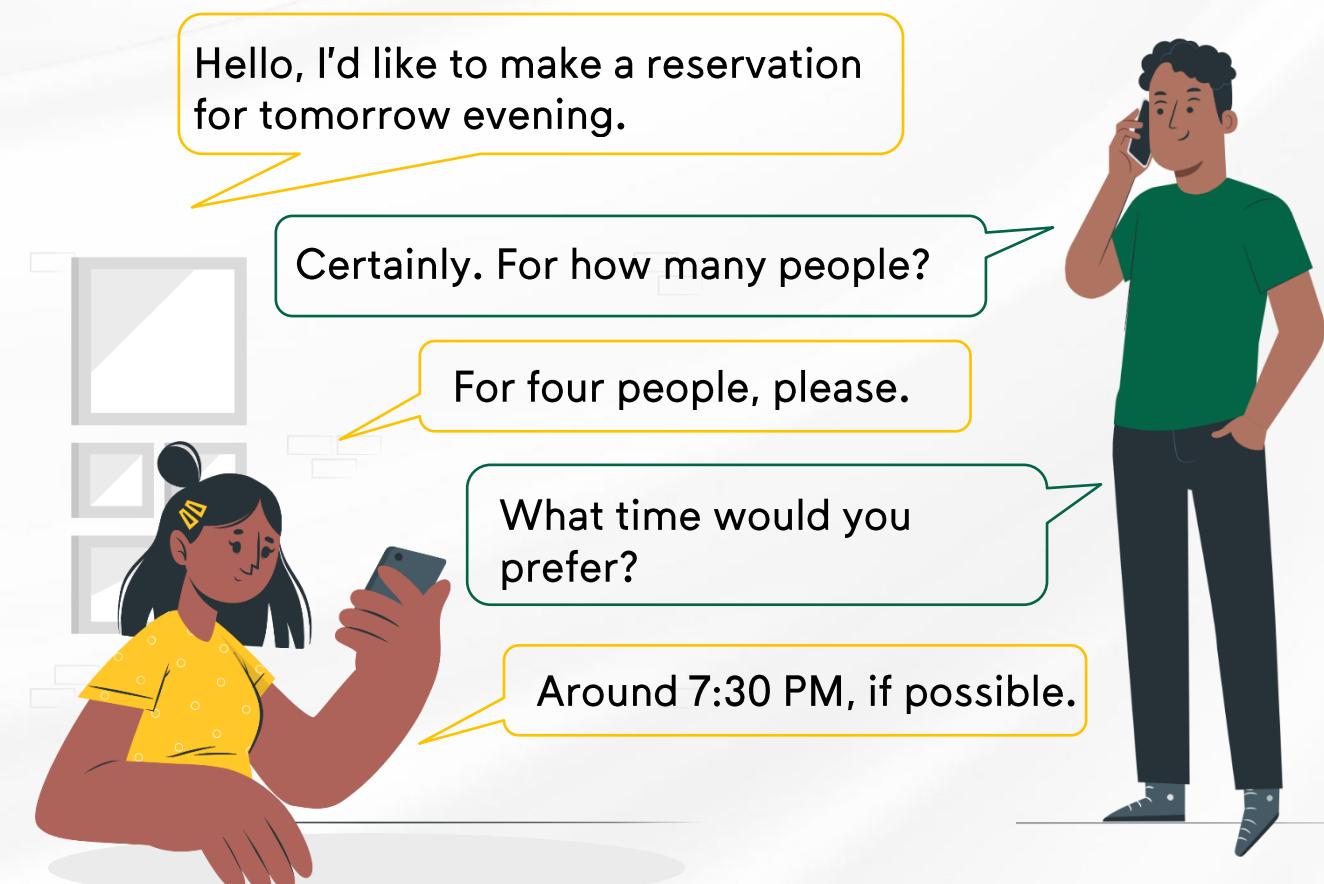
Grilled salmon fillet served with roasted vegetables and lemon butter sauce.

Detailed Explanation

Making reservations at a restaurant

- ▶ Students learn phrases for making restaurant reservations over the phone or online.

▶ Example dialogue:

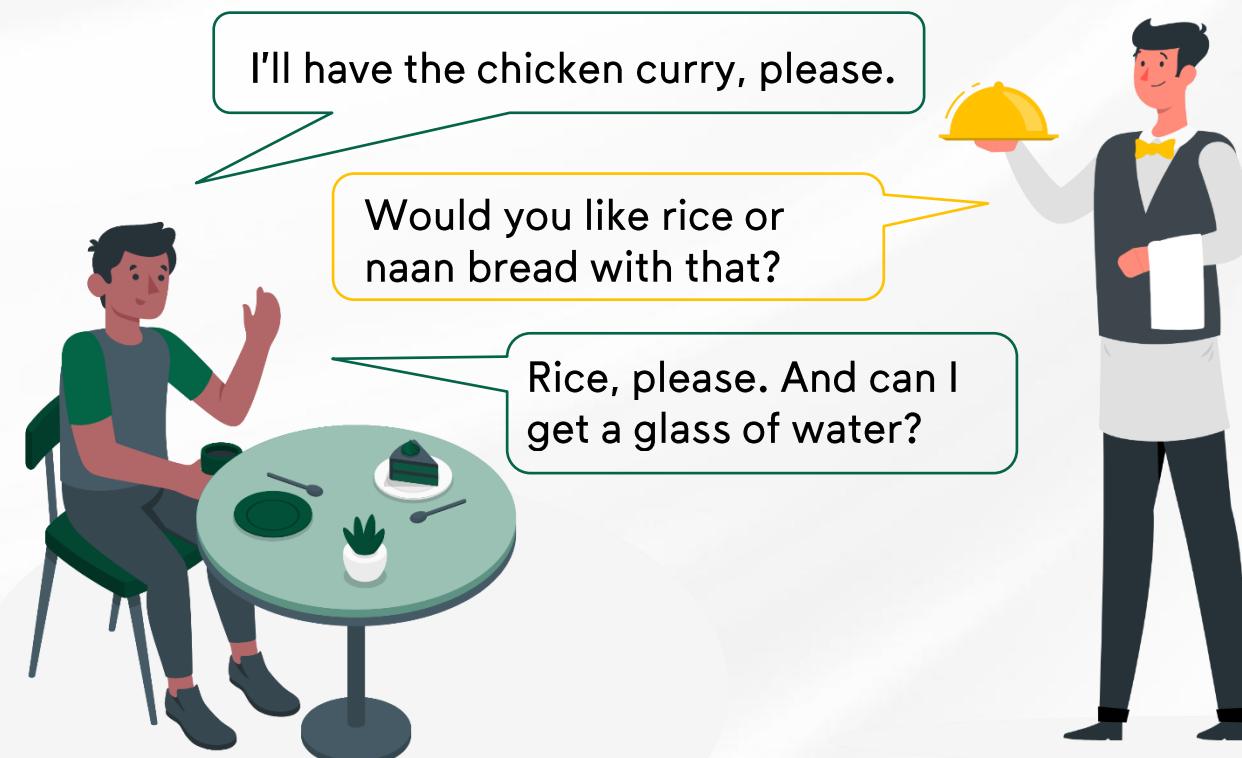


Detailed Explanation

Ordering food and drinks

- ▶ Students practice dialogues for ordering in a restaurant.

► Example:

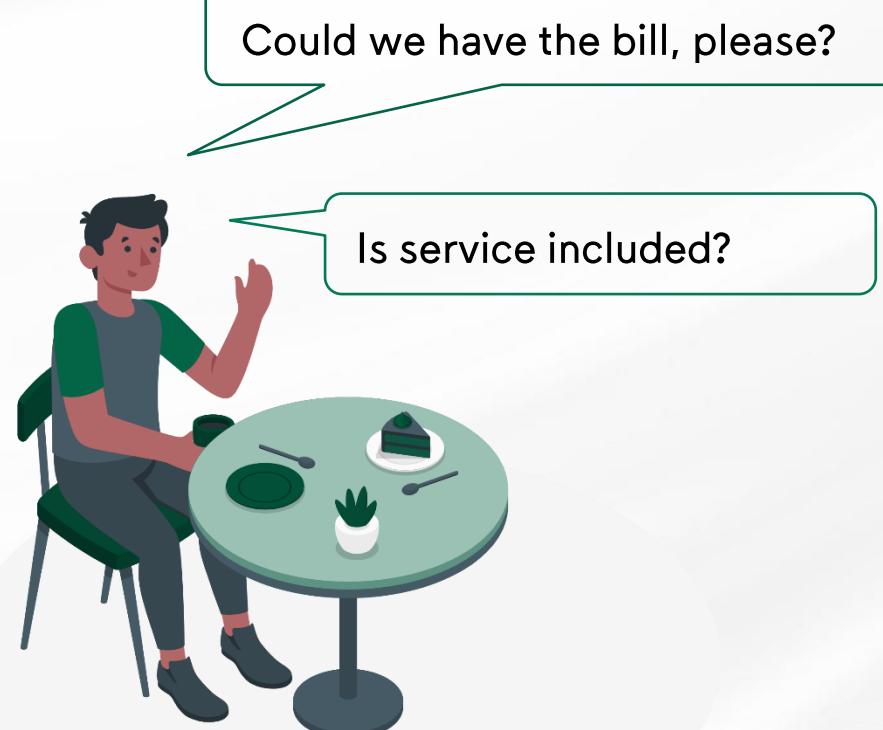


Detailed Explanation

Asking for the bill and tipping

- ▶ Students learn phrases for requesting the bill and understand tipping customs.

▶ Example:



Detailed Explanation

- ▶ Writing a review of a restaurant experience
- ▶ Students practice writing short reviews describing their dining experiences.

► Example:

I visited Italian Delights last weekend. The atmosphere was cozy and the service was excellent. I ordered the margherita pizza, which was delicious with a crispy crust and fresh ingredients. The tiramisu for dessert was a perfect end to the meal. I highly recommend this restaurant for anyone craving authentic Italian cuisine.

Detailed Explanation

Theoretical Questions

- ▶ What is the difference between countable and uncountable nouns? Give two examples of each related to food.
- ▶ How do we use the quantifiers "much" and "many"? In what situations would we use each?
- ▶ What information should you provide when making a restaurant reservation?



Detailed Explanation

Practical Questions

- ▶ Look at the following menu item and explain what it means: "Pan-seared sea bass with saffron risotto and grilled asparagus"
- ▶ Write a dialogue between a customer and a waiter, including greeting, ordering a main course and a drink, and asking for the bill.



Detailed Explanation

Practical Questions

- ▶ Using quantifiers, write three sentences describing the contents of your refrigerator (e.g., "There is a lot of milk but not many eggs.").
- ▶ Write a short review (3-4 sentences) of your favorite restaurant or café.



This unit aims to improve students' ability to discuss food and dining experiences, enhancing their vocabulary related to cuisine and restaurants. It also develops practical skills such as ordering food, making reservations, and expressing preferences, which are valuable in both personal and professional contexts.

Unit 5

Travel and Transportation

► This unit is divided into two parts:

Part A: Planning a Trip

Part B: Getting Around

► Learning Objectives:

- Discussing travel plans and preferences.
- Using future tense (will and going to).
- Vocabulary related to transportation and travel.
- Booking flights and accommodations.
- Reading and understanding travel itineraries.
- Asking for and giving directions.
- Using prepositions of movement.
- Describing different modes of transportation.
- Writing a travel blog entry.

Detailed Explanation

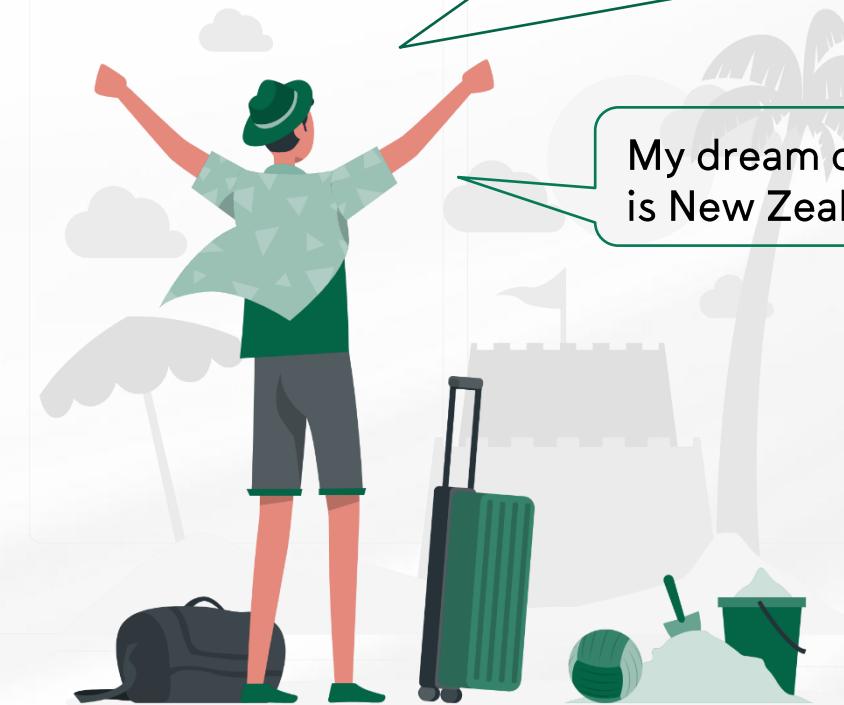
Discussing travel plans
and preferences

- ▶ Students learn to express their travel preferences and discuss future trips.

► Examples:

I prefer to travel during the summer months.

My dream destination
is New Zealand.



Detailed Explanation

Using future tense (will and going to)

- ▶ Students practice using 'will' for spontaneous decisions and 'going to' for planned future actions.

► Examples:

I think I'll visit the museum tomorrow. **(spontaneous decision)**



We're going to fly to Paris next month. **(planned action)**

Detailed Explanation

► Examples:

Vocabulary related to transportation and travel

- Students learn words and phrases associated with travel and various modes of transportation.

Airport	check-in, boarding pass, luggage, departure gate
Train	platform, ticket, conductor, carriage
General	passport, visa, itinerary, reservation

Detailed Explanation

Booking flights and accommodations

- ▶ Students practice dialogues and learn phrases for making travel arrangements.

► Example dialogue:

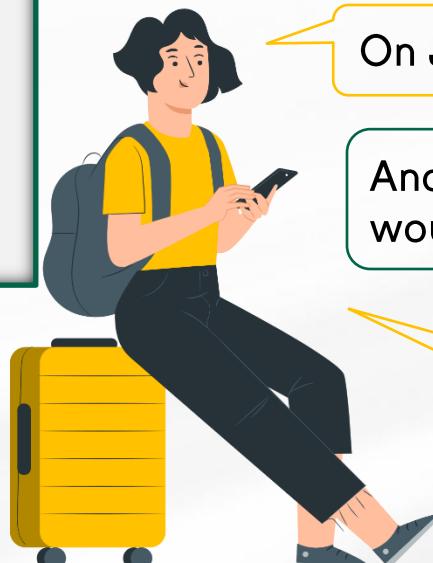
I'd like to book a round-trip flight from London to Tokyo.

Certainly. When would you like to depart?

On July 15th, returning on July 30th.

And what class would you prefer?

Economy, please.



Detailed Explanation

► Example itinerary item:

Reading and understanding travel itineraries

- Students learn to interpret travel schedules and itineraries.

09:30

Depart from Hotel

10:00

Guided tour of the Ancient Ruins

12:30

Lunch at local restaurant

14:00

Visit to the National Museum

Detailed Explanation

Asking for and giving directions

- ▶ Students practice asking for and providing directions to various locations.

► Example:

Excuse me, how do I get to the train station?



Go straight for two blocks, then turn right. The station will be on your left.

Detailed Explanation

Using prepositions of movement

- ▶ Students learn to use prepositions to describe movement and direction.

► Examples:

Walk across the bridge.

Go through the tunnel.

Turn around the corner.



Detailed Explanation

► Example:

Describing different modes of transportation

- Students practice comparing and describing various ways to travel.

Traveling by train is more comfortable than by bus, but flying is usually faster for long distances.

Detailed Explanation

► Example:

Writing a travel blog entry

- Students learn to write short, descriptive pieces about their travel experiences.

Today, I explored the bustling streets of Bangkok. The vibrant colors of the markets and the aroma of street food created an unforgettable atmosphere. I visited the stunning Grand Palace and ended the day with a relaxing boat ride on the Chao Phraya River.

Detailed Explanation

Theoretical Questions

- ▶ What is the difference between using 'will' and 'going to' for future actions?
- ▶ Name five prepositions of movement and provide an example sentence for each.
- ▶ What are three important pieces of information typically found on a travel itinerary?



Detailed Explanation

Practical Questions

- ▶ Write a dialogue between a travel agent and a customer booking a hotel room. Include details such as dates, room type, and any special requests.
- ▶ Look at the following map and write directions from the train station to the museum, using at least three prepositions of movement.



Detailed Explanation

Practical Questions

- Write three sentences about your future travel plans using both 'will' and 'going to'.
- Write a short travel blog entry (4-5 sentences) describing a real or imaginary trip to a city of your choice. Include information about transportation, accommodation, and activities.



This unit aims to enhance students' ability to discuss travel plans, make reservations, understand travel-related documents, and navigate in new places. It also improves their skills in describing experiences and using future tenses, which are valuable for both personal and professional communication in travel contexts.

Unit 6

Health and Wellness

► This unit is divided into two parts:

Part A: The Body and Health

Part B: Healthy Living

► Learning Objectives:

- Learning parts of the body.
- Describing common symptoms and illnesses.
- Using modal verbs for advice and obligation (should, must, have to).
- Talking about healthy habits.
- Understanding and following medical instructions.
- Using the first conditional to talk about possible results.
- Learning vocabulary related to healthy food and exercise.
- Making a doctor's appointment.
- Writing an email to request sick leave.

Detailed Explanation

Learning parts of the body

- ▶ Students learn the names of different body parts in English.

► Examples:

Head, Arm, Leg

Heart, Lungs, Stomach



Detailed Explanation

Describing common symptoms and illnesses

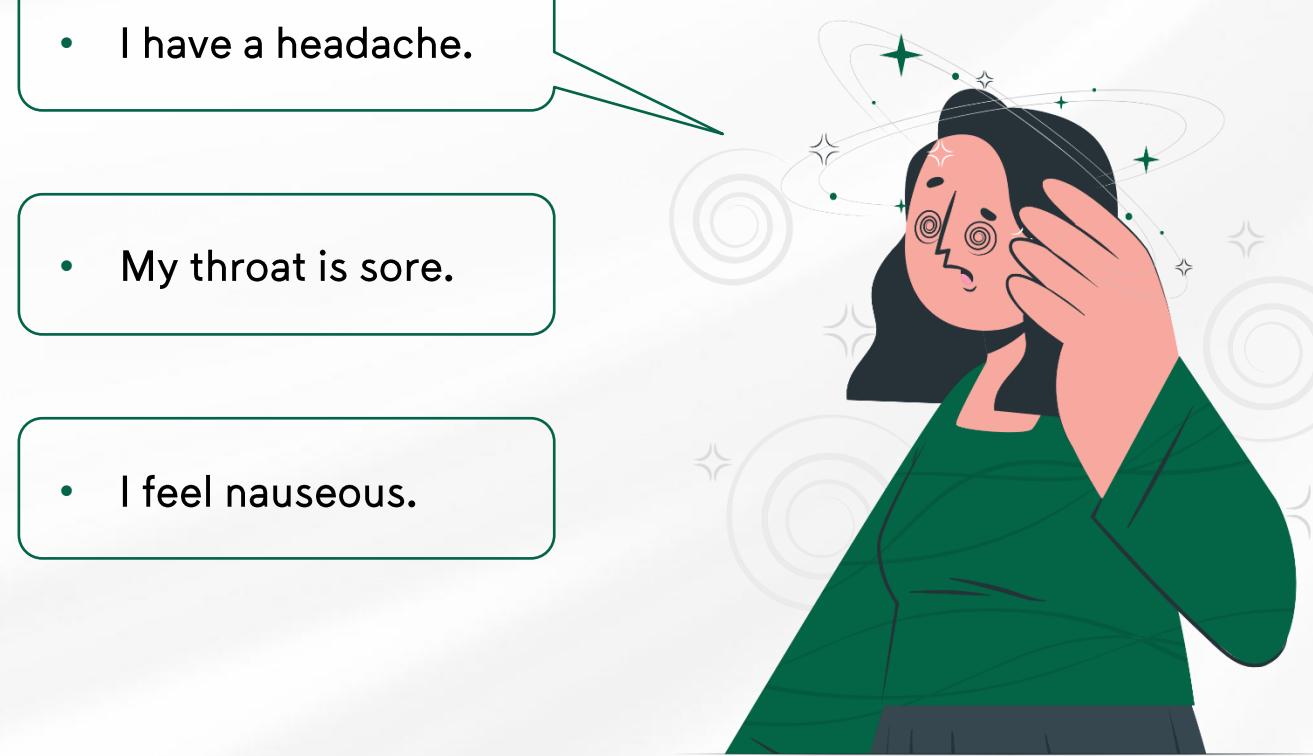
► Students learn how to describe what they feel when they are sick.

► Examples:

- I have a headache.

- My throat is sore.

- I feel nauseous.



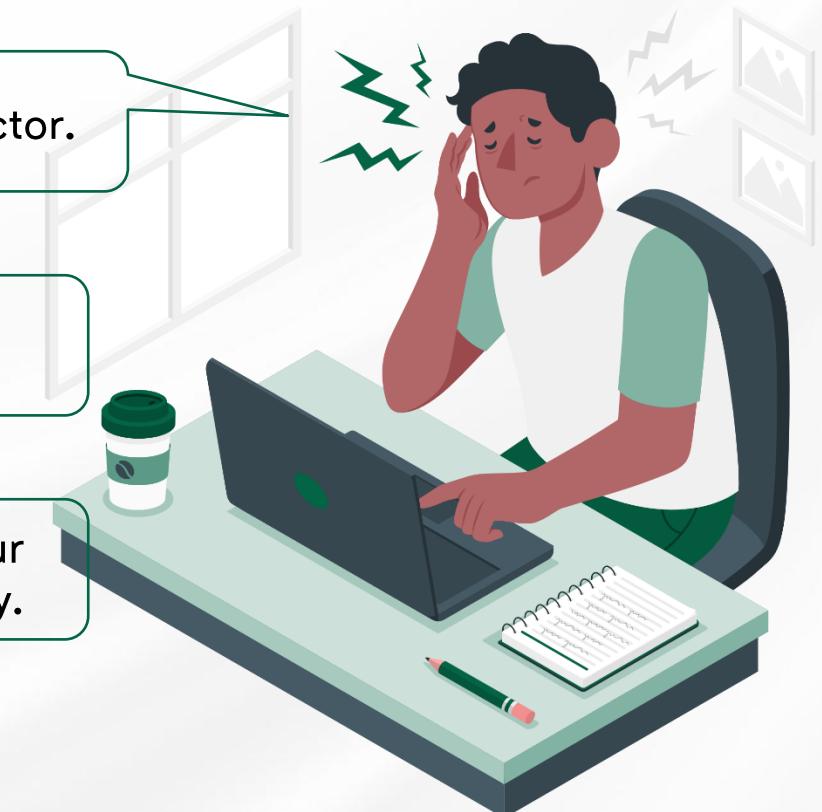
Detailed Explanation

Using modal verbs for advice and obligation

- ▶ Students learn to use should, must, and have to for giving advice and expressing obligations.

► Examples:

- I have to see a doctor.
- You should get some rest.
- You must take your medicine regularly.



Detailed Explanation

Talking about healthy habits

- ▶ Students learn how to describe habits that help maintain good health.

► Examples:

- I try to eat five portions of fruits and vegetables every day.

- I exercise three times a week.



Detailed Explanation

Understanding and following medical instructions

► Students learn to read and understand simple medical instructions.

► Example:

- Take one tablet twice daily after meals.



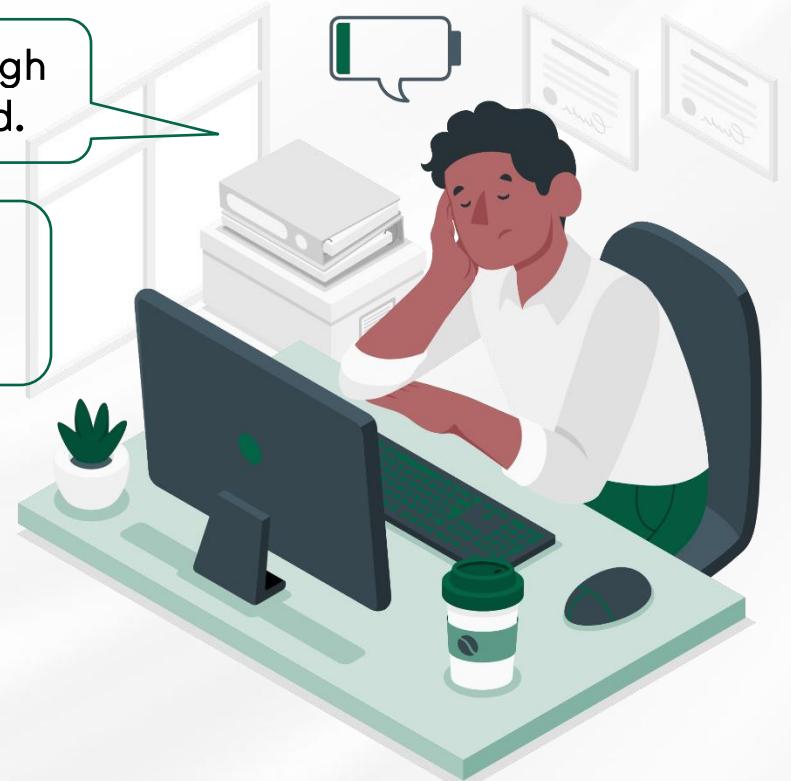
Detailed Explanation

Using the first conditional

► Students learn to use conditional sentences to talk about possible results.

► Examples:

- If you don't get enough sleep, you'll feel tired.
- If you exercise regularly, you will feel healthier.



Detailed Explanation

- ▶ Students learn words and phrases related to nutrition and physical activity.
- Learning vocabulary related to healthy food and exercise

► Examples:

Nutrients, Vitamins, Protein

Cardio, Strength training,
Flexibility

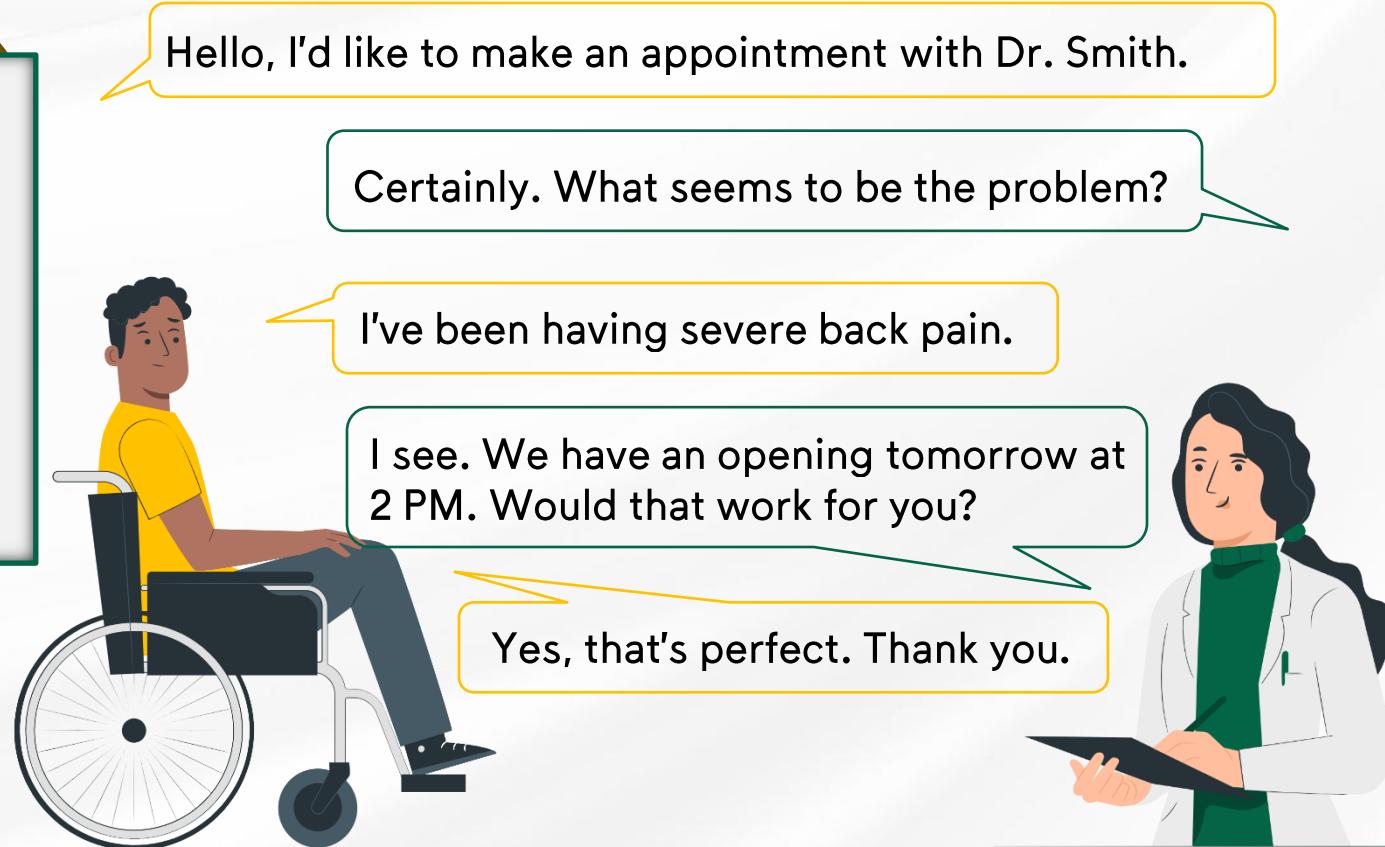


Detailed Explanation

► Example dialogue:

Making a doctor's appointment

- Students learn how to book a medical appointment over the phone.



Detailed Explanation

► Example:

Writing an email to request sick leave

- Students learn how to write a formal email to inform an employer about illness.

Dear Mr. Johnson,

I am writing to inform you that I am not feeling well today. I have a high fever and the doctor has advised me to rest for two days. I will not be able to come to work today and tomorrow.

I expect to return to the office on Thursday. I will keep you updated if there are any changes.

Thank you for your understanding.

Best regards,

[Your Name]

Detailed Explanation

Theoretical Questions

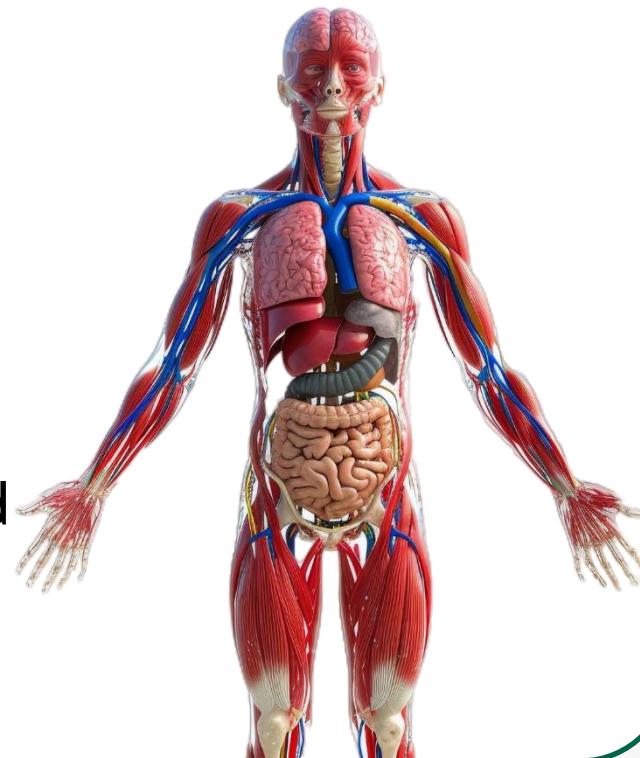
- ▶ What is the difference between using "should" and "must" when giving health advice?
- ▶ Name three common symptoms of the flu.
- ▶ How do we use the first conditional to talk about healthy habits and possible results?



Detailed Explanation

Practical Questions

- ▶ Write a short dialogue between a patient and a doctor, where the patient describes their symptoms and the doctor gives some advice.
- ▶ Look at the following image of a human body and name five different parts in English.



Detailed Explanation

Practical Questions

- ▶ Write three sentences using the first conditional to talk about healthy habits and their results.
- ▶ Write a short email to your manager requesting a sick day off.



This unit aims to improve students' ability to discuss health-related topics, describe symptoms, and understand medical advice. It also develops their skills in communicating in health-related situations, both in personal and professional contexts.

Unit 7

Technology and Innovation

► This unit is divided into two parts:

Part A: Modern Technology

Part B: Digital Communication

► Learning Objectives:

- Describing various technological devices and their functions.
- Using comparatives and superlatives to discuss technology.
- Expressing opinions about technology's impact on society.
- Understanding and using vocabulary related to social media and digital communication.
- Writing formal and informal emails.

- Using the present perfect tense to discuss recent technological advancements.
- Discussing the future of technology using 'will' and 'going to'.
- Describing problems with technology and offering solutions.
- Understanding and explaining simple technical instructions.

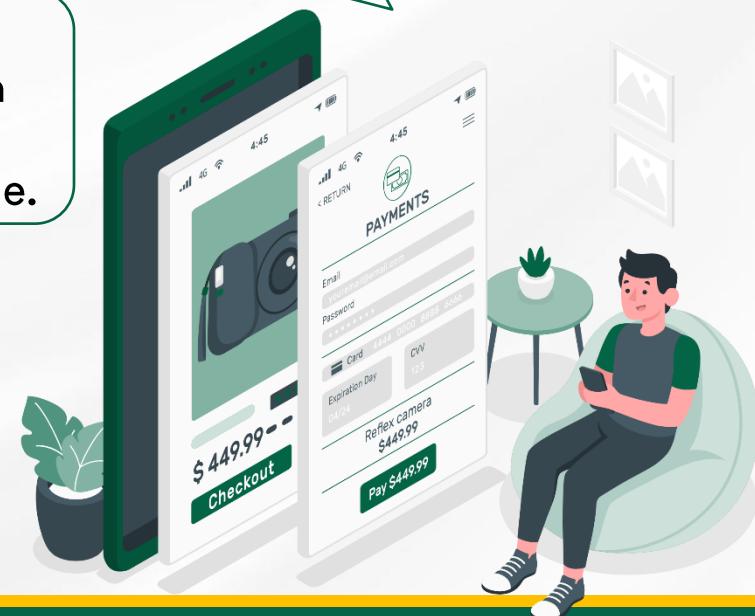
Detailed Explanation

Describing various technological devices and their functions

► Students learn to name and describe common technological devices and their uses.

► Examples:

- A smartphone is a portable device that can make calls, send messages, and access the internet.
- A smartwatch is a wearable device that can track your fitness, show notifications, and tell time.



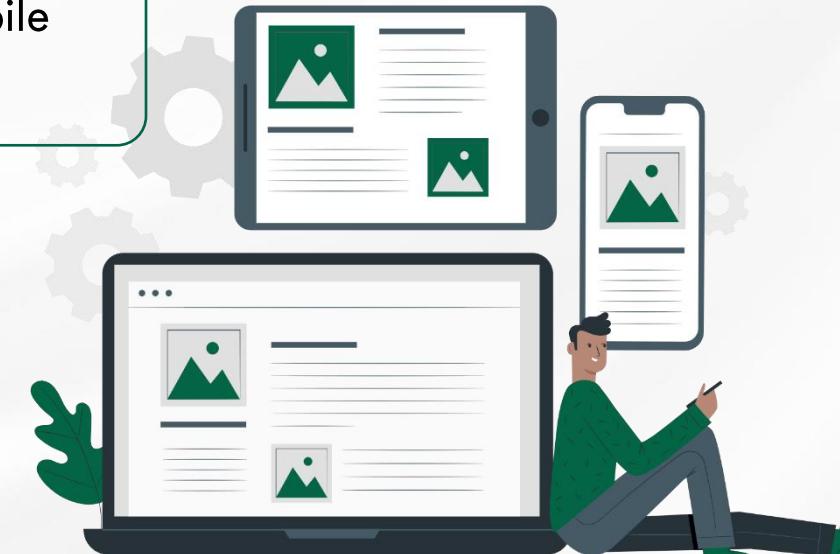
Detailed Explanation

Using comparatives and superlatives to discuss technology

► Students practice comparing different technologies and expressing preferences.

► Examples:

- Tablets are more portable than laptops.
- 5G is the fastest mobile network technology available.



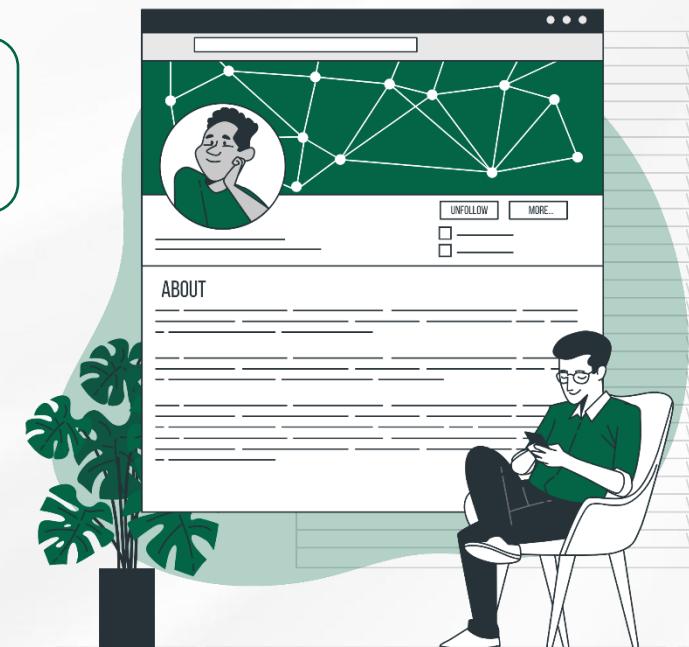
Detailed Explanation

► Expressing opinions about technology's impact on society

► Students learn to articulate their views on how technology affects our lives.

► Examples:

- I believe social media has both positive and negative effects on society.
- In my opinion, automation is changing the job market significantly.



Detailed Explanation

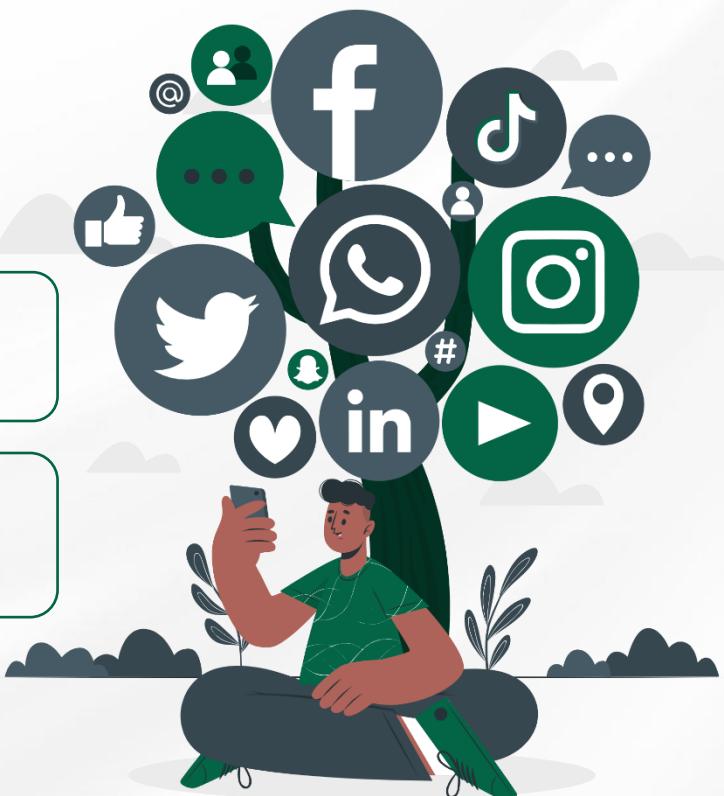
Understanding and using vocabulary related to social media and digital communication

► Students learn key terms associated with online communication.

► Examples:

Post, share, like, comment, tweet, hashtag

Video call, instant messaging, emoji, GIF



Detailed Explanation

Writing formal and informal emails

► Students practice writing emails in different styles for various purposes.

► Example of an informal email:

Hey Sarah,

How's it going? I just wanted to let you know about this cool new app I found. It's called "Language Buddy" and it helps you practice speaking different languages. I thought you might be interested since you're learning Spanish.

Let me know if you want to check it out together sometime!

Cheers,

Alex

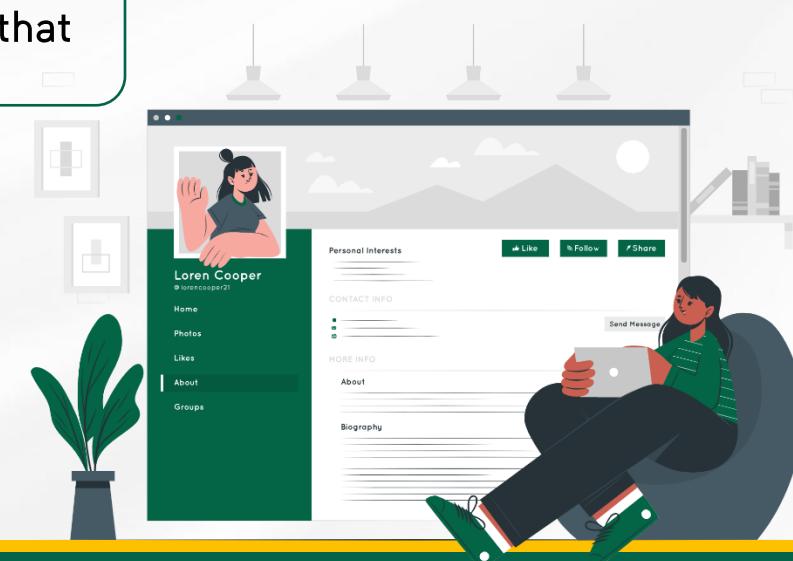
Detailed Explanation

► Students learn to talk about recent developments in technology.

Using the present perfect tense to discuss recent technological advancements

► Examples:

- Social media platforms have introduced new privacy features recently.
- Scientists have developed a new type of battery that lasts twice as long.



Detailed Explanation

Discussing the future of technology using 'will' and 'going to'

- ▶ Students practice making predictions and discussing plans for future technology.

► Examples:

- I think artificial intelligence will play a bigger role in our daily lives in the future.
- Many car manufacturers are going to release fully electric vehicles in the next few years.



Detailed Explanation

► Example dialogue:

Describing problems with technology and offering solutions

- Students learn to identify common tech issues and suggest ways to resolve them.



My computer is running really slowly lately.

Have you tried clearing your cache and deleting unnecessary files? That often helps speed things up.



Detailed Explanation

- ▶ Understanding and explaining simple technical instructions
- ▶ Students practice following and giving basic tech-related instructions.

▶ Example:

To reset your password, first click on 'Forgot Password', then enter your email address. You'll receive a link to create a new password. Make sure to choose a strong password with a mix of letters, numbers, and symbols.

Detailed Explanation

Theoretical Questions

- ▶ What are three advantages and three disadvantages of social media?
- ▶ Explain the difference between 'will' and 'going to' when discussing future technology.
- ▶ How has technology changed communication in the workplace over the last decade?



Detailed Explanation

Practical Questions

- ▶ Write a short paragraph comparing smartphones and traditional mobile phones using comparatives and superlatives.
- ▶ You're having trouble with your new smart home device. Write a brief email to the customer support team explaining the problem and asking for help.



Detailed Explanation

Practical Questions

- ▶ Look at the image of a computer setup and label at least five different components or peripherals.
- ▶ Write three sentences using the present perfect tense to describe recent technological advancements in your country or region.



This unit aims to enhance students' ability to discuss technology-related topics, express opinions about technological impact, and communicate effectively in digital contexts. It also develops their skills in problem-solving and giving instructions related to technology, which are increasingly important in many personal and professional situations.

Unit 8

Travel and Cultures

► This unit is divided into two parts:

Part A: Planning for Travel

Part B: Exploring Cultures

► Learning Objectives:

- Learn vocabulary related to travel and tourism.
- Use past simple and past continuous to narrate travel experiences.
- Understand and use idiomatic expressions related to travel.
- Recognize different cultures and learn how to describe them.
- Use conditional forms to talk about hypothetical travel situations.
- Learn how to book hotels and purchase travel tickets.
- Understand and use informal language in travel contexts.
- Write reviews for hotels, restaurants, and tourist destinations.
- Learn how to deal with common problems while traveling.

Detailed Explanation

- ▶ Learn vocabulary related to travel and tourism
- ▶ Students learn essential words and phrases related to travel.

► Examples:

Passport, Visa, Boarding pass

Luggage, Itinerary, Reservation



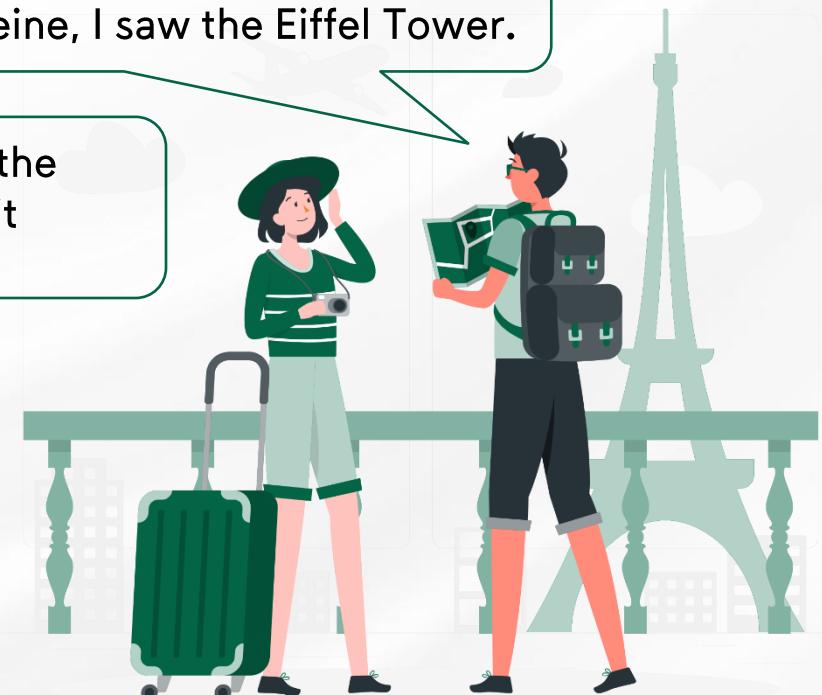
Detailed Explanation

► Students learn how to use past tenses to describe their trips.

Use past simple and past continuous to narrate travel experiences

► Examples:

- Last summer, I visited Paris. While I was walking along the Seine, I saw the Eiffel Tower.
- We were exploring the ancient ruins when it started to rain.



Detailed Explanation

- ▶ Understand and use idiomatic expressions related to travel
- ▶ Students are introduced to common expressions used in travel contexts.

► Examples:

Hit the road
(start a journey)

Itchy feet
(desire to travel)

Off the beaten track
(away from the usual tourist routes)



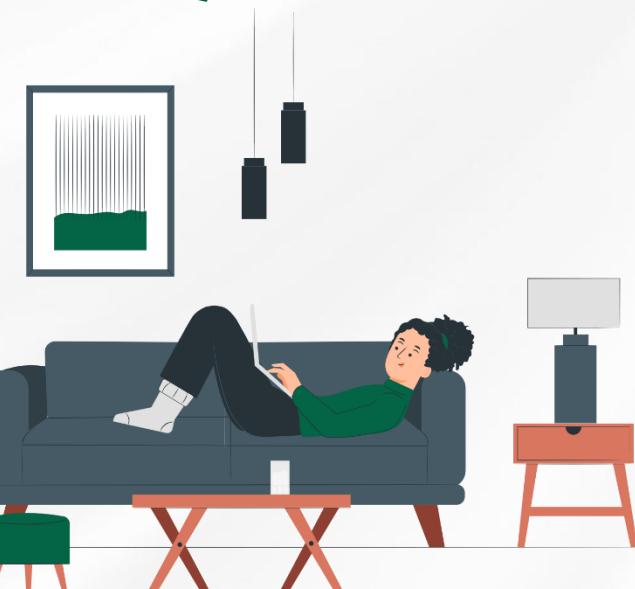
Detailed Explanation

Recognize different cultures and learn how to describe them

► Students learn how to describe various customs and traditions.

► Examples:

- Mediterranean cultures often have a siesta or afternoon rest period.
- In Japan, it's customary to bow when greeting someone.



Detailed Explanation

► Use conditional forms to talk about hypothetical travel situations

► Students learn to use conditional sentences to discuss potential scenarios.

► Examples:

- If I miss my flight, I'll have to book a new one.
- If I had known about the museum's closing day, I would have planned differently.



Detailed Explanation

- ▶ Learn how to book hotels and purchase travel tickets
- ▶ Students learn the language necessary for making reservations.

► Example dialogue:

Hello, I'd like to book a room for two nights, please.

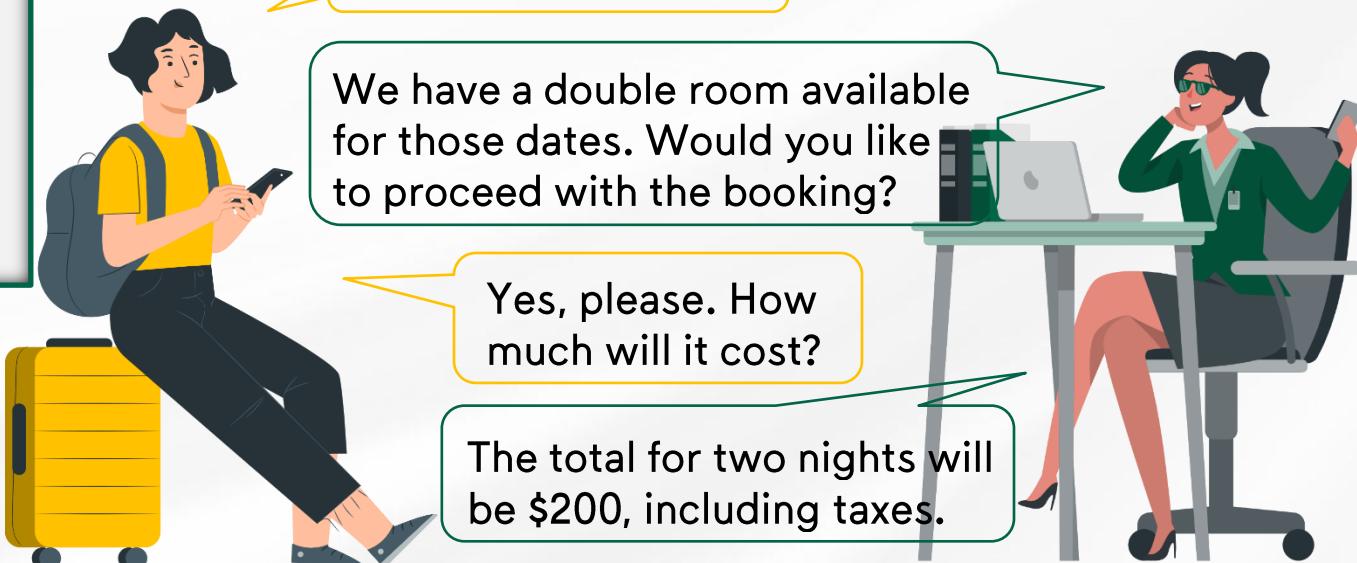
Certainly. What dates were you looking at?

From July 15th to 17th.

We have a double room available for those dates. Would you like to proceed with the booking?

Yes, please. How much will it cost?

The total for two nights will be \$200, including taxes.



Detailed Explanation

Understand and use informal language in travel contexts

► Students learn common colloquial expressions used among travelers.

► Examples:

- The food was to die for.
(The food was extremely delicious)
- This place is a rip-off!
(This place is overpriced!)



Detailed Explanation

- ▶ Write reviews for hotels, restaurants, and tourist destinations
- ▶ Students learn how to express their opinions about travel experiences.

► Example hotel review:

I had a wonderful stay at the Sunrise Hotel. The rooms were clean and spacious, and the staff was incredibly friendly and helpful. The location was perfect, just a short walk from the main attractions. The only downside was the breakfast, which could have offered more variety. Overall, I would highly recommend this hotel to other travelers.

Detailed Explanation

- ▶ Learn how to deal with common problems while traveling
- ▶ Students learn how to describe problems and ask for help.

▶ Example dialogue:



Detailed Explanation

Theoretical Questions

- ▶ What is the difference between using past simple and past continuous when narrating travel experiences?
- ▶ Explain the meaning of the expression "off the beaten track" and how it can be used in a travel context.
- ▶ What are some important cultural considerations to keep in mind when traveling to a foreign country?



Detailed Explanation

Practical Questions

- ▶ Write a short paragraph describing a trip you took, using both past simple and past continuous tenses.
- ▶ Imagine you are planning a trip to a city of your choice. Write a brief dialogue between you and a travel agent booking a flight ticket and a hotel room.



Detailed Explanation

Practical Questions

- ▶ Look at the following image of a tourist destination and write a short review for it.
- ▶ Write three sentences using conditional forms to talk about hypothetical situations that might occur while traveling.

This unit aims to improve students' ability to talk about travel experiences, interact in travel-related situations, and understand different cultures. It also develops their skills in dealing with common problems while traveling and enhances their ability to communicate effectively in travel and tourism contexts.



Unit 9

Technology and Innovation

► This unit is divided into two parts:

Part A: The Digital Age

Part B: Future Technologies

► Learning Objectives:

- Learn vocabulary related to technology and innovation.
- Use present perfect and present perfect continuous to discuss technological advancements.
- Understand and use passive voice to describe technological processes.
- Discuss the impact of technology on society.
- Use future tenses to predict technological developments.

- Learn how to give instructions for using digital devices.
- Understand and use phrasal verbs related to technology.
- Write a formal email about a technological issue.
- Develop critical thinking skills to evaluate the pros and cons of new technologies.

Detailed Explanation

- ▶ Learn vocabulary related to technology and innovation
- ▶ Students learn essential words and phrases related to modern technology.

► Examples:

Artificial Intelligence (AI),
Machine Learning, Internet
of Things (IoT)

Blockchain, Virtual Reality
(VR), Augmented Reality (AR)

Cloud Computing,
Cybersecurity, Big Data



Detailed Explanation

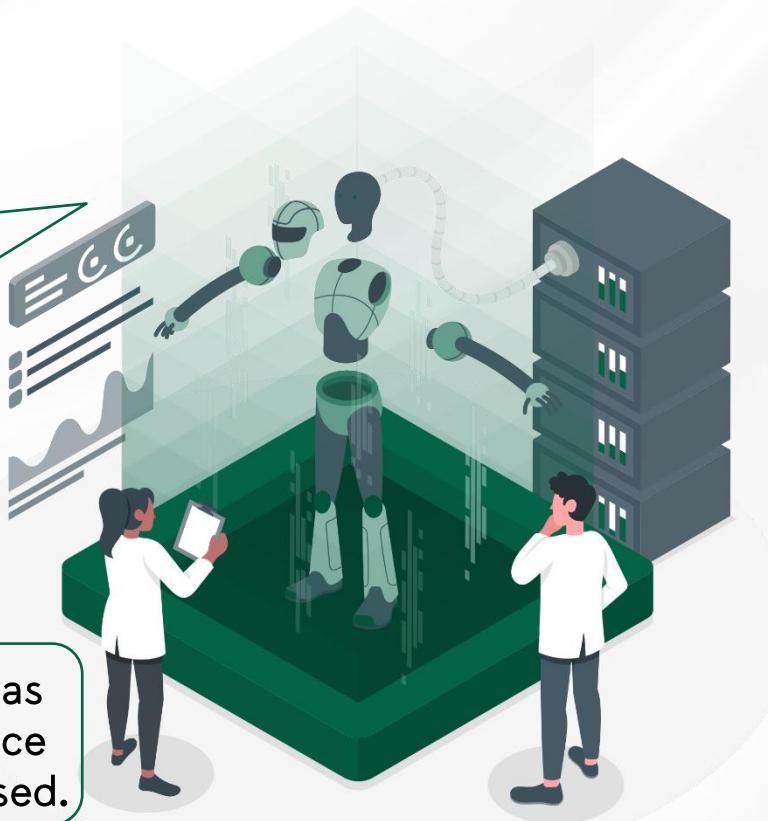
► Students learn how to use these tenses to talk about recent and ongoing developments in technology.

Use present perfect and present perfect continuous to discuss technological advancements

► Examples:

- Scientists have been working on quantum computing for several decades.

- Smartphone technology has improved dramatically since the first iPhone was released.



Detailed Explanation

Understand and use passive voice to describe technological processes

► Students learn to use passive constructions commonly found in technical descriptions.

► Examples:

- The data is encrypted before it is transmitted over the network.
- New features are being developed to enhance user privacy.



Detailed Explanation

► Discuss the impact of technology on society
Students learn to articulate the effects of technological advancements on various aspects of life.

► Example discussion points:

- Social media has revolutionized how we communicate, but it has also raised concerns about privacy and mental health.
- Automation in industries has increased efficiency but has also led to job displacement in some sectors.



Detailed Explanation

Use future tenses to predict technological developments

► Students practice using different future forms to discuss potential technological advancements.

► Examples:

- By 2030, autonomous vehicles will likely be commonplace in many cities.
- Scientists predict that we're going to see significant breakthroughs in renewable energy technology in the coming years.



Detailed Explanation

Learn how to give instructions for using digital devices

► Students practice giving clear, step-by-step instructions for technology use.

► Example:

- To set up two-factor authentication on your account, follow these steps:
 1. Go to Settings.
 2. Click on Security.
 3. Select 'Two-Factor Authentication'.
 4. Choose your preferred method (SMS or Authenticator app).
 5. Follow the prompts to complete the setup.



Detailed Explanation

Understand and use phrasal verbs related to technology

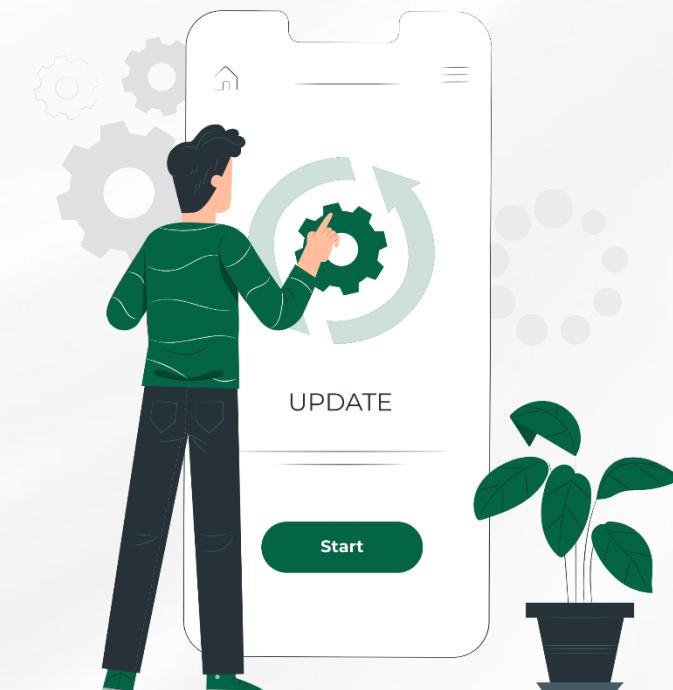
► Students learn common phrasal verbs used in technological contexts.

► Examples:

Log in/out, Sign up,
Shut down

Back up, Update, Plug in

Turn on/off, Set up,
Break down



Detailed Explanation

- ▶ Write a formal email about a technological issue
- ▶ Students practice composing professional emails related to tech problems or inquiries.

► Example email:

Subject: Inquiry about Cloud Storage Security Measures

Dear Sir/Madam,

I am writing to inquire about the security measures implemented in your cloud storage service. As our company is considering moving our data to the cloud, we are particularly concerned about data encryption and access control.

Could you please provide information on the following:

1. The type of encryption used for data at rest and in transit
2. Your access control policies and multi-factor authentication options
3. Compliance with industry standards such as GDPR and ISO 27001

Thank you for your time and attention to this matter. I look forward to your response.

Sincerely,
[Your Name]

Detailed Explanation

Develop critical thinking skills to evaluate the pros and cons of new technologies

► Students learn to analyze technological advancements from multiple perspectives.

► Example discussion framework:

Potential benefits	improved efficiency, enhanced quality of life, new opportunities
Potential drawbacks	privacy concerns, job displacement, environmental impact
Ethical considerations	data usage, AI decision-making, technological divide

Detailed Explanation

Theoretical Questions

- ▶ Explain the difference between present perfect and present perfect continuous tenses when discussing technological advancements.
- ▶ Why is passive voice commonly used in describing technological processes? Provide examples.
- ▶ What are some key considerations when evaluating the societal impact of a new technology?



Detailed Explanation

Practical Questions

- ▶ Write a paragraph about a recent technological advancement using present perfect and present perfect continuous tenses.
- ▶ You are a tech support specialist. Write a set of instructions for a senior citizen on how to set up a new smartphone, focusing on clarity and simplicity.



Detailed Explanation

Practical Questions

- ▶ Compose a formal email to a software company, reporting a bug you've encountered in their latest application update.
- ▶ Choose a future technology (e.g., brain-computer interfaces, space tourism) and write a short essay discussing its potential benefits and drawbacks. Use future tenses where appropriate.

This unit aims to enhance students' ability to discuss technology and innovation in English, improving their vocabulary in this field and their ability to describe technological processes. It also develops their critical thinking skills in evaluating new technologies and their impact on society, while improving their formal writing skills in tech-related contexts.



Unit 10

Global Issues and Sustainability

► This unit is divided into two parts:

Part A: Environmental Challenges

Part B: Sustainable Solutions

► Learning Objectives:

- Learn vocabulary related to global issues and sustainability.
- Use modals of deduction to discuss environmental problems.
- Understand and use the third conditional to discuss hypothetical past situations.
- Discuss global issues and their impacts.
- Use persuasive language to advocate for sustainable practices.

- Learn how to interpret and describe data related to environmental trends.
- Understand and use collocations related to sustainability.
- Write a formal proposal for a sustainable initiative.
- Develop critical thinking skills to analyze complex global issues.

Detailed Explanation

- ▶ Learn vocabulary related to global issues and sustainability
 - ▶ Students learn essential words and phrases related to environmental and social challenges.
- ▶ Examples:
- Climate change, Biodiversity loss, Deforestation
 - Renewable energy, Carbon footprint, Eco-friendly
 - Sustainable development, Circular economy, Fair trade



Detailed Explanation

► Students learn to use modals to express degrees of certainty about environmental issues.

Use modals of deduction to discuss environmental problems

► Examples:

The frequent storms must be a result of climate change.

The declining fish populations could be due to overfishing.

The improved air quality might be linked to reduced traffic during lockdowns.



Detailed Explanation

Understand and use the third conditional to discuss hypothetical past situations

► Students practice using this structure to consider alternative outcomes in environmental contexts.

► Examples:

If we had invested in renewable energy earlier, we might have reduced our carbon emissions significantly.

If stricter regulations had been implemented, the oil spill could have been prevented.



Detailed Explanation

Discuss global issues
and their impacts

► Students learn to articulate complex
global challenges and their effects on
various aspects of life.

► Example discussion points:

Climate change is leading to more frequent extreme weather events, which can disrupt food production and cause economic losses.

Plastic pollution in oceans is harming marine ecosystems and entering the food chain, potentially affecting human health.



Detailed Explanation

Use persuasive language to advocate for sustainable practices

► Students practice using rhetorical devices and persuasive techniques to promote sustainability.

► Example:

By adopting renewable energy sources, we not only reduce our carbon footprint but also create new job opportunities and ensure energy security for future generations. The time to act is now – we cannot afford to delay any longer.

Detailed Explanation

- ▶ Learn how to interpret and describe data related to environmental trends
- ▶ Students practice analyzing and explaining graphs, charts, and statistics related to environmental issues.

► Example:

This graph shows global temperature anomalies over the past century. We can see a clear upward trend, with the rate of increase accelerating in recent decades. The red bars indicate years with temperatures above the long-term average, which have become increasingly common since the 1980s.

Detailed Explanation

Understand and use collocations related to sustainability

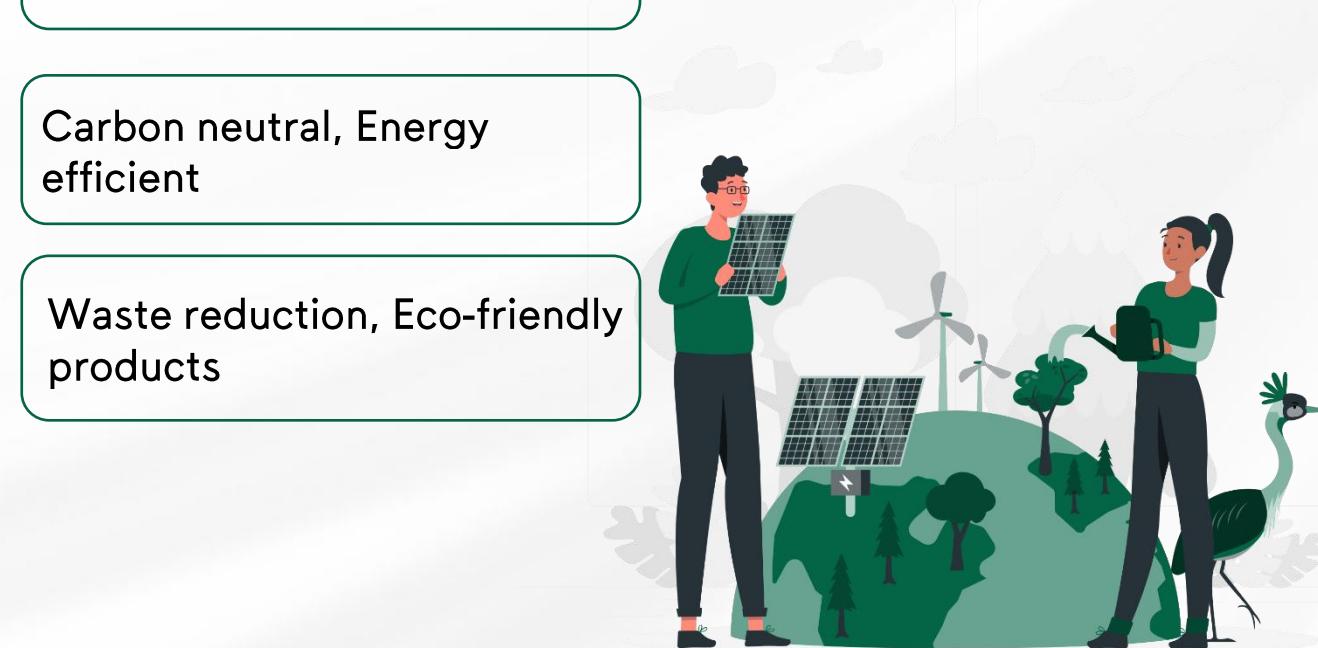
► Students learn common word combinations used in discussions about sustainability.

► Examples:

Renewable resources,
Sustainable development

Carbon neutral, Energy efficient

Waste reduction, Eco-friendly products



Detailed Explanation

► Write a formal proposal for a sustainable initiative

► Students practice composing structured proposals to address environmental issues.

► Example proposal outline:

Title: Implementing a City-Wide Composting Program

1. Executive Summary
2. Background and Problem Statement
3. Proposed Solution
 - 3.1 Collection System
 - 3.2 Processing Facility
 - 3.3 Education and Outreach
4. Benefits
 - 4.1 Environmental Impact
 - 4.2 Economic Advantages
5. Implementation Timeline
6. Budget
7. Conclusion and Recommendations

Detailed Explanation

► Develop critical thinking skills to analyze complex global issues

► Students learn to approach global challenges from multiple perspectives, considering various stakeholders and long-term impacts.

► Example analysis framework:

- 6
- Identify the root causes of the issue.
 - Examine short-term and long-term consequences.
 - Consider economic, social, and environmental impacts.
 - Evaluate potential solutions and their feasibility.
 - Analyze potential unintended consequences of proposed solutions.

Detailed Explanation

Theoretical Questions

- ▶ Explain the difference between using "must," "could," and "might" when making deductions about environmental problems.
- ▶ How does the third conditional help in discussing past environmental decisions and their impacts?
- ▶ What are some key elements of persuasive language, and how can they be applied to advocate for sustainable practices?



Detailed Explanation

Practical Questions

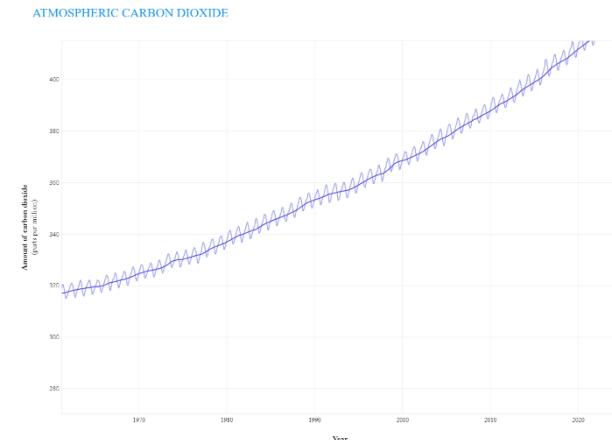
- ▶ Write three sentences using modals of deduction to discuss possible causes of bee population decline.
- ▶ Compose a paragraph using the third conditional to discuss how a major environmental disaster could have been prevented.



Detailed Explanation

Practical Questions

- ▶ You are an environmental consultant. Write a short proposal (150-200 words) for implementing a plastic reduction program in your local community.
- ▶ Analyze the following graph showing global CO_2 emissions over the past 50 years. Describe the trends you observe and suggest possible reasons for these trends.



This unit aims to enhance students' ability to discuss global issues and sustainability in English, improving their vocabulary in this field and their ability to analyze and communicate complex environmental challenges. It also develops their persuasive writing skills and their capacity to propose solutions to global problems, while improving their ability to interpret and describe environmental data.

Summary

Summary

Comprehensive summary
of all ten units in English:

Summary

Self-introduction in a work environment, using business cards, and etiquette for initial professional communication.

Unit One *New Faces*

Key points

Presenting name, job, and company; professionally reading and exchanging business cards.

Summary

Summary

Effective techniques for managing time and increasing productivity.

Key points

Using the Eisenhower Matrix, Pomodoro Technique, creating to-do lists, and avoiding distractions.

Unit Two Time Management

Summary

Summary

Etiquette and techniques for making and receiving phone calls in a work environment.

Key points

Answering calls professionally, leaving effective voicemails, handling difficult calls.

Unit Three Phone Calls

Summary

Summary

Fundamentals of writing professional and effective email messages.

Unit Four Email Writing

Key points

Structuring messages, using effective subject lines, appropriate email etiquette.

Summary

Summary

Planning, managing, and attending meetings effectively.

Key points

Preparing agendas, facilitating discussions, taking notes, and following up on actions.

Unit Five Meetings

Summary

Summary

Designing and delivering persuasive and engaging presentations.

Unit Six Presentations

Key points

Structuring the presentation, using visual aids, delivery techniques, and handling questions.

Summary

Summary

Strategies and tactics for effective negotiation in the workplace.

Unit Seven Negotiation

Key points

Understanding parties' interests, persuasion techniques, reaching win-win solutions.

Summary

Summary

Methodologies and tools for identifying and solving problems in the workplace.

Key points

Root cause analysis, brainstorming solutions, making informed decisions.

Unit Eight Problem Solving

Summary

Summary

Effective team collaboration skills and building professional relationships.

Key points

Effective communication, role distribution, conflict resolution, and fostering team spirit.

Unit Nine Teamwork



Summary

Summary

Fundamentals of project management and successful execution.

Key points

Project planning, setting objectives, managing resources, tracking progress, and evaluating results.

Thank you