



# ENGLISH 101 ESSENTIALS BOOKLET

Coordinación de Inglés Pregrado

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## **a. Why is English important for business? ChatGPT says:**

Learning English is crucial for business for several reasons, and it has become the global *lingua franca* in the business world. Here are some key reasons why English proficiency is important for success in the business environment:

### **1. International Communication:**

English is the most widely spoken language globally, and it serves as a common ground for communication between people from different linguistic backgrounds. In the business world, where companies often operate across borders, English provides a universal means of communication.

### **2. Global Business Expansion:**

Many multinational companies conduct their business operations in English. Proficiency in English is often a prerequisite for career advancement, especially in companies with a global presence. Learning English opens up opportunities for international assignments and business expansion.

### **3. Access to Information:**

A significant amount of business information, including research, market reports, and industry trends, is available in English. Access to this information is essential for making informed business decisions and staying competitive in the global market.

### **4. Networking and Relationship Building:**

English is commonly used as the language for international conferences, seminars, and business meetings. Being able to communicate effectively in English facilitates networking and relationship-building with professionals from around the world, which is crucial in the global business arena.

### **5. Negotiations and Contracts:**

English is often the language of choice for negotiations and drafting international contracts. A solid command of English is essential for clear and accurate communication during negotiations, ensuring that all parties involved have a common understanding of the terms and conditions.

### **6. Career Advancement:**

In many industries, especially those with an international focus, English proficiency is a valuable skill that can enhance career opportunities. Employees who can effectively communicate in English are often considered for leadership roles and responsibilities that involve global collaboration.

### **7. Access to a Larger Talent Pool:**

Companies that operate on a global scale often seek talent from around the world. Knowing English expands the pool of qualified candidates for job positions, as employers can communicate more easily with candidates and employees from diverse linguistic backgrounds.

## 8. Competitive Edge:

In a globalized business environment, competition is fierce. English proficiency gives individuals and businesses a competitive edge by enabling them to participate more actively in the global marketplace and engage with a broader audience.

## 9. Technology and Innovation:

English is the dominant language in the fields of science, technology, and innovation. Accessing and contributing to advancements in these areas often requires a good understanding of English, as many publications, conferences, and collaborations occur in this language.

In summary, learning English is essential for business success in the modern, interconnected world. It facilitates communication, opens up opportunities for global collaboration, and enhances the ability to navigate the international business landscape.

## b. Parts of Speech

Knowing the language used in class can help you a lot when learning English. The types of words that exist in English, and in every language, can help you understand and express your ideas better. The main parts of speech in English are NOUN, PRONOUN, ADJECTIVE, ARTICLE, ADVERB, VERB, PREPOSITION, and CONNECTOR.

A **NOUN** is the name of a person, place, thing or idea.

Examples: *Jane, elephant, freedom, dog, computer, England.*

A **PRONOUN** replaces a NOUN or NOUN phrase.

Examples: *she, I, they, you, he, we, it.*

An **ADJECTIVE** describes, modifies or adds information about a NOUN or PRONOUN.

Examples: *big, small, happy, smart, noisy, etc.*

An **ARTICLE** comes at the beginning of a NOUN phrase and tells us if the NOUN phrase is specific or general.

Examples: *a, an, the.*

A **VERB** shows an action or a state of being.

Examples: *study, work, works, waited, listen to, be, apply for, want to, ran, etc.*

An **ADVERB** modifies a VERB, ADJECTIVE or another ADVERB. It answers the questions of how, where and when.

Examples: *quickly, well, always, especially, often, etc.*

A **PREPOSITION** shows us the relationship of a NOUN or PRONOUN to another word.

Examples: *next to, under, beside, behind, at, on, etc.*

A **CONNECTOR** connects two ideas, words or phrases and shows the way in which they are connected.

Examples: *however, in addition, but, and, therefore, moreover, etc.*

## Practice

Now it's your turn! Add these words to the correct category:

Pedro - she - he - hot - sad - cycling - speak - Andrea - Temuco - because  
- on - above - the - red - tall - but - and - pencil - whiteboard - we - from -  
pretty - Chile - cat - learn - softly

NOUN	PRONOUN	ADJECTIVE	ARTICLE
VERB	ADVERB	PREPOSITION	CONNECTOR

## 2. ENGLISH - ENIDI 151

- a. Verb to be
- b. There is/There are
- c. Present Simple
- d. Past Simple
- e. Present Continuous
- f. Can/Could
- g. Prepositions: in, on, at, from...to
- h. Articles: a, an
- i. Self-Assessment
- j. Vocabulary



## 2. ENGLISH - ENIDI 151

### a. Verb to be

The verb "to be" serves as both the main verb and an auxiliary verb in English. The verb "to be" has different forms for different subjects in the present simple, and it is used to express different things, for example: *name, age, country or nationality, feelings, marital status, job or occupation, place, etc.*

<b>Affirmative</b>		
<b>Subject</b>	<b>To be</b>	<b>Object / Complement</b>
I	am / 'm	German From Germany
You/We/They	are / 're	
He/She/It	is / 's	

<b>Negative</b>		
<b>Subject</b>	<b>To be + not</b>	<b>Object / Complement</b>
I	am not / 'm not	Polish from Poland.
You/We/They	are not/ aren't	
He/She/It	is not / isn't	

<b>YES/NO questions</b>		
<b>To be</b>	<b>Subject</b>	<b>Object / Complement</b>
Am	I	Japanese? from Japan?
Are	you/we/they	
Is	he/she/it	

Short answers					
Yes,	I	am.	No,	I	'm not.
	you/we/they	are.		you/we/they	aren't.
	he/she/it	is.		he/she/it	isn't.

Information Questions			
(Wh-question)	am	I	from?
Where	are	you/we/they	
	is	he/she/it	

## Practice

Complete the dialogue with the correct form of verb to be. There are affirmative, negative and question forms.

Peter: Hello, nice to meet you. I (1) \_\_\_\_\_ Peter.

Kate: Hi, Peter. My name (2) \_\_\_\_\_ Kate. I (3) \_\_\_\_\_ the new accountant. Nice to meet you, too.

Peter: (4) \_\_\_\_\_ you from the UK, Kate?

Kate: No, I (5) \_\_\_\_\_. I (6) \_\_\_\_\_ American. Where (7) \_\_\_\_\_ you from?

Peter: I'm from Edinburgh, in Scotland.

Kate: Oh, I love Scotland. My husband (8) \_\_\_\_\_ Scottish.

Peter: (9) \_\_\_\_\_ he an accountant too?

Kate: No, he (10) \_\_\_\_\_. He (11) \_\_\_\_\_ a pharmacist.

Peter: How old (12) \_\_\_\_\_ he?

Kate: He's 42 years old.

Peter: Me, too!

## b. There is/There are

"There is" and "there are" are phrases used in English to indicate the existence or presence of something. They are used in different situations depending if the noun following them is *singular* or *plural*.

### There is:

- Use "there is" when referring to a *singular noun* or an *uncountable noun*.
  - Example: There is a folder on the table.
  - Example: There is water in the glass.



**There are:**

- Use "there are" when referring to *plural nouns*.
  - Example: There are several people in the office.
  - Example: There are many products ready for delivery.

There	is / 's	a one no	warehouse
There	are	two five no	offices.
		restaurants. break rooms for employees.	

**Practice**

Complete the sentences with the correct use of "there is" and "there are". They can be affirmative, negative or questions.

1. There \_\_\_\_\_ four divisions in the company.
2. There \_\_\_\_\_ no warehouses in the factory.
3. There \_\_\_\_\_ a gym.
4. \_\_\_\_\_ there break rooms for employees?
5. There \_\_\_\_\_ canteen in the office, but there are restaurants near.
6. \_\_\_\_\_ there a production department?
7. There \_\_\_\_\_ two managers in the warehouse.
8. There \_\_\_\_\_ a sales department in Madrid.

**c. Present Simple**

The present simple tense in English is used to express general truths, habitual actions, routines, permanent states. Here are some common uses of the present simple:

**Habits and Routines:**

- Example: I go to the gym every morning.
- Example: She reads a book before bedtime.

**Facts and Generalizations:**

- Example: The Earth revolves around the sun.
- Example: Water boils at 100 degrees Celsius.

**Permanent States:**

- Example: I live in New York.
- Example: The sun rises in the east.

### Scheduled Events:

- Example: The train departs at 7:00 AM.
- Example: The concert starts at 8:00 PM.

### Opinions and Emotions:

- Example: I like chocolate ice cream.
- Example: She loves to travel.

These are just some of the common uses of the present simple tense. The present simple is often used in combination with adverbs of frequency (*always, usually, often, sometimes, rarely, never*) to express how often an action occurs.

Affirmative		
Subject	Verb	Object / Complement
I/You/We/They	work	in the marketing department.
He/She/It	works	

### Spelling rules for he, she and it:

Remember the third-person singular (he/she/it) usually takes an **-s** at the end of the verb, but it depends on the ending of the word.

- She plays the piano.
- He watches TV every evening.

Rule	Example
verb + s	(make) The company makes <u>s</u> hybrid cars. (play) He plays <u>s</u> an important role in his team.
verb with consonant + -y → -ies	(try) He tries <u>s</u> to be on time.
verb ends in s, ch, sh, x, z, o → -es	(go) She goes <u>es</u> to work from Monday to Friday. (teach) The professor teaches <u>es</u> Math every Tuesday.
irregular (have)	(have) The company <b>has</b> many offices.

## Practice

Complete with the correct form of the verbs in brackets according to the subject.

1. He \_\_\_\_\_ on the computer. (work)

2. She \_\_\_\_\_ meeting with other departments. (have)
3. We \_\_\_\_\_ hybrid cars. (sell)
4. They \_\_\_\_\_ reports. (write)
5. I \_\_\_\_\_ a sales team. (manage)
6. It \_\_\_\_\_ good coffee. (make).

In **negative and question forms**, 'do', 'don't', 'does' or 'doesn't' is used. In these forms we use the *infinitive form* of the verb, that means the original form of the verb, or *base form*.

- **Negative:**
  - They don't work on Sundays.
  - She doesn't play the piano.
- **Question:**
  - Do you travel for work?
  - Does he watch TV every evening?

Negative			
Subject	Auxiliary	Verb (inf)	Object / Complement
I/You/We/They	don't	work	in the marketing department.
He/She/It	doesn't		

Yes/No questions			
Auxiliary	Subject	Verb(inf).	Object / Complement
Do	I/You/We/They	work	for a German company?
Does	He/She/It		

Short answers		
Yes/No	Subject	Auxiliary
Yes,	I/You/We/They	do.
	He/She/It	does.

No,	I/You/We/They	don't.
	He/She/It	doesn't.

Open/Informative Questions			
Question word	Auxiliary	Subject	Verb
Where	do	I/you/we/they	work?
	does	he/she/it	
What	do	I/you/we/they	do?
	does	he/she/it	
What days	do	I/you/we/they	work?
	does	he/she/it	

## Practice

Complete the following sentences with the verbs in brackets. Use negative and affirmative forms.

- \_\_\_\_\_ it \_\_\_\_\_ often in your city? (rain)
- I \_\_\_\_\_ visiting clients. (like)
- \_\_\_\_\_ they \_\_\_\_\_ on weekends? (work)
- He \_\_\_\_\_ coffee in the evening. (drink)
- She \_\_\_\_\_ reports for her boss. (write)
- \_\_\_\_\_ your colleagues \_\_\_\_\_ a lot? (travel)
- \_\_\_\_\_ you \_\_\_\_\_ emails? (send)
- \_\_\_\_\_ she \_\_\_\_\_ French fluently? (speak)
- The manager \_\_\_\_\_ a lot of time at the office. (spend)
- We \_\_\_\_\_ any classes on Sundays. (have)
- How often \_\_\_\_\_ Charlotte \_\_\_\_\_ to Munich? (go)
- Where \_\_\_\_\_ you \_\_\_\_\_? (live)

## d. Past Simple

The past simple tense is used in English to describe completed actions or events that happened in the past. Here are some common uses of the present simple:

### Completed actions in the past:

- Example: "I **visited** Paris last summer."
- In this sentence, the action of visiting Paris is completed in the past (last summer).

### Series of completed actions:

- Example: "She **woke up**, **had** breakfast, and **went** to work."
- Each action (woke up, had breakfast, went to work) is completed in the past.

### Past habits or states:

- Example: "He **used to** play the piano when he **was** a child."
- The use of "used to" indicates a past habit, and "played" is in the past simple tense.

### Narrating past events:

- Example: "The sun **set**, and the stars **appeared** in the night sky."
- The past simple tense is often used in storytelling or recounting past events.

### Interrupted actions:

- Example: "I was watching TV when the phone **rang**."
- The past simple tense ("rang") is used to describe the interrupting action.

### Time expressions often associated with the past simple:

- Examples: yesterday, last week, two days ago, in 1990, when I was a child, etc.
- These time expressions are often used with the past simple to specify when an action occurred.

It is important to note that there are two types of verbs in English: *regular* and *irregular verbs*. *Regular verbs* in the past simple tense typically end in "-ed" (e.g., *walked*, *talked*). Here are the spelling rules for regular verbs:

Affirmative Regular Verbs		
Subject	Verb	Objects / Complements
I / You / He / She / It / We / They	verb: verb + -ed miss <b>ed</b>	...the meeting last week.
	verb with final -e: -e + -d arriv <b>ed</b>	...very late yesterday.

	verb with final Consonant-Vowel-Consonant -(CVC): final C x2 + <b>-ed</b> <b>stopped</b>	...working at 5 p.m.
	verb with final -y: -y → -ied study → <b>studied</b>	...in Frankfurt.

## Practice

Rewrite the sentences in the past. The verbs are *regular*.

1. I study in Oxford. →

---

2. My headphones stop working. →

---

3. He manages a big team. →

---

4. They miss the meeting. →

---

In the case of *irregular verbs*, they have unique past tense forms (e.g., *went*, *ate*). They do not follow any rules, so it is important to study them to learn their past form:

Affirmative Irregular Verbs		
Subject	Verb	Object / Complement
I / You / He / She / It / We / They	Verb in Past Simple: be → <b>was / were</b> take → <b>took</b> go → <b>went</b> make → <b>made</b> have → <b>had</b>	...the meeting last week.

## Practice

Complete the sentences with the past form of the verbs in brackets. The verbs are *irregular*.

1. We \_\_\_\_\_ (make) a mistake.
2. You \_\_\_\_\_ (send) the delivery.
3. He \_\_\_\_\_ (give) me the report.
4. I \_\_\_\_\_ (write) the report yesterday.
5. They \_\_\_\_\_ (have) a meeting.
6. The train \_\_\_\_\_ (be) late.

To form the negative past simple tense in English, you generally use the auxiliary verb "did" and add "not" (contracted as "didn't") before the *infinitive* form of the main verb. "Did not" is used for all subjects. Here's the basic structure:

Negative Regular and Irregular Verbs		
Subject	Verb	Object / Complement
I / You / He / She / It / We / They	didn't + verb in <i>infinitive</i> :	
	<b>didn't check</b>	...the order yesterday.
	<b>didn't study</b>	...in Paris in 2010.
	<b>didn't go</b>	...to work last week.

Yes / No questions Regular and Irregular Verbs		
Aux DID	Subject	Object / Complement + ?
Did	I / You / He / She / It / We / They	...finish the project?
		...study in Australia?
		...get the delivery?

Open / informative questions Regular and Irregular Verbs			
Wh word	Aux DID	Subject	Verb + Object / Complement + ?
What	did	the technician	say?
When		the delivery	arrive?
Where		I / You / He / She / It / We / They	buy it?

## Practice

A. Complete the sentences with the negative past form of the words in the box.

come - go - have - manage -  
study

1. I \_\_\_\_\_ to work yesterday.
2. She \_\_\_\_\_ in New York.
3. I \_\_\_\_\_ the sales team.
4. We \_\_\_\_\_ a meeting.
5. The delivery \_\_\_\_\_ yesterday.

B. Complete the questions with the correct form of the words in brackets.

1. \_\_\_\_\_ (you / have) a meeting yesterday?
2. When \_\_\_\_\_ (the delivery / come)?
3. \_\_\_\_\_ (you / work) in Paris?
4. Where \_\_\_\_\_ (you / buy) it?
5. \_\_\_\_\_ (we / get) the order?

## e. Present Continuous

The present continuous tense in English is used to describe actions or situations that are happening at the present moment or around the current time. Here are some key uses of the present continuous tense:

### Actions happening now:

- Example: "I **am writing** a letter."
- In this sentence, the action of *writing* is happening at the present moment.

### Temporary actions:

- Example: "He **is staying** with us for a few days."
- The present continuous can be used to describe actions or situations that are temporary and not permanent.



**Future plans and arrangements:**

- Example: "We **are meeting** for lunch tomorrow."
- The present continuous can be used to talk about future events when they are part of a plan or arrangement.

**Changing or developing situations:**

- Example: "The weather **is getting** colder."
- The present continuous can be used to describe ongoing changes or developments.

**Describing ongoing activities with a specific duration:**

- Example: "I **am working** on a project this week."
- The present continuous can be used to specify an ongoing activity within a particular time frame.

<b>Affirmative</b>			
<b>Subject</b>	<b>To be</b>	<b>Verb + -ing</b>	<b>Object / Complement</b>
I	am / 'm	working	now. right now. from home. at the moment.
You/We/They	are / 're		
He/She/It	is / 's		

<b>Negative</b>			
<b>Subject</b>	<b>To be + not</b>	<b>verb + -ing</b>	<b>Object / Complement</b>
I	am not / 'm not	working	now. right now. from home. at the moment.
You/We/They	are not/ aren't		
He/She/It	is not / isn't		

YES/NO questions			
To be	Subject	verb + -ing	Object / Complement
Am	I	working	now? right now? from home? at the moment?
Are	you/we/they		
Is	he/she/it		

Short answers					
Yes,	I	am.	No,	I	'm not.
	you/we/they	are.		you/we/they	aren't.
	he/she/it	is.		he/she/it	isn't.

Information Questions				
(Wh-question)	am	I	working	now? right now? at the moment?
Where	are	you/we/they		
	is	he/she/it		

## Practice

Complete the sentences with the correct form of the words in brackets. Use affirmatives and negatives.

- I \_\_\_\_\_ (write) a report right now.
- They \_\_\_\_\_ (have) a meeting now.
- I \_\_\_\_\_ (not, work) at the moment.
- We \_\_\_\_\_ (work) from home at the moment.
- You \_\_\_\_\_ (wait) for a phone call right now.
- We \_\_\_\_\_ (not, have) a meeting right now.
- He \_\_\_\_\_ (sit) at his desk at the moment.
- She \_\_\_\_\_ (visit) a client right now.
- They \_\_\_\_\_ (not, write) a report right now.
- He \_\_\_\_\_ (not, prepare) a presentation.

## f. Can / Could

Both "can" and "could" can be used to make requests in English, but there are subtle differences in tone and formality.

### "Can" for Informal Requests:

- Use "can" for informal requests, especially in everyday conversations with friends, family, or colleagues.
- Example: "Can you pass me the salt, please?"
- This is a straightforward and common way to make a request in casual situations.

### "Could" for Politeness and Formal Requests:

- Use "could" for more polite or formal requests, such as in professional or formal settings.
- Example: "Could you please send me the report by tomorrow?"
- This adds a level of politeness to the request, making it suitable for formal communication.

### "Could" for Hypothetical or Tentative Requests:

- "Could" is also used for requests that are more tentative or less direct.
- Example: "Could you possibly help me with this task?"
- This form is often used when you want to convey a sense of possibility or when the request is not mandatory.

Remember, both "can" and "could" are acceptable for making requests, but the choice depends on the level of formality and politeness you want to convey. If you are in doubt, using "could" is generally a safer option in more formal contexts. Additionally, adding "please" to either form makes the request more polite: "Can you pass me the salt, *please*?" or "Could you *please* send me the report by tomorrow?".

YES/NO Questions		
Can / Could	Subject	Object / Complement
Can / Could	I / You / He / She / It / We / They	send me the report today, please?

Short answers		
Yes/No	Subject	
Yes,	I / You / He / She / It / We / They	can.
No,		can't.

## Practice

Write requests with **can** or **could**. Use the prompts.

1. I / take / time off / next week / ?  
\_\_\_\_\_
2. we / meet / the clients / in your office / ?  
\_\_\_\_\_
3. she / call / me / this afternoon / ?  
\_\_\_\_\_
4. you / send / me / the details by email / ?  
\_\_\_\_\_
5. I / have / an extra day / to finish the report / ?  
\_\_\_\_\_
6. we / go for lunch early / today / please / ?  
\_\_\_\_\_

## g. Prepositions: *in, on, at, from... to....*

Prepositions of time are words that show the relationship between a noun (or pronoun) and time. We use them in different contexts depending on the time.

Preposition	Example
<b>at +</b> <ul style="list-style-type: none"><li>• <i>time</i></li><li>• <i>lunchtime, breakfast and the weekend</i></li><li>• <i>night</i></li></ul>	The meeting is <b>at</b> 9 a.m. Where do you eat <b>at</b> lunchtime? I never work <b>at</b> night.
<b>in +</b> <ul style="list-style-type: none"><li>• <i>month</i></li><li>• <i>season</i></li><li>• <i>year</i></li><li>• <i>the morning, the afternoon and the evening (not night)</i></li></ul>	I'm free <b>in</b> June. The conference is <b>in</b> spring. The new contract starts <b>in</b> 2025. They don't work <b>in</b> the morning.
<b>on +</b> <ul style="list-style-type: none"><li>• <i>day</i></li><li>• <i>date</i></li><li>• <i>special day</i></li><li>• <i>official holidays</i></li></ul>	The next workshop is <b>on</b> Friday. Our meeting is <b>on</b> the 10th of April. They are open <b>on</b> Valentine's Day. We're not open <b>on</b> New Year's Day.
<b>from + day, time, date +</b> <b>to + day, time, date.</b>	We can deliver <b>from</b> Monday <b>to</b> Friday. They are open <b>from</b> 9 a.m. <b>to</b> 5 p.m. She is on holiday <b>from</b> 1st <b>to</b> 31st January.

## Practice

Complete the following sentences using **in, at, on, from** and **to**.

1. I have a dentist appointment \_\_\_\_\_ 3 p.m.
2. Our meeting is \_\_\_\_\_ 3 p.m. \_\_\_\_\_ 4:30 p.m.
3. We always celebrate Thanksgiving Day \_\_\_\_\_ November.
4. The meeting is scheduled to start \_\_\_\_\_ 9 o'clock.
5. I'll see you again \_\_\_\_\_ the weekend.
6. The movie is playing \_\_\_\_\_ 7:30 p.m.
7. She has been working on this project \_\_\_\_\_ three days.
8. The office manager works \_\_\_\_\_ Monday \_\_\_\_\_ Friday.
9. They usually go on vacation \_\_\_\_\_ the summer.
10. The train is expected to arrive \_\_\_\_\_ noon.
11. We will have a party \_\_\_\_\_ New Year's Eve.
12. The store closes \_\_\_\_\_ 8 p.m.

## h. Articles: a, an

The use of "a" and "an" in English depends on the *sound* that follows them, specifically whether the next word begins with a vowel sound or a consonant sound. Here are the general rules:

Rule	Example
<b>a</b> + singular noun beginning with a <u>consonant sound</u>	<i>a</i> <u>c</u> ompany, <i>a</i> <u>w</u> arehouse, <i>a</i> <u>b</u> ook
<b>an</b> + singular noun beginning with a <u>vowel sound</u>	<i>an</i> <u>a</u> irport, <i>an</i> <u>i</u> nternational company, <i>an</i> <u>h</u> our
For plural nouns, you <b>do not</b> use "a" or "an"	<i>they are</i> <u>s</u> tudents, <i>many</i> people, <i>several</i> offices

## Practice

Complete the sentences with **a** or **an**.

1. She works for \_\_\_\_\_ Irish company.
2. He has \_\_\_\_\_ uniform.
3. Mendoza is \_\_\_\_\_ Argentinian city.
4. She is \_\_\_\_\_ engineer.
5. The meeting is in \_\_\_\_\_ hour.
6. They work for \_\_\_\_\_ e-commerce company.

## i. Self-Assessment

	Yes / No
I can introduce myself and others and say where we are from.	
I can describe my company and workplace.	
I can write simple sentences about work routines and activities.	
I can talk about my job and work routines in a simple way.	
I can make and reply to requests.	
I can talk about problems at work in the past.	

## j. Vocabulary

### UNIT 1: Welcome!

1.1		
Word	Definition	Original Sentence
Argentina		
Brazil		
China		
Germany		
India		
Ireland		
Japan		
Mexico		
Poland		
Spain		
The UK		
The USA		
American		
Argentinian		
Brazilian		
British		
Chinese		
German		
Indian		
Irish		
Japanese		
Mexican		
Polish		
Spanish		
1.2		
Word/Phrase	Definition	Original Sentence
address (noun)		
email address		
emergency contact number		
first name/given name		
gender (noun)		
home address		
ID card (number)		
marital status		
middle name		
nationality		
passport (number)		
phone/mobile/cell number		
postcode/zip code		
surname/last name		

title (noun)		
at (@)		
capital		
dot (.)		
hyphen (-)		
lower case		
underscore (_)		
<b>1.3</b>		
<b>Word/Phrase</b>	<b>Definition</b>	<b>Original Sentence</b>
building		
canteen		
employee		
break room		
facilities		
factory		
gym		
office		
warehouse		
department		
distribution		
division		
manufacturing		
production		
sales		
shipping and receiving		
dark		
large		
light		
modern		
noisy		
old-fashioned		
quiet		
small		
<b>1.4</b>		
<b>Word/Phrase</b>	<b>Definition</b>	<b>Original Sentence</b>
coffee		
tea		
milk		
sugar		
water		
coffee machine		
laptop		
photocopier		
printer		
tablet		



whiteboard		
------------	--	--

## UNIT 2: Work

2.1		
Word/Phrase	Definition	Original Sentence
Digital Designer		
IT Specialist		
Production Engineer		
Sales Manager		
answer (verb)		
check (verb)		
have		
make		
manage		
sell		
work (verb)		
write		
2.2		
car		
e-reader		
laptop/computer		
mobile phone		
TV		
washing machine		
design cars		
make clothes		
make consumer electronics		
provide air transport services		
provide financial services		
sell products online		
2.3		
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		
Saturday		
Sunday		
2.4		
family		
free-time activities		
health		

home town		
job		
nationality		
nothing		
weather (noun)		
work (noun)		
boring		
good		
great		
interesting		

**1.3**

<b>Word/Phrase</b>	<b>Definition</b>	<b>Original Sentence</b>
building		
canteen		
employee		
break room		
facilities		
factory		
gym		
office		
warehouse		
department		
distribution		
division		
manufacturing		
production		
sales		
shipping and receiving		
dark		
large		
light		
modern		
noisy		
old-fashioned		
quiet		
small		

**1.4**

<b>Word/Phrase</b>	<b>Definition</b>	<b>Original Sentence</b>
coffee		
tea		
milk		
sugar		
water		
coffee machine		
laptop		

photocopier		
printer		
tablet		
whiteboard		

### UNIT 3: What? When? Where?

3.1		
Word/Phrase	Definition	Original Sentence
autumn		
spring		
summer		
winter		
January		
February		
March		
April		
May		
June		
July		
August		
September		
October		
November		
December		
3.2		
Word/Phrase	Definition	Original Sentence
broken		
damaged		
incorrect		
late		
missing		
3.3		
Word/Phrase	Definition	Original Sentence
planning meeting		
problem-solving meeting		
progress meeting		

### UNIT 4: Problems and Solutions

4.1		
Word/Phrase	Definition	Original Sentence
go		
have		
make		
say		

see		
send		
write		

4.2		
Word/Phrase	Definition	Original Sentence
ask to		
check		
check that		
contact about		
contact by		
send		
send to		
never		
once or twice a month		
a few times a week		
every day		
all the time		

### UNIT 5: Office Day to Day!

5.1		
Word/Phrase	Definition	Original Sentence
have a meeting		
prepare for a meeting		
make a phone call		
receive a phone call		
receive a phone call		
wait for a phone call		
write a report		
write an email		
write minutes		
visit a client		
visit a colleague		
visit a supplier		
5.2		
product quality		
product range		
product specifications		
arrange a meeting		
cancel a meeting		
postpone a meeting		
5.3		
contract (noun)		
document (noun)		
invoice (noun)		

meeting minutes		
notes		
presentation slides		
report (noun)		
spreadsheet		

# 3. ENGLISH I - ENIDI 201

- a. Be going to
- b. Invitations: Would and want
- c. Present Perfect
- d. Present Perfect and Past Simple
- e. Comparative adjectives
- f. Superlative adjectives
- g. Self-Assessment
- h. Vocabulary



### 3. ENGLISH I - ENIDI 201

#### a. Be going to

We use **going to** to talk about future intentions. An intention is an aim; something you want to do or plan to do in the future, but the event is not definite at the time of speaking.

**Positive / Negative:**

	<b>Subject + be</b>	<b>going to</b>	<b>verb</b>
<b>Positive</b>	I <b>am</b> He/ She/ It <b>is</b> We/ You/ They <b>are</b>	<b>going to</b>	<b>have</b> a bigger stand <b>launch</b> a new product <b>arrive</b> at 10 o'clock
<b>Negative</b>	I <b>am not</b> He/ She/ It <b>is not</b> We/ You/ They <b>are not</b>		

**Yes/No questions:**

<b>be + subject</b>	<b>going to</b>	<b>verb</b>	<b>Short answers</b>
<b>Am</b> I <b>Is</b> he/ she/ it <b>Are</b> we/ you/ they	<b>going to</b>	<b>have</b> a bigger stand <b>launch</b> a new product <b>arrive</b> at 10 o'clock	Yes, I am Yes, she/he/it is Yes, you/we//they are  No, I am not No, she/he/it is not No, you/we/they are not

### Wh-questions:

Question word(s)	be + subject	going to	verb
When Why	<b>Am I</b> <b>Is</b> he/ she/ it <b>Are</b> we/ you/ they	<b>going to</b>	<b>have</b> a bigger stand? <b>launch</b> a new product?
How many	exhibitors are	<b>going to</b>	<b>be</b> at the trade fair?

### Practice

Complete the sentences and questions with *going to* and the verb in brackets.

- How many people \_\_\_\_\_ (attend) the presentation?
- We \_\_\_\_\_ (not start) the meeting until 11 o'clock.
- She \_\_\_\_\_ (set up) the stand in the morning
- \_\_\_\_\_ (they, launch) any new products this year?
- The exhibition centre \_\_\_\_\_ (not, provide) free Wi-Fi.
- When \_\_\_\_\_ (we, have) the next sales conference?
- I \_\_\_\_\_ (send) you the details by email.
- He \_\_\_\_\_ (not change) the brochures for this year's trade show.

### b. Invitations with would and want.

**Do you want to...?** is an informal way of making offers and inviting people to do something, e.g. by social media or with people we know well.

Example: **Do you want to join me for lunch?**

**Would you like to...?** is a polite way of making offers and inviting people to do something, e.g. by formal email, or when speaking to people we don't know well.

Example: **Would you like to join us for dinner?**

### Yes/No questions:

Would /Do	Subject	like / want	to	verb / verb phrase
<b>Would</b> <b>Do</b>	you	<b>like</b> <b>want</b>	<b>to</b>	<b>join</b> us for lunch? <b>see</b> the factory?

### Short answers:

- Thank you (very much). I would love to.*  
*Yes, that would be good/great.*  
*Thanks! I'd love to.*  
*Yes! Sounds good.*



### Wh-questions:

Question word(s)	would	subject	like	to	verb/verb phrase
When Where What time	would	you	like	to	see the factory? go for lunch? start the meeting?

*Would like to in a positive statement is also a formal and polite way of making offers and inviting people. You can also respond to the invitation with a positive statement.*

### Affirmative:

Subject	would	verb	to	verb / verb phrase
We Management	would	like	to	invite you to join us for lunch. show you the factory.
I	'd	like/love	to	join you for dinner on the 29th.

### Practice

Complete the invitations with the words below.

but - join - like - love - sorry - want - what - would - would - you

- A: Would you \_\_\_\_\_ to join us for coffee?  
B: I'm very \_\_\_\_\_, but I have a video conference in a few minutes.
- A: \_\_\_\_\_ they like to visit the other departments?  
B: Yes, that \_\_\_\_\_ be good.
- A: Do you \_\_\_\_\_ want to see the new brochures?  
B: Thanks! I'd \_\_\_\_\_ to.
- A: Would \_\_\_\_\_ like to walk to the restaurant?  
B: Thank you for the invitations, \_\_\_\_\_ I'll take a taxi.
- A: \_\_\_\_\_ would you like to do this evening?  
B: I'd love to visit the old town.

6. A: What time would you like to have lunch?  
 B: About 1 o'clock. Would you like to \_\_\_\_\_ me?

### c. Present perfect

We use Present Perfect to talk about experiences in our lives. We do not say when they happened.

- Example: I've worked for a bank. I've been to Paris.

We often use **ever** in questions with the Present Perfect. **Ever** means "at any time in your life".

- Example: Have you ever worked in this industry?

We often use **never** with the Present Perfect. **Never** means "at no time in my life".

- Example: I've never worked abroad.

Affirmative

Subject	Auxiliar have/has	Verb Past Participle	Object/Complement s
I/You/We/They	have 've	worked	on international projects.
He/She/It	has 's		in this industry.

Negative

Subject	Auxiliar have/has + not	Verb Past Participle	Object/Complement s
I/You/We/They	have not haven't	worked	on international projects.
He/She/It	has not hasn't		in this industry.

Yes/No questions

Auxiliar have/has	Subject	Verb Past Participle	Object/Complement s + ?
Have	I/You/We/They	worked	on international projects?
Has	He/She/It		in this industry?

### Short answers

Yes, I/you/we/they have. No, I/you/we/they haven't.	Yes, he/she/it has. No, he/she/it hasn't.
--	--

### Wh- questions

Question word	Auxiliar have/has	Subject	Verb Past Participle	Object/Complements + ?
Where	have	I/You/We/They	worked	before?
	has	He/She/It		

## Practice

Complete the sentences and questions using the Present Perfect. Use contractions where possible.

1. I \_\_\_\_\_ (have) several jobs in sales.
2. He \_\_\_\_\_ (change) companies three times in his life.
3. I \_\_\_\_\_ (never/go) to China on business.
4. He isn't in the office today. He \_\_\_\_\_ (go) to visit some clients.
5. We \_\_\_\_\_ (not study) at university.
6. They \_\_\_\_\_ (not write) many blogs in English.
7. She \_\_\_\_\_ (not design) lots of websites.
8. I \_\_\_\_\_ (not have) much experience managing staff.
9. \_\_\_\_\_ she \_\_\_\_\_ (give) presentations at conferences?
10. \_\_\_\_\_ he \_\_\_\_\_ (buy) products from this supplier in the past?
11. \_\_\_\_\_ they \_\_\_\_\_ (ever/deliver) the orders on time?
12. \_\_\_\_\_ we \_\_\_\_\_ (sell) materials to these markets before?

## d. Present Perfect v/s Past Simple

We often use the Present Perfect and the Past Simple together to talk about experiences.

We usually start with a question in the Present Perfect to ask someone if something happened at a point in their life, for example, "Have you ever travelled for work?". If the answer is "yes", we use the Past Simple to ask for extra information about this experience, for example, when/why/where it happened.

A: Have you ever traveled for work?

B: Yes, I have, once or twice.

A: When was the last time you traveled for work?

B: It was last year. I went to Manchester.

Common time expressions used with these two tenses to talk about life experiences include:

<b>Past Simple</b>	two days ago, an hour ago, from 2019 to 2020, in 2009, in January, last year, last night
<b>Present Perfect</b>	in the past, ever, many times, never, once, twice

## Practice

Complete the dialogues with the Past Simple or Present Perfect form of the verb in brackets.

- A: Have you \_\_\_\_\_ (ever/write) an email in English?  
 B: Yes, I've \_\_\_\_\_ (write) lots of emails in English.  
 A: Who \_\_\_\_\_ (you write) the last email to?  
 B: I \_\_\_\_\_ (write) to a customer in the Netherlands yesterday.  
 A: Why \_\_\_\_\_ (you write) to the customer?  
 B: Because they \_\_\_\_\_ (want) a price list.
- A: Have you \_\_\_\_\_ (ever/travel) for work?  
 B: Yes, I \_\_\_\_\_ (travel) many times for work.  
 A: When \_\_\_\_\_ (be) your last trip? Where \_\_\_\_\_ (you/go)?  
 B: It \_\_\_\_\_ (be) last January. I \_\_\_\_\_ (go) to Zurich.  
 A: Where \_\_\_\_\_ (you/stay)?  
 B: In a small hotel in the city centre.  
 A: What \_\_\_\_\_ (you/do) there?  
 B: I \_\_\_\_\_ (visit) clients, \_\_\_\_\_ (give) a sales presentation and \_\_\_\_\_ (have) dinner with them in the evening.  
 A: \_\_\_\_\_ (you/have) a good time?  
 B: Yes, I did. Zurich is beautiful, but it was very cold.

## e. Comparative adjectives

We use comparative adjectives to say how two things are different.

Examples:

- *My laptop is **cheaper** than yours.*
- *My new laptop is **better** than my old one.*
- *The security is **more advanced** than other systems.*

We often use the verb **to be** with a comparative adjective and **than**.

Subject	to be	comparative adjective	than	object
My laptop This car The security system	<b>is</b>	<b>cheaper</b> <b>nicer</b> <b>more advanced</b>	than	your laptop. that one. other systems.
These laptops These cars The security systems	<b>are</b>			

We don't need to use **than + object** when we know what the other object is.

Example:

A: *Do you like your new car? Or do you prefer the old car?*

B: *The new car is nicer. (The new car is nicer than the old car)*

We can also use other verbs (e.g. **takes, has, looks**) with comparatives.

Examples:

- My new phone **takes longer** to charge. The design **looks worse**.
- This laptop **has a bigger** database than my old one.

### Spelling comparative adjectives

Type of adjective	Rule	Example
<b>One syllable</b>	add <b>-er</b>	cheap → cheaper strong → stronger
<b>Two syllables ending in -y</b>	add <b>-ier</b>	easy → easier noisy → noisier busy → busier
<b>Two or more syllables</b>	use <b>more</b>	expensive → <b>more</b> expensive powerful → <b>more</b> powerful
<b>Irregular</b>		good → better bad → worse fun → more fun
<b>Adjectives ending in consonant + vowel + consonant</b>	double the final consonant and add <b>-er</b>	big → bigger thin → thinner

## Practice

Complete the sentences with the correct form of the words below.

big - bright - cheap - easy - fast - long - small - expensive

1. Our new office is \_\_\_\_\_ than our old one. We save \$500 a month.
2. The screen's \_\_\_\_\_ than other laptops. It's only 25 cm.
3. The battery lasts \_\_\_\_\_ than other phones – more than fifteen hours.
4. This phone is \_\_\_\_\_ £300 more than the other one.
5. We have a database \_\_\_\_\_ than our competitors.
6. My new car's \_\_\_\_\_ than my old one. It can go at 150 km per hour.
7. The screen on this TV is \_\_\_\_\_ than my old one.
8. This car is \_\_\_\_\_ to drive than other models.

## f. Superlative adjectives

We use superlative adjectives to say that one thing has more or less of a quality than any other thing in the same group.

Examples:

- *Our new AX laptop is lighter than the BX and the CX models. The AX is **the lightest** laptop.*
- *5G mobile data is bigger than 4G data and 3G data. 5G data is **the biggest**.*
- *The new Six Plus sports car is more powerful than the 4 Plus and 3 Wheeler. It is **the most powerful**.*

We use **the** with the superlative adjective to describe the object.

Examples:

- *My car is **the best**.*
- *This laptop is **the most expensive** in the shop.*

You can also use other verbs (e.g. **have**, **offer**, etc.) with **the** and superlative adjectives.

Examples:

- *We **offer the best** value for money.*
- *Our cars **have the most powerful** engines.*

## Spelling superlative adjectives

Type of adjective	Rule	Example
One syllable	add -est	<i>hard</i> → <i>the hardest</i> <i>cheap</i> → <i>the cheapest</i>
Two syllables ending in -y	change <i>y</i> to <i>i</i> and add -est	<i>easy</i> → <i>the easiest</i> <i>happy</i> → <i>the happiest</i> <i>noisy</i> → <i>the noisiest</i>
Two or more syllables	use <i>the most</i>	<i>expensive</i> → <i>the most expensive</i> <i>powerful</i> → <i>the most powerful</i>
Irregular		<i>good</i> → <i>the best</i> <i>bad</i> → <i>the worst</i> <i>fun</i> → <i>the most fun</i>
Adjectives ending in consonant + vowel + consonant	double the final consonant and add -est	<i>big</i> → <i>the biggest</i> <i>thin</i> → <i>the thinnest</i>

## Practice

Complete the sentences with the superlative form of the words in brackets.

1. We were \_\_\_\_\_ (reliable) company last year.
2. Our staff are \_\_\_\_\_ (friendly) in the industry.
3. This is \_\_\_\_\_ (secure) system in the world.
4. We have \_\_\_\_\_ (big) database in recruitment.
5. This is \_\_\_\_\_ (light) phone on the market.
6. We have \_\_\_\_\_ (good) customer service.
7. Their products are \_\_\_\_\_ (bad). Don't buy them.
8. This is \_\_\_\_\_ (advanced) software in the world.

## g. Self-Assessment

	Yes / No
I can talk about travel arrangements.	
I can write a text message to apologise and explain why I am late.	
I can write an update email about work I am doing now.	
I can talk about intentions for future events in a simple way.	
I can write a short message inviting and responding to invitations.	
I can talk and write about plans for future events in a simple way.	
I can compare services and products with other products or an older version.	
I can explain the cost of a service.	
I can compare services.	
I can make comparisons of products and/or services and write a simple recommendation email.	
I can talk about my previous work experience	
I can compare people's skills and experience and choose the best person for a job.	
I can write a simple profile for a professional website.	
I can ask and answer simple questions in a job interview.	



## h. Vocabulary

### Unit 4: Travelling for work

Nouns	Verbs/ Verb phrases	Adjectives
plane	book (a hotel, a flight, a plane ticket, an apartment)	comfortable
apartment	stay at	Late
bus/coach	go by bus, coach, car, plane, train.	delayed
hotel	rent	
train	travel	
flight	do/go sightseeing	
arrangement	go through security	
trip	arrive	
terminal	cancel	
platform	change at	
airport	delay	
station	depart	
flight connections	leave	
arrivals/departures	arrive	
baggage claim	stop at	
passport control	change trains	
customs	join	
gate	board	
platform	meet	
stop		
passengers		
queue		
abroad		
customers		
ticket		
meeting		

### Unit 5: Organising

Nouns	Verbs/ Verb phrases	Adjectives
brochure	attend (a trade fair)	free
exhibition hall	design (a brochure)	interesting
badge	launch (an app)	busy
exhibition stand	meet clients	available
freebies	provide (freebies)	boring
clients	set up a stand	comfortable
trade fair	phone	
an app	book (a table)	
exhibitors	join	
participants	want	
awards	would like/ would love	
business conference	invite	
entry cost	look forward to	

motor show		
sponsors		
technology exhibition		
tourism fair		
guests		
invitation		
dinner/lunch/lunchtime		
meeting		

### Unit 8: Jobs

Nouns	Verbs/ Verb phrases	Adjectives
employer/employee	meet deadlines	organised
IT skills	analyse	team worker
communication skills	solve problems	analytical
language skills	do a good job	motivated
deadlines	complete tasks	hard-working
data	try	current
colleagues/workmates	be good at	useful
job/work	achieve	essential
candidate	manage	intelligent
applicant	design	decisive
job advertisement	be responsible for	calm
vacancy	train	hard-working
profile	advertise	friendly
degree	interview	funny
qualifications	recruit	intelligent
staff	motivate	organised
strengths	set/meet goals	polite
leader	deal with	reliable
goals		
career development		
challenge		
job interview		
positive attitude		
skills summary		
reputation		

### Unit 7: Competition

Nouns	Verbs/ Verb phrases	Adjectives
product life	offer	fast
features	pay a fee	heavy
speed	include	long
unique selling point (USP)	give	useful
user experience	provide	light
value for money	change	large

weight	charge a fee	big
size	deliver	good/bad
advertising	arrange	cheap
additional fee	order	new
administration fee	attach	powerful
annual fee	please find attached ... please find a summary below.	small
cancellation fee	If you have any questions, please let me know.	wide
booking fee		friendly
fixed fee		satisfied
monthly/annual fee		reliable
service		wide
guarantee		
delivery		
agency		
orders		
provider		
service reliability		
staff knowledge		
performance		
strengths		
improvement		
summary		
friendliness		
customer service		
advertising (service)		
cleaning (service)		
courier (service)		
financial (service)		
IT (service)]		
marketing (service) recruitment (service)		
tax (service)		
training (service)		
travel (service)		
service reliability		

## **4. ENGLISH II - ENIDI 251**

- a. Past Simple and Past Continuous
- b. First Conditional
- c. Can, have to, need to
- d. Should, could
- e. Self-Assessment
- f. Vocabulary



## 4. ENGLISH II - ENIDI 251

### a. Past Simple and Past Continuous

#### Past Simple

We use the Past Simple to talk about completed actions and events in the past. We also use the Past Simple to describe a sequence of completed events and actions.

#### Examples:

- *Suddenly all the electricity **went out**.*
- *I **thought** we really must do something about this.*
- *She **walked** into the room, **made** herself a cup of coffee and **turned on** her computer.*

#### Verb to be:

Positive		
I / He / She / It	<b>was</b>	in the office
You / We / They	<b>were</b>	

Negative		
I / He / She / It	<b>wasn't</b>	in the office
You / We / They	<b>weren't</b>	

Yes/ No Questions		
<b>Was</b>	I / He / She / It	in the office
<b>Were</b>	You / We / They	

<b>Short Answers</b>		
Yes,	I / he / she / it	<b>was.</b>
	you / we / they	<b>were.</b>
No,	I / he / she / it	<b>wasn't</b>
	you / we / they	<b>weren't</b>

<b>Open Questions</b>		
Where	<b>was</b>	I / he / she / it ?
	<b>were</b>	you / we / they ?

**Other verbs:**

<b>Positive</b>		
<b>Subject</b>	<b>Verb in past simple</b>	<b>Object / complement</b>
I / You / He / She / It / We / They	<b>worked</b>	yesterday.
	<b>bought</b>	a new car.
	<b>went</b>	to the office.

<b>Negative</b>		
<b>Subject</b>	<b>didn't + verb in infinitive</b>	<b>Object / complement</b>
I / You / He / She / It / We / They	<b>didn't work</b>	yesterday.
	<b>didn't buy</b>	a new car.
	<b>didn't go</b>	went to the office.

Yes / No Questions			
Auxiliary 'Did'	Subject	Verb in infinitive	Object/ complement
<b>Did</b>	I / you / he / she / it / we / they	<b>work</b> <b>buy</b> <b>go</b>	yesterday? a new car? to the office?

Short Answers		
Yes,	I / you/ he/ she/ it/ we/ they	<b>did.</b>
No,		<b>didn't</b>

Open Questions				
Wh- word	Auxiliary 'did'	Subject	Verb in infinitive	Object / Complement
When	<b>did</b>	I / you/ he/ she/ it/ we/ they	<b>work</b> <b>buy</b> <b>go</b>	? a new car? to the office?

### Past Continuous

We use the Past Continuous in different situations. Here are some of the most common uses of the past continuous:

- To talk about actions and situations happening at a specific moment in the past.

Examples:

*It **was snowing** all last night.*

*About 9 o'clock we **were just watching** TV.*

***A:** What **were you doing** at 10 o'clock this morning?*

***B:** I **was waiting** at the airport for the visitors to arrive.*

- In a story to give 'background' details, e.g. the weather, the location, the season, or extra details about someone's life at the time.

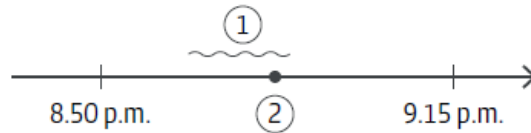
Example:

*She **was spending** the summer studying English in London when she met him.*

- To talk about a situation or action in progress which is interrupted by another event or action (expressed in the Past Simple).

Examples:

1. *About 9 o'clock last night we were just watching TV.*
2. *Suddenly all the electricity went out.*



*I **was talking** on the mobile when the battery ran out.*

- With *while* to talk about two events or actions happening at the same time.

Example:

*She **was preparing** the presentation **while** he **was organising** the chairs in the meeting room.*

- We generally use *when* before the Past Simple for actions and events of a shorter duration.

Example:

*I was talking on the mobile **when** the battery ran out.*

- We generally use *while* with the Past Continuous for actions and situations of a longer duration.

Example:

***While** I was reading the report, I made notes about the main points.*

**We often use the Past Simple and the Past Continuous tenses together.**

Notice the important difference between these two sentences:

*When we arrived, Janet was giving her presentation.  
(Janet started her presentation **before** they arrived.)*

*When we arrived, Janet gave her presentation.  
(Janet started her presentation **after** they arrived.)*



<b>Positive</b>			
<b>Subject</b>	<b>Verb to be in past simple</b>	<b>- ing form</b>	<b>Object/ Complement</b>
I / He / She / It	<b>was</b>	<b>working writing giving</b>	in the office. an email. a presentation.
You / We / They	<b>were</b>		

<b>Negative</b>			
<b>Subject</b>	<b>Verb to be in past simple (negative)</b>	<b>- ing form</b>	<b>Object/ Complement</b>
I / He / She / It	<b>wasn't</b>	<b>working writing giving</b>	in the office. an email. a presentation.
You / We / They	<b>weren't</b>		

<b>Yes / No Questions</b>			
<b>Verb to be in past simple</b>	<b>Subject</b>	<b>- ing form</b>	<b>Object/ Complement</b>
<b>Was</b>	I / she / he / it	<b>working writing giving</b>	in the office. an email. a presentation.
<b>Were</b>	you / we / they		

<b>Short Answers</b>		
Yes ,	I / she / he / it	<b>was.</b>
No,	you / we / they	<b>wasn't.</b>

Open Questions				
Wh-word	Verb to be in past simple	Subject	- ing form	Object/ Complement
When	was	I / she / he / it	working writing giving	in the office. an email. a presentation.
	were	you / we / they		

**\*Note: stative verbs**

**Verbs which describe states or feelings do not take the continuous form:**

I **was liking** the book X  
I **liked** the book ✓

He **wasn't agreeing** with my opinion X  
He **didn't agree** with my opinion. ✓

Some verbs can be both a state or action verb, depending on meaning:

*I **thought** the book was interesting. (think = be of the opinion that)*  
*I **was thinking** about writing a book. (think = consider)*

## Practice

Choose the correct option in italics to complete the text.

Emma <sup>1</sup>*was not having / did not have* a very good day. She <sup>2</sup>*gave / was giving* a presentation to the company's biggest customers when suddenly her computer <sup>3</sup>*crashed / was crashing*. She <sup>4</sup>*was trying / tried* to start the computer again when her boss <sup>5</sup>*was coming/came* into the room. He <sup>6</sup>*seemed / was seeming* worried. The customers <sup>7</sup>*chatted / were chatting* to each other when one of them, an IT expert, <sup>8</sup>*offered / was offering* to help Emma. While the customer <sup>9</sup>*was working / worked* on the computer, Emma's boss <sup>10</sup>*handed / was handing* her a piece of paper. It said: 'Make sure you get some orders before the customers leave. We've just lost a big contract'.

## b. First conditional

We use **first conditional** sentences to talk about **conditions with possible results in the future**.

Examples:

- *If you cycle to work, you'll save hundreds.*
- *If banks raise the interest rate on savings, savers will earn more.*

You can change the order of the conditional sentence:

Condition ( If + Present Simple)	Result ( will / won't + infinitive)
If interest rates <b>increase</b> ,	borrowing <b>will go down</b> .
If you <b>pay</b> in cash,	we <b>will reduce</b> the price by 10%.

Result ( will / won't + infinitive)	Condition ( If + Present Simple)
Borrowing <b>will go down</b>	<b>if</b> interest rates <b>increase</b>
We <b>will reduce</b> the price by 10%	<b>if</b> you <b>pay</b> in cash.

**\*The condition never uses the word *will*.**

Condition	Result
If I <del>will</del> sell my car	I will save a lot of money
Result	Condition
I will be healthier	If I <del>will</del> -cycle to work

**\*Both parts of a conditional sentence need to have a subject.**

Examples:

- *If **you** make your lunch at home, **you** will save money.*
- ***He**'ll save more money if **he** moves to a smaller flat.*

**\*If you begin a conditional sentence with *if*, put a comma in the middle. You do not need a comma if you start with the result.**

Examples:

- *If interest rates go up , savers will be happy.*
- *Savers will be happy if interest rates go up.*

## Practice

Use the phrases to make suggestions using the first conditional.

- We can change electricity supplier. (save \$300+)  
If \_\_\_\_\_
- Let's reduce the number of employees. (cut costs)  
If \_\_\_\_\_
- We reduce the amount of materials. (reduce the quality)  
If \_\_\_\_\_
- Change supplier (be cheaper)  
If \_\_\_\_\_
- We can buy cheaper paper. (save money)  
If \_\_\_\_\_

### c. *Can, have to, need to*

- We use **can** to talk about what is **possible**.

Example:

*You **can** leave your suitcases here.*

- We use **can't** to talk about what is **not possible**.

Example:

*We **can't** check in to the hotel because the computer isn't working.*

Structure:

Positive		
I/You/He/She/It/We/They	can	pay in cash.

Negative		
I/You/He/She/It/We/They	can't	pay in cash.

<b>Yes / No Questions</b>		
<b>Can</b>	I/You/He/She/It/We/They	pay in cash?

<b>Short Answers</b>		
Yes,	I/You/He/She/It/We/They	<b>can.</b>
No,	I/You/He/She/It/We/They	<b>can't.</b>

<b>Open Questions</b>			
When	<b>can</b>	I/You/He/She/It/We/They	pay in cash?

### Have to / Need to

- We use **have to** and **need to** to talk about what is **necessary**.

Examples:

You **have to** fill out this form.

You **need to** sign it at the bottom.

### Don't have to / Don't need to

- We use **don't have to** and **don't need to** to talk about what is **not necessary**.

Examples:

I **don't have to** take my passport because I'm not going abroad.

We **don't need to** make a reservation because we already have one.

*Note: **don't have to** and **don't need to** talk about things that are not necessary but that **we can do if we want**.*

Examples:

*You **don't have to** talk to a robot, there is a human receptionist, too.*

*You **don't need to** tell the robot which language you speak because it knows from your passport.*

**Structure:**

<b>Positive</b>		
I / You / We / They	<b>have to need to</b>	pay in cash.
He / She / It	<b>has to needs to</b>	

<b>Negative</b>		
I / You / We / They	<b>don't have to don' need to</b>	pay in cash.
He / She / It	<b>doesn't have to doesn't need to</b>	

<b>Yes / No Questions</b>			
Do	I / you / we / they	<b>have to / need to</b>	pay in cash ?
Does	he / she / it		

<b>Short Answers</b>		
Yes,	I / you / we / they	<b>do.</b>
	he / she / it	<b>does.</b>
No,	I / you / we / they	<b>don't.</b>
	he / she / it	<b>doesn't.</b>

<b>Open Questions</b>				
When	do	I / you/ we/ they	<b>have to need to</b>	pay in cash ?
	does	he / she / it		

## Practice

Match the questions with the answers. Put the correct option (a-f) in the blank spaces (1-6).

<p>_____ 1. Do you need to show your passport?</p> <p>_____ 2. I didn't bring my ID.</p> <p>_____ 3. Can you come to the R&amp;D lab tomorrow at ten?</p> <p>_____ 4. Does he have to buy a ticket before he gets on the train?</p> <p>_____ 5. Can he leave the office tomorrow afternoon for a meeting?</p> <p>_____ 6. Do we have to wait until 2.00 p.m. to check in?</p>	<p>a. No, I can't. My company ID card won't let me into that part of the building.</p> <p>b. No, you don't. It isn't necessary.</p> <p>c. Yes, we do. The room reservation starts at that time.</p> <p>d. Yes, he does. He can't travel without one.</p> <p>e. Yes, you can. You just need your credit card.</p> <p>f. No, he can't. His boss says he needs to stay at his desk tomorrow.</p>
---	---

### d. Should and could for advice and suggestions

- We use **should** to offer advice. It shows that the speaker thinks something is a **very good idea**.

Example:

*I think we **should** take the bus.*

- We use **should** in questions to **ask for advice**.

Examples:

***Should** we hire a car on holiday?*

*What **should** we do about the problem?*

- We use **shouldn't** to offer advice. It shows that the speaker thinks something is a **very bad idea**.

Example:

*We **shouldn't** buy a diesel car.*

## Structure:

<b>Positive</b>		
I/You/He/She/It/We/They	<b>should</b>	pay in cash.

<b>Negative</b>		
I/You/He/She/It/We/They	<b>shouldn't</b>	pay in cash.

<b>Yes / No Questions</b>		
<b>Should</b>	I/You/He/She/It/We/They	pay in cash?

<b>Short Answers</b>		
Yes,	I/You/He/She/It/We/They	<b>should.</b>
No,	I/You/He/She/It/We/They	<b>shouldn't.</b>

<b>Open Questions</b>			
When	<b>should</b>	I/You/He/She/It/We/They	pay in cash?

## Could

- We use **could** to make suggestions. It shows that the speaker thinks something is a **possible option**.

Examples:

**A:** You **could** take the bus or the train to the airport.

**B:** Or you **could** take a taxi. It's quicker.

**C:** Thanks – I think a taxi is best!

*Note:* We use **could** to give possible ideas, suggestions and solutions. We use **should** to give a stronger opinion. Sometimes both **could** and **should** are possible, depending on what we want to say.



## Structure:

<b>Positive</b>		
I/You/He/She/It/We/They	<b>could</b>	pay in cash.

<b>Negative</b>		
I/You/He/She/It/We/They	<b>couldn't</b>	pay in cash.

<b>Yes / No Questions</b>		
<b>Could</b>	I/You/He/She/It/We/They	pay in cash?

<b>Short Answers</b>		
Yes,	I/You/He/She/It/We/They	<b>could.</b>
No,	I/You/He/She/It/We/They	<b>couldn't.</b>

<b>Open- ended Questions</b>			
When	<b>could</b>	I/You/He/She/It/We/They	pay in cash?

**\*Note:** We do not use the negative form *couldn't* to make suggestions or *could* to ask for advice.

## Practice

Put **should**, **shouldn't** or **could** in the correct place in each sentence. There may be more than one possible answer.

1. We arrive late for the meeting. Our boss won't be happy.
2. I know you feel shy, but you speak English with your colleagues.
3. I eat all this chocolate. I really want to lose a few kilos.
4. You say you're really tired. You go to bed early tonight.
5. I ask for a higher salary?
6. How many people we invite to the conference?
7. It's hot in here. We open a window or maybe turn the air-conditioning on.
8. When we have the next meeting?

## e. Self-Assessment

	Yes / No
I can use when to link clauses in the Past Simple and Past Continuous.	
I can use while with the Past Simple and Past Continuous to refer to past actions and states.	
I can write a story with a simple linear sequence.	
I can write a simple story or description of an event using basic time expressions.	
I can narrate a story.	
I can use the first conditional to describe possible future results of a present action or situation.	
I can use the first conditional to negotiate prices, methods of payment, etc.	
I can express general obligation and necessity with 'have to' and 'need to'.	
I can make and respond to suggestions.	
I can make and respond to advice.	
I can use 'should(n't)' to offer or ask for advice or suggestions.	
I can make offers and suggestions using 'could'.	
I can make basic informal suggestions in writing.	

## f. Vocabulary

### Unit 4 : Work Patterns

Word	Meaning	Original sentence
advice n.		
agency n.		
appreciate v.		
arrange v.		
attend v.		
confirm v.		
contact v.		
convenient adj.		
decision-making		
delighted adj.		
employee n.		
employer n.		
executive n.		
finance n.		
fix v.		
fixed schedule (n)		
flexible hours n		
full-time adj.		
input n.		
intern n.		
look forward to		
move into phr. v.		
nine-to-five adj		
part-time adj.		
permanent employee (n)		
point n.		
remote worker n.		
retired adj.		
self-employed adj.		
shift n.		
staff n.		
suit v.		
temporary worker n.		
unable adj.		
unemployed adj.		
view n.		
work pattern n.		
working day n.		
working life n.		

## Unit 5: Money

Word	Meaning	Original sentence
bank transfer n		
borrow v		
borrowing n		
cash n		
cash in hand		
cash on delivery		
delivered: (=brought) to you in cash using coins or paper money		
petty cash n		
withdraw cash		
cash crunch n		
cash dispenser (also cash machine) n		
cash flow n		
cash register n		
cashless adj		
cashless economy n		
cashless payment n		
credit n		
credit card n		
currency n		
debit card n		
debt repayment n		
deposit n		
exchange rate n		
expense n		
figure n		
financial system n		
increase v		
interest n		
interest rate n		
loan n		
mobile phone payment (also mobile payment) n		
mobile wallet n		
mortgage n		
mortgage payment n		
online payment n		
payment n		
penny n		
pension payment n		
raise v		
savings n		
spending n		
store card (charge card AmE) n		
tax revenue n		

## Unit 7: Research and Development

Word	Meaning	Original sentence
brief n		
cater v		
challenge n		
consumer n		
create v		
design n		
designer n		
develop v		
facilities n		
feedback n		
function n		
hospitality industry n		
improvement n		
innovation n		
launch v		
operate v		
operator n		
procedure n		
process n		
product tester n		
product testing n		
production n		
prototype n		
purchase v		
rebranded adj		
receipt n		
research and development (R&D) n		
setting n		
sketch n		
solution n		
step n		
test v		
usefulness n		
version		

## Unit 8 Glossary

Word	Meaning	Original Sentence
allocate v		
arrange v		
assessment n		
car sharing (car pooling AmE) n		
cliff n		
congestion n		
congestion charge n		

conservation n		
conserve v		
cycle lane (bike lane AmE) n		
damage v		
destroy v		
destruction n		
electric bus n		
environment n		
feedback n		
foundation n		
green adj		
go green		
impact n		
improve v		
improvement n		
intend v		
manufacturing n		
plan v		
pollute v		
pollution n		
private transport (private transportation AmE) n		
proposal n		
propose v		
protect v		
protection n		
public bike hire scheme n		
public transport (also public transportation AmE) n		
Q&A session n		
recycle v		
recycled adj		
recycling n		
reduce v		
reduction n		
resort n		
traffic jam n		
transport (transportation AmE) n		
transport system (transportation system AmE) n		
underground (metro, subway AmE) n		
urban adj		
waste n		

# 5. ENGLISH III - ENIDI 301

- a. First and Second Conditional
- b. Passive Voice in Present and Past Simple
- c. Adverbs and Adjectives Review
- d. Self-Assessment
- e. Vocabulary



## 5. English III - ENIDI 301


### a. First and Second Conditional

We use 1st conditional to talk about realistic situations and their probable results. On the other hand, we use the 2nd conditional to talk about imaginary situations and their possible results. Look at the following examples and see if you notice the difference:

**A** Compare these examples:

(1) LISA: Shall we take the bus or the train?  
JESS: **If we take** the bus, it **will** be cheaper.

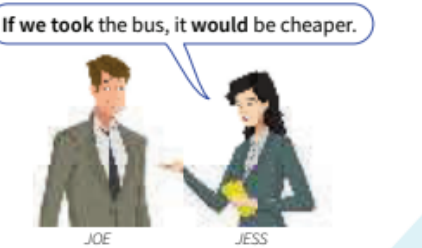
For Jess, it is possible that they will take the bus, so she says:  
**If we take** the bus, it **will** be ...



(2) Lisa and Jess decide to take the train.  
Later, Jess talks to Joe.

JOE: How are you going to travel?  
JESS: We're going to take the train. **If we took** the bus, it **would** be cheaper, but the train is quicker.

Now Jess knows they are *not* going to take the bus, so she says:  
**If we took** the bus, it **would** be ...



For 1st conditional, in English, we use the following structure:

Realistic Condition		Probable Outcome
If	Present Simple	Future (will, be + going to, can, may, might)
If	you study,	you will pass the class.

- You may also invert the structure if you want:

Probable Outcome	Realistic Condition	
Future (will, be + going to, can, may, might)	If	Present simple
You will pass the class	If	you study.



For 2nd conditional, in English, we use the following structure:

Imaginary Condition		Possible Outcome
If	Past Simple	Would + verb
If	I were rich,	I would help people in need.

- You may also invert the structure if you want:

Possible Outcome	Imaginary Condition	
Would + Verb	If	Past Simple
I would help people in need	if	I were rich

In addition, the 1st and 2nd conditional can be used to negotiate. Let's look at the following examples and answer: Can you spot the difference?

1. If you purchase today, your product will arrive before Christmas.
2. If you purchased more books, the discount would increase proportionately.

In example (1), the condition is a realistic change that the customer/seller can make and therefore change the outcome of the deal. In example (2), the condition is a hypothetical or imaginary change and therefore the outcome is just a possibility that would change the deal. That is to say, in example (2), there's no commitment or certainty, unlike in example (1) which is a concrete offer or promise.

## Practice

**Exercise 1:** Read the situation and decide which conditional is more appropriate. Circle the correct answer. The first one is done for you:

- Of course you don't expect to win the lottery. Which do you say?
  - If I win the lottery, I'll buy a big house.
  - If I won the lottery, I'd buy a big house. (b is correct)**

2. You're not going to sell your car because it's old and not worth much. Which do you say?
  - a. If I sell my car, I won't get much money for it.
  - b. If I sold my car, I wouldn't get much money for it.
3. You often see Sarah. A friend of yours wants to contact her. Which do you say?
  - a. If I see Sarah, I'll tell her to call you.
  - b. If I saw Sarah, I'd tell her to call you.
4. You don't expect that there will be a fire in the building. Which do you say?
  - a. What will you do if there is a fire in the building?
  - b. What would you do if there was a fire in the building?
5. You've never lost your passport. You can only imagine it.
  - a. I don't know what I'll do if I lose my passport.
  - b. I don't know what I'd do if I lost my passport.
6. Somebody stops you and asks the way to a bank. Which do you say?
  - a. If you go right at the end of this street, you'll see a bank on your left.
  - b. If you went right at the end of this street, you'd see a bank on your left.
7. You're in a lift. There is an emergency button. Nobody is going to press it. Which do you say?
  - a. What will happen if somebody presses that button?
  - b. What would happen if somebody pressed that button?

**Exercise 2:** Now, it's your turn. Complete the following sentences using the verbs in the box:

did	dropped	found	happened	lost	was	went
-----	---------	-------	----------	------	-----	------

1. If you \_\_\_\_\_ a wallet in the street, what would you do with it?
2. Be careful with that vase. If you \_\_\_\_\_ it, it would break into small pieces.
3. This notebook is very important to me. I'd be very upset if I \_\_\_\_\_ it.
4. I don't expect to lose my job but if that \_\_\_\_\_, I'd have to find another one.
5. We're thinking about our holiday for next year. If we \_\_\_\_\_ to Italy, would you come with us?
6. I don't think he'll fail the exam. I'd be very surprised if he \_\_\_\_\_.

7. If there \_\_\_\_\_ a fire in the building, would you know how to put the fire out?

**Verb Structure Review:** Another thing to have in mind for this level is that you are expected to know about the following tenses: present and past simple, present perfect and future “will”. Having that in mind, look at the table below which summarizes these tenses. Make sure you understand the differences between tenses:

Tense	Subject	Verb	Complement	Are these true for you?
Affirmative Present simple	I	study	at FEN.	
Negative Present simple		don't study	at Universidad Católica.	
Affirmative Past simple		studied	last weekend.	
Negative Past Simple		didn't study	last night.	
Affirmative Present Perfect		have studied	for 1 semester.	
Negative Present Perfect		have not studied	French before.	
Affirmative future “will”		will study	English this semester.	
Negative future “will”		won't study	Poetry this .semester	

Now that you understand these tenses, complete the table below on your own:

Tense	Subject	Verb (Fall)	Complement
Affirmative Present simple	The inflation rate		during Christmas.
Negative Present simple			during July.
Affirmative Past simple			last month.
Negative Past Simple			last year.
Affirmative Present Perfect			during the last quarter.
Negative Present Perfect			since 2018.
Affirmative future "will"			Next year.
Negative future "will"			for a few months.

**Adverbs and Adjectives Review:** Adverbs are used to describe verbs. They can regulate the intensity of the action or process. For example, you can walk quickly or slowly. Most adverbs in English end with "-ly". In this unit (Graphs and Trends), we will use adverbs to describe the manner of different trends:

- Sales increase steadily during the year.
- Export decreased constantly last month.
- Interest rates have gone down moderately in the last few months.
- Imports will go up significantly in the Summer.

In contrast, adjectives always go before the noun or after the verb "to be". We use them to describe the features of a noun. Follow this order when using more than one adjective in a row: OSASCOMP.

- Opinion: delicious food.
- Size: small portion.
- Age: old computer.

- Shape: round table.
- Color: green business.
- Origin: American teacher.
- Material: Plastic bottle.
- Purpose: Shopping website.

**Let's practice:** Identify the adverbs and adjectives in the following text:

*"The Impact of ChatGPT in Chilean Workplaces: Enhancing Communication and Efficiency"?*

In Chilean workplaces, ChatGPT is widely used and it greatly helps teams collaborate better by making communication easier and faster. It's incredibly good at promptly answering questions and efficiently assisting with various tasks across many industries. People truly appreciate how it can easily understand different languages, which makes it very useful for talking to coworkers and clients. Using ChatGPT has significantly made work smoother and faster, allowing teams to efficiently manage tasks and make decisions. People also really like how it can be personalized to help them better. Overall, ChatGPT is incredibly helpful at work in Chile because it makes things faster, greatly assists in problem-solving, encourages new ideas, and efficiently supports workflow.

Adjective	Adverb

## b. Passive voice in Present Simple and Past Simple

- We make passive verb forms with the verb “be” + past participle.
  - The Casio G-Shock is made in Japan.
  - Space Invaders was made for the Atari 600.
- We often choose a passive structure when we are not interested in, or it is not necessary to know, who performs the action.
  - The cameras are used in action photoshoots.
  - Fax machines were used to send documents over the phone.
- If we want to mention who performs the action, we can use “by”.
  - The cameras are used in action photoshoots **by** famous photographers.
  - Fax machines were used to send documents over the phone by businessmen in the 80’s.
- We can use passive voice to describe a process, system, or procedure
  - Finally, all Casio products are tested before shipping.
  - The COVID vaccines were tested frequently before implementation.

Let’s review the structure now:

Subject	To be	Verb-Participle
I It He/she They We You The chair Casio Watches etc.	am/is/are (not)	Needed Eaten Wanted Made Built
	was/were (not)	Created Taken Drunk Manufactured

## Practice

Complete the sentences using the verbs from the box in the correct form (present or past simple). The first one has been done for you.

<b>cause</b>	damage	find	hold	injure	invite	make	overtake
		own	send	show	surround		

1. Many accidents **are caused** by careless driving.
2. Cheese \_\_\_\_\_ from milk.
3. The roof of the building \_\_\_\_\_ in a storm a few days ago.
4. A cinema is a place where films \_\_\_\_\_.
5. You \_\_\_\_\_ to the party. Why didn't you go?
6. This plant is very rare. It \_\_\_\_\_ in very few places.
7. Although we were driving fast, we \_\_\_\_\_ by a lot of other cars.
8. In the US, elections for president \_\_\_\_\_ every four years.
9. There was an accident last night, but fortunately nobody \_\_\_\_\_.
10. You can't see the house from the road. It \_\_\_\_\_ by trees.
11. I never received the letter. It \_\_\_\_\_ to the wrong address.
12. The company I work for \_\_\_\_\_ by a much larger company.

#### d. Self-Assessment:

	Yes / No
I can distinguish between good and bad customer service in a company.	
I can use 1st and 2nd conditional sentences for negotiating as a customer or customer service agent.	
I can describe the trends found in different types of graphs using a variety of adjectives, nouns, adverbs, and verbs.	
I can describe the trends found in different types of graphs using present and past simple, present perfect, and future "will".	
I can write a description of a product using present and past simple passive voice structure.	
I can talk about adapting international brands to local tastes.	



## e. Vocabulary

### Unit 1: Customer Service

Word	Definition	Original Sentence
Body language		
Business/first class		
Exclusive features		
Premium service		
"No-frills" flight		
Personal attention		
VIP treatment		
Priority boarding		
Anxiety / Anxious		
To assist / Assistance		
To apologize / Apology		
Apologetic		
Unapologetic		
To Complain / Complaint		
Confidence / Confident		
To Demand (V)		
Demand (N)		
Demanding		
Undemanding		
To Empathize		
Empathy		
Empathetic		
To Handle / Handling		
To Help (V) / Help (N)		
Helpful / unhelpful		
Request (N) / To Request (V)		
To Satisfy / Satisfaction		
Satisfied / Dissatisfied		
Upset (N) / To Upset (V)		
Upset (Adjective)		

### Unit 2: Graphs and Trends

Word	Definition	Original Sentence
Pie Chart		
Bar graph		
Line graph		
Variable		
Horizontal/Vertical Axis		
Trend		
Sudden / Suddenly		
Steady / Steadily		
Gradual / Gradually		
To go up		
To go down		
To grow		

To shrink		
To fall		
To rise		
To increase/decrease		
To decline		
To jump		
To gain		
To plummet		
To rocket		
Sharp / Sharply		
Slight / slightly		
Moderate / Moderately		
Peak (N) / To Peak (V)		
Rise (N) / To Rise (V)		
To Fluctuate		
Fluctuation		
To stabilize		
To drop		
at		
by		
of		
from .... to		

### Unit 3: Global Markets

Word	Definition	Original Sentence
One size fits all		
Entrepreneur		
Online Markets		
Global Markets		
Mass market		
Luxury goods		
Product customisation		
Logo		
Consumer Brands		
To introduce a product to a new market		
Local preferences		
Target territories		
Marketing strategy		
E-commerce		
To manufacture		
To dispatch		
To design		
To ship		
To deliver / delivery		
To pack / package		

To set up		
To charge		
To base		
To allow		
To own		
To launch		
To stay on track		
Advice		
To behave		
To stay focused		
To go with the flow		