

RUNWAY

Core – Pilot Level

*Where your English journey
takes off at JET SPEED.*



Precision. Clarity. Control.

RUNWAY

Core – Pilot Level

Where your ENGLISH JOURNEY Takes off at JET SPEED.

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This book is designed for English language training and educational purposes.

Developed by

SkyLine Language Center

Learn at JET SPEED.

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WHO CAN USE THIS BOOK

RUNWAY – Core: Pilot Level is designed for learners at the **A2–B1 level** who want to develop confidence and clarity English.

This book is suitable for:

- English learners who want to improve their speaking skills
- Students preparing for real-life conversations
- Teachers who want structured conversation lessons
- Self-study learners practicing English independently

The lessons focus on clear communication, practical speaking, and **structured thinking in English**.

Learners practice expressing ideas, sharing opinions, and responding naturally in conversations.

HOW TO USE THIS BOOK

Each lesson in **RUNWAY** follows a six-stage training sequence inspired by aviation operations.

This structure helps learners build speaking confidence step by step.

- **PRE-FLIGHT** Warm-up questions that introduce the lesson topic and activate ideas.
- **BOARDING** Key vocabulary that prepare learners for the conversation.
- **TAKE-OFF** The main dialogue between **Mia, Victor, and Rico**, introducing the lesson topic through natural conversation
- **CLIMB** Useful expressions and phrases learners can use when discussing the topic.
- **CRUISE** Practice activities that allow learners to develop their speaking skills.
- **LANDING** A short speaking task where learners apply what they have learned.

Through these **six stages**, learners gradually develop the ability to communicate with **precision, clarity, and confidence**.

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RUNWAY – Core | Pilot Level

Lesson 01 – Identity & Personal Values

PRE-FLIGHT

Mission Focus: Exploring personal identity under professional pressure.

Speaking Target:

- Express layered opinions clearly
- Defend personal values calmly
- Structure disagreement respectfully
- Maintain emotional control

BOARDING

After a demanding assignment, Mia, Victor & Rico meet for dinner.

“Without the uniform... who are we?”

TAKEOFF – Core Conversation



Mia: When I'm off duty like this, I wonder how much of my identity comes from the uniform. I value balance, but I'm not always sure I protect it.

Victor: That concern is reasonable. **However**, I believe responsibility strengthens identity. Discipline defines character over time.

Rico: I hear you — but if your whole identity is built on duty, that's risky. Jobs change. Who are you when the structure disappears?

Victor: A profession is a framework. Values must exist independently of that framework.

Mia: But constant pressure changes how we think and react.

Rico: Exactly. I've seen people measure their worth only by performance. That's not identity — **that's survival mode.**

CRUISE – Practice Tasks

1. Complete the Response

1. I understand your point, but _____.
2. From my perspective, _____ is more important than _____.
3. At the same time, I believe _____.

LANDING – Final Simulation

A colleague says: “Real professionals don't prioritize personal life.” Respond in 2 minutes:

1. State your stance → 2. Recognize the opposing view → 3. Reframe the argument
4. Conclude with confidence

CLIMB – Key Expressions

- *That concern is reasonable, however...*
- *I hear you, but...*
- *From my perspective...*
- *The real issue is...*
- *If we're not careful...*
- *It's not just about..., it's about...*

Language Focus – Structured Disagreement

Acknowledge → **Contrast** → **Expand**

*“I understand your point. **However**, identity requires independence from profession.”*

2. Value Defense Drill

Partner A: State a belief → **Partner B:** Acknowledge → Contrast → Expand (4–6 sentences)



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Lesson 02 – First Impressions

✈️ PRE-FLIGHT

Mission Focus: Understanding how first impressions form and how they affect communication.

Speaking Target:

- describe a first impression
- explain what you notice when meeting someone
- express agreement or surprise
- reflect on whether a first impression was correct.

“People often form an opinion in the first few seconds.”

✈️ TAKEOFF – Core Conversation



Mia: He seemed very confident when he introduced himself.

Victor: Yes, confidence usually creates a strong first impression.

Rico: Yeah, people size you up real quick.

Mia: I thought he looked a little serious at first.

Victor: Sometimes serious people simply want to appear professional.

Rico: True. First look can fool you though.

✈️ CLIMB – Key Expressions

1. Complete the Response

1. My first impression was that he was ____.
2. At first, she seemed very _____.
3. When we started talking, he seemed more.

2. First Impression Discussion

In pairs, talk about people you recently met and share your first impressions.

Example: He seemed very confident...

1. I thought she was shy at first, but now I see she's friendly.





LESSON 03 – Decision-Making Under Uncertainty

◦ Navigating Difficult Choices with Limited Intel ◦

PRE-FLIGHT

▶ Mission Focus:

Making confident decisions when **information** is incomplete and time pressure increases risk.

▶ Speaking Target:

- Express uncertainty clearly
- Compare possible outcomes
- Justify a decision logically
- Communicate confidence under pressure

DISCUSSION QUESTIONS

1. How do you decide when you don't have full information?
2. Do you rely more on **logic** or **intuition**?
3. Is **hesitation** safer than **fast action**?



BOARDING

The trio reflects on a recent situation where a **schedule disruption** forced a quick operational decision.

Information was incomplete. ▶ **Time was limited.**

The consequences were real.

- ▶ Rico says: **“Waiting too long can crash a plan just as fast as a bad move.”**

BOARDING

The trio reflects on a recent situation where a schedule disruption forced a quick operational decision.

- Information was incomplete.
- Time was limited.
- The consequences were real.

TAKEOFF — Core Conversation



- ▶ **Mia:** When we didn't have all the updates, I felt uncertain. I usually prefer **clarity before** making decisions.
- ▶ **Victor:** Ideally, yes. But leadership often requires **acting before** complete certainty exists.
- ▶ **Rico:** Exactly. **No decision is still a decision.** And sometimes it's the **worst one on the table.**
- ▶ **Mia:** But **acting too quickly can create mistakes.**
- ▶ **Victor:** True. The objective is **Calculated timing**, not **speed and not delay.**
- ▶ **Rico:** Think of it like **weather fronts.** You don't control the storm — **you read it and move.** Freeze too long and the storm moves you.
- ▶ **Mia:** So uncertainty isn't the real problem?
- ▶ **Rico:** **Pressure just exposes** who's steering plane... **the real risk.**

Key Vocabulary

- ▶ **Incomplete information** — When not all facts are available.
- ▶ **Calculated risk** — A decision made after weighing possible outcomes.
- ▶ **Operational judgment** — Professional decision making in real situations.
- ▶ **Hesitation** — Delay caused by uncertainty.
- ▶ **Commitment** — Standing behind a decision once made.

CLIMB

Exercise 1 — Complete the Decision

Finish the sentences logically.

1. Although we didn't have full clarity, _____.
2. Based on the information available, _____.
3. The greater risk was not action, but _____.
4. Waiting longer would have _____.

LANDING

- ▶ **Final Simulation** — The Uncertain Call



LESSON 04 – Friendship vs Hierarchy

→ Navigating Rank and Relationship Off Duty ←

PRE-FLIGHT

▶ **Mission Focus:**

Exploring how hierarchy *influences personal relationships*.

▶ **Speaking Target:**

- Express discomfort diplomatically
- Address unspoken tension.
- Challenge authority respectfully
- Redefine boundaries



DISCUSSION QUESTIONS

1. Can friendship exist inside hierarchy?
2. Does rank disappear off duty?
3. Should authority always be respected in personal settings?



BOARDING

They are seated at a rooftop café. City lights in the background. No epaulettes. No call signs.

Mia notices something subtle.

“Even without uniform... I still feel the structure between us.”

TAKEOFF — Core Conversation

- ▶ **Mia:** I value our friendship. But sometimes I wonder if hierarchy—still shapes how we interact—even when we’re off duty.



- ▶ **Mia:** I value our friendship. But sometimes I wonder if hierarchy still shapes how we interact—even when we’re off duty.
- ▶ **Victor:** Hierarchy defines responsibility, not identity. Once we remove the professional structure, we are simply individuals.
- ▶ **Rico:** Are we though? *Because real talk—the dynamic doesn’t just vanish. You’ve led us for years. That pattern doesn’t shut off the like a switch.*
- ▶ **Victor:** Leadership habits may persist. However, that does not mean equality cannot exist socially.
- ▶ **Mia:** Sometimes I hesitate before disagreeing with you—even here. And that makes me question whether the hierarchy fully disappears.

CLIMB

A. Key Expressions

- I value ____, but I sometimes feel...
- Even without ____, I still notice...
- That pattern doesn’t *just disappear*.
- Authority doesn’t vanish—it...
- The real question is...

CRUISE

Exercise 1 — Reframe the Concern

Complete:

1. Even without rank, I still notice ____.
2. I respect leadership, however ____
3. The dynamic changes when ____.
4. Perhaps we need to...

CRUISE

Exercise 2 — Boundary Reset Roleplay

Partner A. Peels Hierarchy wheels friendship
Partner B: Responds as leader trying to create equality.

Speak 6-8 sentences each.

Maintain calm tone.

No emotional escalation.

LANDING

Final Simulation - Equality Conversation

Scenario:

1. State the observation
2. Explain emotional impact
3. Suggest a solution

- ✓ Focus c/n.
- ✓ Emotional honesty
- ✓ Structured disagreement
- ✓ Controlled tone



LESSON 05 – Balancing Risks and Rewards

✦ Weighing Options to Find the Best Flight Path ✦

✦ PRE-FLIGHT

▶ Mission Focus:

Evaluating options by balancing **potential** benefits against risks.

▶ Speaking Target:

- Identify benefits and risks
- Weigh various outcomes
- Justify a balanced choice
- Articulate tolerance levels

DISCUSSION QUESTIONS

1. How do you usually choose between risk and reward?
2. Is avoiding risk the same as missing opportunities?
3. Have you ever heard the phrase, "High risk, high reward"?



✦ BOARDING

The team discusses a challenging **opportunity** from the past with both potential upside and significant risks.

- ✦ Information was incomplete.
- ✦ Time was limited.
- ✦ The consequences were real.

✦ BOARDING

The team discusses a challenging **opportunity** from the past with both potential upside and significant risks. After weighing the available information, a rapid decision had to be made.

- ▶ Rico says: "Flying safe is key, but if you never take risks, you can end up circling the airport forever."

✦ TAKEOFF — Core Conversation



- ▶ **Mia:** Sometimes a decision offers **big rewards** but has **big risks**. It's hard to find a safe balance.
- ▶ **Victor:** Without risk, you **stagnate**. With too much, you crash. The objective is a balanced path.
- ▶ **Rico:** Skipping risks is like searching for milk—if it ain't there, the cow already left. And the harder it should be.

Key Vocabulary

- ▶ **Cost-benefit analysis** → Comparing expected gains against potential losses.
- ▶ **Calculated gamble** — A risk taken after weighing potential benefits and drawbacks.
- ▶ **Margin for error** — The allowable degree of risk.
- ▶ **Risk tolerance** — Willingness to tolerate uncertainty.

✦ TAKEOFF - Core Conversation

▶ Key Vocabulary

▶ Cost-benefit analysis

→ Comparing expected gains against potential losses.

▶ Margin for error

→ The allowable degree of risk it poses.

▶ Useful Expressions

- ▶ On one side, we could gain...
- ▶ On the other side lies....
- ▶ Our margin for error is worth high.
- ▶ Avoiding this risk means giving up the calculated gamble.

✦ CLIMB

Exercise 1 — Choose a Path

Choose between security and opportunity.

1. Although option A is safe, the danger of missing ____ means ____.
2. Despite the risks, option B offers the potential for ____, however _____.
3. Option A limits us to _____, while option B provides a _____.

✦ LANDING

▶ Final Simulation—The Critical Choice

- ▶ Achieve three speaking targets:
 - ✓ Balanced perspective
 - ✓ Confident delivery



LESSON 06 – Ethical Lines

When Values Collide

PRE-FLIGHT

- ▶ **Mission Focus:**
Navigating ethical disagreement with *integrity*.
- ▶ **Speaking Target:**
 - Express moral concern clearly
 - Defend a principle calmly
 - Disagree without personal attack
 - Evaluate consequences



DISCUSSION QUESTIONS

1. Is following rules always ethical?
2. When should you challenge authority?
3. Is loyalty more important than truth?



BOARDING

A colleague recently ignored a minor rule to “help the team.”
The result?
No harm done.
But technically incorrect.

“Intentions don’t cancel consequences.”

TAKEOFF — Core Conversation

- ▶ **Mia:** if no one was harmed, was it really wrong? *Sometimes strict rules ignore human context.*



- ▶ **Mia:** If no one was harmed, was it really wrong? *Sometimes strict rules ignore human context.*
- ▶ **Victor:** Rules exist because context can be *misjudged*. *Ethics must be consistent, not situational.*
- ▶ **Rico:** True—but blind compliance is dangerous too. If a rule blocks *fairness*, somebody has to question it.
- ▶ **Mia:** So how do we know when breaking a rule becomes protection—and not selfishness?
- ▶ **Victor:** You measure impact beyond the immediate moment. Ethical decisions consider precedent.
- ▶ **Rico:** Yeah, because shortcuts feel small—until they stack up. Then you don’t have a culture, you’ve got convenience.
- ▶ **Mia:** But what about loyalty? If someone bends a rule to *help you*—do you protect them?

CLIMB

A. Key Expressions

- Intentions do not eliminate consequences.
- The issue is not ____, but ____.
- If we justify ____, we risk ____.
- Ethics must remain consistent.

CRUISE

Exercise 1 – Ethical Evaluation

Complete:

1. Although the intention was positive...
2. If we justify this action ____.
3. Ethics must remain consistent ____.

CRUISE

Exercise 2 – Ethical Debate

Partner A. Defend bending the rule for good intention.

Speak B-10 sentences each.
No-raised emotional noise
Logical escalation only.

LANDING

Final Simulation – The Ethical Line

Scenario:

A friend breaks a minor rule to help you.
No immediate harm.

Respond:

- ✓ Acknowledge intention
- ✓ Evaluate ethical impact
- ✓ Decide whether to report it
- ✓ Justify your reasoning

Focus On:

- ✓ Moral clarity
- ✓ Emotional control
- ✓ Long-term thinking



LESSON 07 – Trust & Confidentiality

When Values Collide

PRE-FLIGHT

- ▶ **Mission Focus:**
Discussing trust, confidentiality, and controlled disclosure.
- ▶ **Speaking Target:**
 - State boundaries clearly
 - Signal confidentiality
 - Express concern without accusation
 - Protect sensitive information



DISCUSSION QUESTIONS

1. Is keeping a secret always loyalty?
2. When should confidentiality be broken?
3. What makes someone truly trustworthy?



BOARDING

Rico mentions sensitive information shared by a colleague.

“Trust isn’t about silence. It’s about responsibility.”

TAKEOFF — Core Conversation



- ▶ **Mia:** If someone shares something personal, I feel obligated to protect it. Trust feels fragile to me.
- ▶ **Victor:** Trust is a professional currency. Once compromised, it rarely restores fully.
- ▶ **Rico:** Currency? No. *Currency you can replace. Trust? That’s structural. Crack it once and the whole ceiling starts sagging.*
- ▶ **Mia:** So intention isn’t enough?
- ▶ **Rico:** Intention is cheap. Impact is **expensive**. You can mean well and still detonate something permanent.
- ▶ **Victor:** The key question is: What are we protecting — the person, the relationship, or the principle?
- ▶ **Rico:** Exactly. *Because if you protect comfort over principle, you’re not guarding trust — you’re embalming dishonesty.*
- ▶ **Mia:** And what if telling the truth harms someone unfairly?
- ▶ **Rico:** Truth doesn’t harm people. *Timing does. Delivery does. But **hidriging** it? That poisons the whole ecosystem.*

CLIMB

Now we introduce SPEAKING PATTERNS.

A. Boundary Pattern

- I’m not comfortable discussing that without **their** consent;

Purposes: (Exhibit B), Exandary without accitation

B. Ethical Signaling Pattern

- I understand the situation, however this crosses a line for me.

Purposes: Signal principle calmly.

CRUISE

Exercise 1 – Controlled Response Completion

1. I’m not comfortable _____
2. Before we continue, I need clarity on _____
3. I understand the concern, however _____
4. This isn’t about _____, it’s about _____

CRUISE

Exercise 1 – Controlled Response Completion

1. I’m not comfortable _____
2. Before we continue, I need clarity on _____
3. I understand the concern, however _____
4. This isn’t about _____, it’s about _____

CRUISE

Exercise 2 – Confidentiality Roleplay

Partner A. share sensitive information.

Partner B. Responds using at least two speaking patterns.

Minimum is sentences.

No emotion! spiles.

Maintain composure

Focus On:

- ✓ Better control.
- ✓ Vocal composure
- ✓ Strategic language
- ✓ Ethical clarity



LESSON 08 — Influence Without Rank

PRE-FLIGHT

Leading When You're Not in Charge

Mission Focus:

Using language to influence others without positional power.

Speaking Target:

- Suggest direction persuasively
- Reframe objections
- Gain alignment without command
- Redirect conversations strategically

DISCUSSION QUESTIONS

1. Can someone lead without a title?
2. What makes people follow voluntarily?
3. Is influence more powerful than authority?

BOARDING

Weak leadership in a team — but someone stepped up quietly.

“Authority tells people what to do. Influence makes shaw want to do it.”



TAKEOFF — Core Conversation

Mia: Sometimes people ignore good ideas simply because they don't come from the “leader.”

Victor: Hierarchy simplifies decision-making, but competence earns voluntary alignment.

Rico: Exactly. Rank gets attention. Consistency earns respect. And respect moves the room.

Mia: So how do you persuade without sounding controlling?

Rico: You don't push. You position. You say it so clearly people think it was their idea.

Victor: Framing matters. Instead of demanding action, you highlight consequence.

Mia: So the language needs to feel collaborative?

Rico: Collaborative — but steady. If you hesitate, people smell uncertainty. And uncertainty kills momentum.

Victor: Effective influence balances clarity with inclusion.

Rico: Right. You don't dominate the room. You anchor it.

CLIMB — Speaking Patterns (Influence Architecture)

A. Framing Pattern — “From a practical standpoint, this might be the most efficient option.”

B. Strategic Suggestion Pattern — “What if we approached it this way instead?”

C. Consequence Highlight Pattern — “If we delay this, the impact could compound.”

D. Alignment Pattern — “I think we all want the same outcome.”

CRUISE

Exercise 1 — Controlled Influence

1. From a practical standpoint, _____
2. What if we _____ instead?
3. A no contonsa lito this _____.
4. I believe we share the goal of _____.

Exercise 2 — Influence Roleplay

- Partner A. Wants change, no authority
- Partner B. Resistant team member
- Use at nees **THREE** patterns.
- Mcraiding volume — win with language _____ 05. _____

LAVRING — Feel Simulation The Room Shift.

Speak n 2 matters:

- ✓ Clarity geal
- ✓ Peorcise anttention
- ✓ Aavinesr inccitence
- ✓ Group alignmnce

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Lesson 09 – Persuasion in Conversations

PRE-FLIGHT

Mission Focus: Learning how to persuade others using clear reasoning and respectful language.

Speaking Target:

- present convincing ideas clearly
- support opinions with reasons
- influence decisions respectfully
- maintain confident communication

BOARDING

After a long flight, the crew discusses a proposal for improving the team's workflow.

“If your idea is good, you should be able to explain why it works.”

TAKEOFF – Core Conversation



Mia: I think we should adjust how we organize our briefings.

Victor: What makes you think that would help?

Mia: Sometimes the information feels rushed. A clearer structure might improve understanding.

Victor: That's a fair point. How would you organize it differently?

Mia: Maybe we could divide the briefing into clear steps.

→ **Victor:** What makes you think that would help?

Mia: Sometimes the information feels rushed. A clearer structure might improve

Rico: I see what she means. When things move too fast, details get missed.

→ **Victor:** That's a fair point. How would you organize it differently?

Mia: Maybe we could divide the briefing into clear steps.

Rico: Yeah, that might actually make things smoother.

CRUISE – Practice Tasks

1. Complete the Response

1. I believe this idea would work because _____.
2. From my perspective ___ would improve the situation.
3. One advantage of this solution is _____.

2. Persuasion Drill

Partner A: - Present idea for improving teamwork.

Partner B: - Respond using persuasive language.

LANDING – Final Simulation

A coworker disagrees with your idea about improving a work process.

Respond in 2 minutes:

1. Present your idea clearly
2. Give supporting reasons
3. Address the other person's concern
4. Conclude **confidently**



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Lesson 10 – Handling Criticism



PRE-FLIGHT

Mission Focus: Responding to criticism calmly and professionally

Speaking Target:

- acknowledge critical feedback
- stay calm and composed
- respond to specific issues
- turn criticism into improvement



BOARDING

During a meeting, the crew receives some critical feedback from management.

“Feedback is never fun — but it's how we get better.”



TAKEOFF – Core Conversation



Mia: The manager said we weren't thorough with the safety check.

Victor: What should we say to him about the safety check?

Mia: The manager said we weren't thorough with the safety check.

Victor: I understand your point about the safety check. I realize it wasn't as detailed this morning.

→ **Victor:** I understand your point about the safety check.

Rico: So, what should we say to him?

Mia: Thanks for pointing that out. I'll make sure to double-check next time.

→ **Victor:** I'll make sure to **fix that issue**. Is there anything else that needs improving?

Rico: I'll keep that in mind for the future.



CLIMB – Key Expressions

1. Complete the Response

1. I understand your point about _____.
2. Thanks for the feedback. I'll make sure to _____.
3. I see what you mean. Next time, I'll remember to _____.

2. Constructive Response Drill

Partner A: Give critical feedback

Partner B: Respond calmly

Speak **4–6 sentences**.



LANDING – Final Simulation

A crew member criticized your approach to a task.

1. acknowledge their feedback
2. stay calm
3. address the issue
4. suggest a way to improve

Respond in 2 minutes:

1. acknowledge their feedback
2. stay calm
3. address the issue
4. suggest a way to improve

CONTINUE YOUR ENGLISH JOURNEY

Learning a language is a continuous journey.

By completing **RUNWAY Core – Pilot Level**, you have taken an important step toward developing confidence in spoken English.

Throughout this book, you practiced:

- expressing ideas clearly
- discussing meaningful topics
- responding naturally in conversation
- building confidence when speaking English

These skills are the foundation of effective communication.

However, real fluency develops through **consistent practice** and continued learning.

Keep speaking.

Keep improving.

Keep challenging yourself.

Your English journey is now moving forward.

READY FOR THE NEXT LEVEL?

If you are ready to continue improving your speaking skills, move to the next stage of the **RUNWAY** series.

By completing **RUNWAY Core – Pilot Level**, you have taken an important step toward developing confidence in spoken English.

Throughout this book, you practiced:

- expressing ideas clearly
- discussing meaningful topics
- responding naturally in conversation
- building confidence when speaking English.

These skills are the foundation of effective **communication**.

RUNWAY

Core – Captain Level



- ✓ Deeper Discussions
- ✓ Advanced Opinion Sharing
- ✓ Persuasive Communication
- ✓ Confident Interaction in Complex Conversations