

Teacher Guide Introduction and Course Overview

This course is part of the Ministry of Labor's English for Work Program, developed in partnership with TALMA – The Israel Program for Excellence in English. The program supports adult learners in developing the English communication skills needed to participate confidently and effectively in today's workplaces.

This General Business English A1 level course is designed for learners who can use basic English and are ready to expand their communicative range. The course develops practical workplace language for everyday professional situations, including greetings, small talk, basic requests, simple emails, and routine conversations with colleagues and supervisors. Learners build accuracy and fluency through guided speaking, listening, reading, and writing tasks, with a strong focus on clarity, politeness, and appropriate workplace communication.

Course Structure and Total Learning Hours

Each course includes 160 hours of learning. Of these, 110 hours are guided instruction, delivered in person or remotely, and 50 hours are independent practice completed outside of class.

The recommended method for completing the 50 independent hours is through a digital learning tool that supports regular review, spaced repetition, and additional exposure to English beyond the classroom. However, if technology access is limited, students may complete the independent practice activities included at the end of each lesson. These short tasks reinforce vocabulary, grammar, and communicative functions taught in class, and can be submitted to the teacher for feedback.

Courses are structured into 32 lessons across eight thematic units, and each lesson follows a three-hour format balancing presentation, guided practice, and communicative activities. Every fifth lesson includes a dedicated digital learning session, during which the teacher guides students in using the selected digital tool, establishing effective independent learning habits. This blended approach builds digital literacy and encourages consistent practice essential for language development.

Student Success and Onboarding

There is a series of four initial lessons in each course that function as Student Success sessions designed to ease learners into the program. Instead of beginning immediately with technical or workplace content, these sessions focus on how to learn a language, how to study independently, and how to use the digital tool (when applicable).

Many adult learners are returning to education after years away from formal learning environments. These onboarding lessons provide essential time to build trust, lower anxiety, and

establish classroom routines. Students learn basic interaction patterns in English, understand expectations for participation, and start developing the study skills that will support them throughout the course. Establishing this foundation early significantly improves learner engagement, motivation, and long-term success.

Understanding the CEFR Framework

All courses are aligned with the Common European Framework of Reference for Languages (CEFR), the international standard for describing and assessing language ability. The CEFR focuses on real-world communication across listening, speaking, reading, and writing, rather than on grammar alone. It provides a clear way to understand what learners can do at each stage of their development.

The Ministry of Labor's English for Work Program includes courses ranging from Pre-A1 to B2.

- **Pre-A1** learners are true beginners who can recognize and use simple words and phrases, respond to very familiar language, and engage in highly supported exchanges.
- **A1 and A2** learners can communicate in short, routine interactions, describe aspects of their work and daily life, follow simple instructions, and express basic needs and ideas.
- **B1** learners can handle more complex workplace communication, including short explanations, basic problem-solving, and interactions requiring some flexibility.
- **B2** learners can participate independently in meetings, understand standard professional texts, express opinions clearly, and communicate effectively in a wide range of workplace situations.

To make these expectations concrete, each unit and lesson includes “Can-Do” statements written in accessible language. These statements highlight what successful communication looks like at each level and help teachers and learners track progress throughout the course.

Materials and Resources

All required materials are included within the lesson plans themselves. Teachers will find handouts, vocabulary lists, dialogues, role cards, activity sheets, and multimedia resources (when applicable), with direct links to each printable or digital file. Teachers do not need to source additional materials, though they are encouraged to bring in authentic examples from their own workplaces or local contexts to enhance relevance and engagement.

For centers that incorporate digital learning, students may use an English-learning platform that is accessible to Hebrew-speaking learners and aligned with CEFR levels. These platforms typically provide structured practice in listening, speaking, reading, and/or vocabulary, and support independent, self-paced learning outside the classroom. Teachers should periodically

review student engagement and progress on the digital tool and help learners connect their online practice to the language skills and communicative goals addressed in class.

Assessment and Progress

Assessment is an integral part of both instruction and student progress. To ensure consistency and reliability across providers, each center should use a research-based, CEFR-aligned assessment, such as Speak Now, at key stages throughout the program.

This assessment plays a role in three critical areas:

1. Grouping and Placement:

Before the course begins, the assessment should be used to place learners into groups that match their CEFR level. This ensures that instruction is appropriately challenging and supportive.

1. Formative Assessment:

Throughout the course, the tool can be used periodically to help teachers identify learners' strengths and areas needing more support. These results guide instructional decisions, pacing, and differentiation, allowing teachers to tailor lessons to the needs of their group.

2. Summative Assessment:

At the end of the course, the assessment provides a clear picture of each learner's progress and helps evaluate the overall effectiveness of the program. Summative data supports continuous improvement and ensures accountability to CEFR standards.

Alongside formal assessments, everyday classroom tasks—such as role-plays, short written tasks, functional dialogues, and unit-based simulations—offer ongoing opportunities for learners to demonstrate their growing abilities in real-world contexts.

Adapting the Lessons

The lesson plans are meant to serve as flexible frameworks, not rigid scripts. Teachers are encouraged to personalize examples, modify activities, adjust pacing, and integrate authentic workplace materials when appropriate. Any adaptation is welcome as long as the core learning objectives and Can-Do statements remain central.

The ultimate goal is to help learners communicate confidently and meaningfully. Teachers play a key role in creating an environment where students are willing to take risks, practice English, and build skills that will support their careers.

Final Note for Teachers

These materials were designed to support you in delivering high-quality, CEFR-aligned English instruction that responds to the needs of adult learners. Your professional judgment, creativity, and experience play a central role in creating meaningful learning experiences and supporting learner confidence and progress.

Use this guide and the accompanying lesson materials as a foundation, adapting them thoughtfully to your learners, context, and teaching environment. Through consistent practice, clear objectives, and a focus on real-world communication, this course aims to support both immediate workplace needs and long-term language development.

Course: General Business English (CEFR A1)

Audience: Adult learners with limited prior knowledge of English, preparing for entry-level roles in the workforce.

Level: CEFR A1 (Beginner)

Goal: Enable learners to use basic English to introduce themselves and others, understand and use simple work-related phrases, and to function in basic workplace interactions.

Duration: 36 sessions × 3 hours (Total: 108 hours)

Unit and Project Overview

Unit	Title	Mini-Project
0	Student Success Introduction Unit	My English Learning Plan
1	Getting Started at Work	Work ID Card
2	Job Titles and Roles	Who's Who Poster
3	Workplace Equipment	"Tool Talk"
4	Work Schedules	"My Work Schedule" Chart
5	Instructions and Requests	Workplace Instruction Role-Play
6	Workplace Locations and Directions	Office Map and Directions
7	Work Talk: Greetings and Small Talk	Work Dialogue Skit
8	Final Project and Reflection	"My Workplace" Introduction + Reflection

Unit 0: Business English Success

Unit: Student Success Introduction

Theme: Developing confidence, classroom routines, learning strategies, and basic goal setting

CEFR A1 Goals:

- Can describe personal study habits and goals
- Can understand simple instructions and learning tools
- Can talk about routines and preferences
- Can create a simple plan for success

Lesson 1: Getting to Know the Class

CEFR Mapping: A1 – Can introduce oneself and others; understand classroom rules

Description:

Students introduce themselves, meet classmates, and review classroom instructions.

Learning Outcomes:

- I can say my name, job, and country
- I can introduce a classmate
- I can follow and give basic instructions

Lesson 2: My Learning Style and Routine

CEFR Mapping: A1 – Can describe habits and preferences

Description:

Learners reflect on how they study and what helps them learn.

Learning Outcomes:

- I can say what I do every day
- I can talk about how I learn English
- I can ask and answer about routines

Lesson 3: Study Tips and Strategies

CEFR Mapping: A1 – Can follow simple suggestions and give opinions

Description:

Students explore useful English learning strategies and share what works for them.

Learning Outcomes:

- I can understand simple study tips (e.g., “Practice every day”)
- I can say what helps me learn English
- I can give a study suggestion using “You can...”

Lesson 4: My Learning Goals

CEFR Mapping: A1 – Can talk about future goals

Description:

Learners set a clear English learning goal and plan a routine to reach it.

Learning Outcomes:

- I can say one or two English goals
- I can use simple future expressions like “I will...” or “I want to...”
- I can make a simple plan for learning English

Mini-Project: My English Learning Plan

Students create a basic personal learning plan including:

- A short-term goal
 - Study routine (days/times/tools)
 - One personal study tip
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Unit 1: Getting Started at Work (Lessons 1- 4)

Theme: Introducing yourself, greetings and workplace instructions

CEFR A1 Goals:

- Can introduce themselves and others in a professional context
- Can use and respond to basic workplace greetings and instructions
- Can provide and ask for simple personal and work information

Lesson 1: Workplace Introductions

CEFR Mapping: A1 – Can describe themselves, and what they do.

Description:

Students introduce themselves and others, and respond to simple personal and work information.

Learning Outcomes:

- I can say: "My name is..." and "I work in..."
- I can introduce a colleague: "This is Mr. Lee. He is a Manager."
- I can ask: "What is your name? What do you do?"

Lesson 2: Numbers, Spelling, and Forms

CEFR Mapping: A1 – Can act on basic instructions that involve numbers and names.

Description:

Students practice saying and writing numbers and spelling their name.

Learning Outcomes:

- I can say and write numbers (for phone, office, etc)
- I can spell my name and workplace name
- I can ask fill out a basic workplace form

Lesson 3: Greetings and Polite Phrases at Work

CEFR Mapping: A1 – Can establish basic social contact by using the simplest everyday polite forms of: greetings and farewells; introductions; saying please, thank you, sorry, etc.

Description:

Students practice simple conversations using basic greetings and polite phrases.

Learning Outcomes:

- I can say: "Good morning", "How are you?" "Nice to meet you"
- I can respond to greetings and introductions
- I can use polite phrases in short work conversations

Lesson 4: Understanding Instructions

CEFR Mapping: A1 – Can understand instructions addressed carefully and slowly to them and follow short, simple directions.

Description:

Students learn simple instructions in the workplace and can understand and follow them.

Learning Outcomes:

- I can understand: "Please sit down", "Sign here", "Go to the office"
- I can ask: "Can you repeat that, please?"
- I can follow 2-3 simple workplace instructions.

Mini-Project: Work ID Card

Students create and present a mock ID Card with:

- Name
- Job
- Workplace

Unit 2: Job Titles and Roles (Lessons 5–8)

Theme: Job titles, roles and describing people at work

CEFR Goals:

- Can name common jobs and describe what people do
- Can ask and answer simple questions about colleagues and roles

Lesson 5: Job Titles and Departments

CEFR Mapping: A1 – Can recognize and say job titles and departments

Description:

Students learn job titles and departments and make simple sentences to describe occupations.

Learning Outcomes:

- I can name jobs like manager, cleaner, driver, receptionist
- I can say: "She is a receptionist in HR..." / "She works as a..."

Lesson 6: Describing Colleagues

CEFR Mapping: A1 – Can produce simple, mainly isolated phrases about people and places

Description:

Students describe colleagues in simple phrases.

Learning Outcomes:

- I can describe a colleague: "He is friendly. She is new."
- I can describe what job he/she does.
- I can say: "He works in the warehouse."

Lesson 7: Workplace Relationships

CEFR Mapping: A1 – Can produce simple phrases and sentences about themselves and others and what they do.

Description:

Students practice simple sentences related to workplace relationships.

Learning Outcomes:

- I can say: “This is my supervisor.”
- I can ask: “Who is your manager?”
- I can name job titles and describe colleagues

Lesson 8: Review and Role Cards

CEFR Mapping: A1 – Can use simple phrases and sentences to describe jobs

Description:

Students practice vocabulary to describe jobs and workplace relationships.

Learning Outcomes:

- I can describe 2 jobs and their departments
- I can describe workplace relationships
- I can ask and answer: "What does he do?" "Where does she work?"

Mini-Project: “Who’s Who” Poster

Students create a poster of their team or department with names and job titles:

- At least four different jobs titles
- After the activity, students present their poster to the class, summarizing what they learned

Unit 3: Workplace Equipment (Lessons 9–12)

Theme: Workplace equipment, describing and using objects

CEFR Goals:

- Can identify and name common workplace tools and materials
- Can say what objects are for, using simple phrases

Lesson 9: Workplace Equipment

CEFR Mapping: A1 – Can use simple words/signs and phrases to describe certain everyday objects (e.g. the colour of a table, whether it is big or small).

Description:

Students learn a range of vocabulary for workplace tools.

Learning Outcomes:

- I can name 5 workplace tools (phone, broom, computer, stapler)

- I can say: "This is a computer"
- I can match workplace equipment to jobs

Lesson 10: What Is It For?

CEFR Mapping: A1 – Can use simple words to describe the functions of objects

Description:

Students practice vocabulary to describe objects and their use, forming simple sentences.

Learning Outcomes:

- I can say: "We use it to clean/type" "We use a phone to call clients"
- I can describe workplace equipment with actions
- I can complete a simple sentence: "This is for..."

Lesson 11: Where is it?

CEFR Mapping: A1 – Can understand the forms and sizes of objects (e.g., the form of a pyramid) and identify the objects.

Description:

Students learn to identify objects at work and describe their locations.

Learning Outcomes:

- I can group objects by place (office/store)
- I can say: "The printer is in the office."
- I can ask: "Where is the stapler?"

Lesson 12: Review and Inventory

CEFR Mapping: A1 – Can use familiar words and short phrases, e.g. simple signs or instructions, names of work objects, and set phrases used regularly.

Description:

Students review vocabulary learned and practice describing tools and objects at work.

Learning Outcomes:

- I can list 5 workplace items and their use
- I can describe a workplace object to a partner
- I can describe where items are kept

Mini-Project: “Tool Talk”

Students choose two workplace tools and prepare a short talk that includes:

- A description of the tools/ objects
- An explanation of what it is used for
- An explanation of where it is located

Unit 4: Work Schedules (Lessons 13–16)

Theme: Describing work routines, schedules and time

CEFR Goals:

- Can describe basic daily work routines
- Can tell time and use days of the week for scheduling

Lesson 13: My Workday

CEFR Mapping: A1 – Can communicate basic information about their daily routines in a simple way.

Description:

Students describe their daily work routines and work tasks.

Learning Outcomes:

- I can say: "I start at 8" / "I have lunch at 12" / "I finish at 5"
- I can name 3 daily work tasks
- I can write my daily work routines and tasks

Lesson 14: Days and Shifts

CEFR Mapping: A1 – Can communicate basic information about days and time in a simple way.

Description:

Students practice using the days of the week in simple sentences to describe their work days and shifts.

Learning Outcomes:

- I can name days of the week and use them to make simple sentences
- I can say: "on Monday," "at 7:00"

- I can say: "I work on Monday" / "I am off on Sunday"

Lesson 15: Talking About Time

CEFR Mapping: A1 – Can understand and communicate time expressions in simple sentences.

Description:

Students practice basic time expressions to communicate in the workplace.

Learning Outcomes:

- I can ask: "What time is the meeting?"
- I can say: "The meeting is at 2 o'clock"
- I can match times to pictures

Lesson 16: Sharing Schedules

CEFR Mapping: A1 – Can recognise concrete information (e.g. places and times) about the workplace, provided it is delivered slowly and clearly.

Description:

Students practice describing a simple weekly work schedule.

Learning Outcomes:

- I can present a basic weekly work schedule
- I can listen to others and understand their schedule
- I can answer: "When do you start work...?"

Mini-Project: "My Weekly Work Schedule" Chart

Students create and present a simple chart about weekly daily schedule that includes:

- Days of the week
- Times
- Action words such as 'I start', 'I finish', 'I have a meeting', 'I have lunch'

Unit 5: Instructions and Requests (Lessons 17–20)

Theme: Following and giving simple directions, making requests

CEFR Goals:

- Can understand and follow simple workplace instructions

- Can make and respond to basic requests politely

Lesson 17: Basic Instructions

CEFR Mapping: A1 – Can understand instructions addressed carefully and slowly to them and follow short, simple directions.

Description:

Students practice simple commands and respond to simple directions

Learning Outcomes:

- I can understand: "Please wait here," "Go to the meeting room"
- I can match instructions to actions
- I can respond to instructions

Lesson 18: Asking for Assistance

CEFR Mapping: A1 – Can interact in a simple way and can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.

Description:

Students learn to ask for assistance by formulating simple sentences.

Learning Outcomes:

- I can say: "Can you help me?" "I need help with the printer."
- I can ask for assistance politely
- I can act out a help situation

Lesson 19: Polite Words for the Workplace

CEFR Mapping: A1 – Can establish basic social contact by using polite words

Description:

Students practice using polite words in a workplace context.

Learning Outcomes:

- I can say: "Please," "Thank you," and "Excuse me"
- I can use polite words in a workplace context
- I can listen for polite phrases in a dialogue

Lesson 20: Practice Giving Instructions

CEFR Mapping: A1 – Can follow and give short instructions

Description:

Students practice giving and following instructions.

Learning Outcomes:

- I can follow 2–3 instructions in a row
- I can give simple instructions: “Can you turn off the lights please?” “Can you send this email please”
- I can ask: "Can you say that again?"

Mini-Project: Workplace Instruction Role-Play

Students work in small groups to role-play a scenario that includes:

- At least three workplace instructions.
- At least three polite words.
- At least three questions.

Unit 6: Workplace Locations and Directions (Lessons 21–24)

Theme: Describing workplace locations, asking and giving simple directions.

CEFR Goals:

- Can name common workplace locations
- Can ask for and give simple directions

Lesson 21: Workplace Areas

CEFR Mapping: A1 – Can identify common rooms or areas

Description:

Students learn vocabulary for common work rooms and areas.

Learning Outcomes:

- I can name rooms: office, kitchen, store, restroom, reception
- I can say: "The kitchen is next to the office"
- I can label a workplace map

Lesson 22: Asking for Directions

CEFR Mapping: A1 – Can ask simple questions about workplace areas

Description:

Students practice asking for directions using simple vocabulary about workplace areas.

Learning Outcomes:

- I can say: "Where is the meeting room?"
- I can understand simple responses
- I can follow a map to a room

Lesson 23: Giving Directions

CEFR Mapping: A1 – Can give short, familiar directions

Description:

Students practice giving directions.

Learning Outcomes:

- I can say: "Turn right," "Go straight," "It's on the right."
- I can give 2-step directions using a map
- I can ask: "Is it near...?"

Lesson 24: Map Practice

CEFR Mapping: A1 – Can follow and give simple directions with support

Description:

Students practice describing simple workplace locations on a map.

Learning Outcomes:

- I can describe a simple workplace map
- I can ask and answer location questions
- I can complete a map-based task

Mini-Project: Office Map and Directions

Students label an office map and give directions to a partner, that include:

- The names of the workplaces

- The location
- Asking directions and responding appropriately

Unit 7: Work Talk – Greetings and Small Talk (Lessons 25–28)

Theme: Workplace greetings, making small talk, and interacting in familiar situations.

CEFR Goals:

- Can use basic social phrases and small talk
- Can respond to simple questions in work-related conversations

Lesson 25: Workplace Greetings

CEFR Mapping: A1 – Can make an introduction and use basic greeting and leave-taking expressions.

Description:

Students practice simple greetings and responses.

Learning Outcomes:

- I can say: "Good morning," "Nice to meet you," "How are you?"
- I can respond with: "Nice to meet you too", "I'm fine, thank you."
- I can practice greetings with a partner

Lesson 26: Small Talk at Work

CEFR Mapping: A1 – Can engage in simple small talk in familiar contexts.

Description:

Students practice making short conversations.

Learning Outcomes:

- I can ask: "How was your weekend?"
- I can answer with a short phrase
- I can say 3–4 polite things in a dialogue

Lesson 27: Work Interactions

CEFR Mapping: A1 – Can interact briefly in familiar contexts

Description:

Students practice simple interactions at work.

Learning Outcomes:

- I can say: "Can I help you?" / "Do you need anything?"
- I can answer simple work-related questions

Lesson 28: Dialogue Practice

CEFR Mapping: A1 – Can participate in short structured dialogues

Description:

Students practice vocabulary learned and participate in a short, structured work dialogue.

Learning Outcomes:

- I can participate in a short dialogue, using greetings, small talk and polite responses
- I can practice a short dialogue with a partner

Mini-Project: Work Dialogue Skit

Students work in pairs to create and role-play a work dialogue skit that includes:

- Greetings
- Small talk
- Responding to work-related questions

Unit 8: Final Project and Reflection (Lessons 29–32)

Theme: Reviewing learning, presenting a project, and reflecting on progress

CEFR Goals:

- Can use familiar words and phrases to describe themselves and their work
- Can reflect on what they learned and say future goals

Lesson 29: Vocabulary Review

CEFR Mapping: A1 – Can recognize and recall learned vocabulary

Description:

Students review vocabulary learned.

Learning Outcomes:

- I can say 5 new words from each unit
- I can play a vocabulary game
- I can write 5 job-related words

Lesson 30: Speaking Practice

CEFR Mapping: A1 – Can say short rehearsed phrases

Description:

Students practice vocabulary learned to describe their job and workplace.

Learning Outcomes:

- I can introduce myself and describe my job and workplace
- I can say 3 sentences about my job
- I can describe a tool at work

Lesson 31: Writing Practice

CEFR Mapping: A1 – Can write simple phrases or sentences with support

Description:

Students practice writing about the vocabulary learned.

Learning Outcomes:

- I can write a short email or message
- I can fill in a simple workplace form

Lesson 32: Final Presentations

CEFR Mapping: A1 – Can give a very short prepared presentation

Description:

Students deliver their final presentations and reflect on what they learned during the course.

Learning Outcomes:

- I can give a short talk about myself and my work (2-3 minutes)
- I can answer simple questions from classmates.

- I can reflect on what I liked this course

Mini-Project: Personal Introduction + Reflection

Each student prepares and delivers a short talk (2–3 minutes) that includes:

- A presentation about themselves: name, job, weekly routine, a workplace tool, a workplace location
- Answers to at least two classmates' questions
- Simple reflection about what they learned during the course