

- **Course Title:** General Business English (Student Success Introduction)
- **CEFR Level:** A1
- **Lesson Number:** 1
- **Topic:** Getting to Know the Class
- **Lesson Duration:** 3 hours (1hr20 - break 20mins - 1hr20)
- **Can-Do Objectives:** (Aligned with CEFR descriptors)
 - I can say my name, job, and country.
 - I can introduce a classmate.
 - I can follow and give basic instructions.

Materials

- Handouts:
 - [Classmate Interview](#)
- Audio/Video Files:
 - [Learn how to introduce yourself in English - A1 \[with Brian and Emily\]](#)
- Required Tech / Supplies:
 - Projector
 - Soft ball or toy

Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
name	The word people use to call you	My name is Sarah.	N
job	What you do for work	I am a teacher.	N
country	The place where you are from	I am from Brazil.	N
hello	A greeting	Hello! My name is Ali.	N
sit down	A classroom instruction	Please sit down.	N

Lesson Structure (PPP)

- **Warm-Up / Review: Name Ball Toss (10–15 mins)**
Students review names and greetings through a physical game.
 - Step 1: Teacher models: throw a soft ball and say, “Hello, my name is ____ . What’s your name?”
 - Step 2: Student catches and answers: “I’m ____ . Hello!” Then throws it to another student.
 - Step 3: Continue around class, encouraging clear speaking and eye contact.
 - **Materials:** Soft ball or toy

I. Presentation (30–40 mins)

- **Vocabulary Introduction (10 mins)** – Basic introductions and vocabulary
 - Step 1: Teacher writes on the board: Name / Job / Country / Hello
 - Step 2: Teacher models phrases: “My name is _____. I’m a _____ from _____.”
 - Step 3: Students repeat chorally 2–3 times.
 - Oral check: Teacher asks students individually: “What is your job?” / “Where are you from?”
 - Teacher Prompt Examples:
 - “Who can say: My name is _____?”
 - “Say: I am a _____ from _____.”

- **Grammar/Function Focus (10–15 mins)** – “I am / You are” for introductions
 - Step 1: Write 3 sentences on the board: “I am _____.” “You are _____.” “He/She is _____.”
 - Step 2: Students practice orally with peers.
 - Step 3: Pair up and roleplay with each sentence starter.
 - Teacher Prompt: “Say: ‘You are from Mexico.’ Now change it: ‘I am from Mexico.’”

- **Mini-Lecture & Guided Discussion (10–15 mins)** – Listening to English introductions
 - Step 1: Play video of introductions.
 - Step 2: Ask: “What is her name? Where is she from?” Check understanding.
 - Step 3: Discuss: “Is this similar to how we say it in your language?”
 - Teacher Prompt: “Listen and repeat: ‘My name is _____. I am from _____.’”
 - **Materials:** [Learn how to introduce yourself in English - A1 \[with Brian and Emily\]](#)

II. Practice (30–40 mins)

- **Controlled Activities (20 mins)** – Classmate Interview
 - Step 1: Students ask: “What’s your name? What’s your job? Where are you from?”
 - Step 2: Write answers in simple form on the student interview worksheet.
 - Step 3: Practice in pairs: “This is _____. He is a _____ from _____.”
 - Teacher Prompt: “Ask your partner. Write it. Now tell the class.”
 - **Materials:** Classmate Interview handout

- **Reflection (10–15 mins)**
 - Step 1: Students circle the interview questions they understood and answered.
 - Step 2: Share: “I can say my name.” “I can say where I’m from.”
 - Teacher Prompt: “Show me one thing you can say. Tell a partner.”
 - **Materials:** Classmate Interview handout

[20-Minute Break]

III. Production (30–40 mins)

- **Introduce a Classmate (30–40 mins)** – Small presentations
 - Step 1: Students choose one classmate and ask questions again.

- Step 2: Practice using the interview worksheet with the classmate's info.
- Step 3: Each student presents: "This is _____. He is a _____ from _____."
- Teacher Prompt: "Look at your paper. Speak slowly and clearly."
- **Materials:** Classmate Interview handout

IV. Digital Tool (45 mins)

- To provide students with the opportunity to use the digital tool in class with teacher support.
- The teacher can demonstrate activities with the whole class and/or support students as they work individually, for example:
 - Provide a tutorial on the digital tool and its functions
 - Show students how to login
 - Try different activities with teacher support

V. Wrap-Up (15 mins)

- **Vocabulary Review (5–7 mins)**
 - Matching game on board: match student name to country/city name.
 - Quick quiz: "Who remembers where Tomer is from?"
 - **Materials:** Whiteboard and markers
 - **Self-Reflection (7–10 mins)**
 - Ask: "Can you say your name and job? Can you ask someone else?"
 - Students answer verbally or in writing in notebook with teacher support.
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Optional Independent Practice

- Record an introduction on your phone and bring to next class.

Notes for the Instructor

- **Pacing Tip:** Keep timing flexible depending on group size for introductions.
- **Corrections Tip:** Use echo correction for pronunciation errors.
- **Differentiation:** Use visuals and sentence starters to scaffold lower-level learners.

- **Course Title:** General Business English (**Student Success Introduction**)

- **CEFR Level:** A1
- **Lesson Number:** 2
- **Topic:** My Learning Style and Routine
- **Lesson Duration:** 3 hours (1hr20 - break 20mins - 1hr20)
- **Can-Do Objectives:** (Aligned with CEFR descriptors)
 - I can say what I do every day.
 - I can talk about how I learn English.
 - I can ask and answer about routines.

Materials

- Handouts:
 - [Learning Style and Routine Survey](#)
 - [Learning Style Checklist](#)
- Audio/Video Files:
 - [The secrets of learning a new language | Lýdia Machová | TED](#)
- Required Tech / Supplies:
 - Whiteboard and markers
 - Projector

Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
wake up	To stop sleeping	I wake up at 7 o'clock.	N
listen	To hear and pay attention	I listen to English music.	N
repeat	To say again	I repeat new words.	N
learn	To get knowledge or a new skill	I learn English online.	Y
speak	To talk	I speak English with my teacher.	Y

Lesson Structure (PPP)

- **Warm-Up / Review: Review of Introductions and Basic Instructions (10–15 mins)**
Students review the previous lesson by practicing saying their name, job, country, and classroom instructions.
 - Step 1: Ask students: “Can you say your name, job, and where you are from?” Model: “My name is ____. I am a ____ from ____.”
 - Step 2: In pairs, students take turns introducing themselves and their partner using this format.

- Step 3: Play Simon Says using classroom instructions (e.g., sit down, stand up, listen, repeat).
- Teacher Prompt: “Introduce your partner: ‘This is _____. She is a _____.’”, then say “Simon says: ‘Stand up!’”

I. Presentation (30–40 mins)

- **Vocabulary Introduction (10 mins)** – Common routine and learning-related verbs
 - Step 1: Teacher writes 5 verbs on the board: wake up, listen, repeat, learn, speak.
 - Teacher says each word slowly, models pronunciation, and writes a simple example:
 - “I wake up at 7.”
 - “I listen to music.”
 - Step 2: Students repeat chorally (together), then individually.
 - Step 3: Oral “echo drill”: Teacher says “I wake up”, students echo.
 - **Materials:** Whiteboard and markers

- **Grammar/Function Focus (10–15 mins)** – Using “I + verb” for routines
 - Step 1: Model sentences on board: “I wake up at 7. I listen to music.”
 - Teacher models substitution drill:
 - “I never wake up at 7. I sometimes wake up at 8. I wake up at 9 everyday.”
 - Students repeat with different times and frequency adverbs (everyday, sometimes, never, always etc.).
 - Step 2: Students make 3 sentences with different verbs and times and frequencies.
 - Teacher writes prompts on board: I _____. / I _____ at _____. / I _____ with _____.
 - Ask students to build their own sentences in notebooks.
 - Step 3: Pair practice with sentence frames.
 - Teacher Prompt: “Say: ‘I sometimes learn English at home.’ Now ask: ‘Do you learn at home?’”
 - **Materials:** Whiteboard and markers

- **Mini-Lecture & Guided Discussion (10–15 mins)** – How people learn
 - Step 1: Show a short video clip of a language learner explaining their routines.
 - Step 2: After video, teacher asks for example:
 - “What learning routines did you hear?”
 - “She says: I watch tv. Do you watch tv?” (students raise hands or say yes/no)
 - “Do you study in the morning or in the evening? Do you wake up early to study?”
 - Step 3: Write student responses on the board using key verbs.
 - Teacher Prompt: “She says: ‘I listen to music.’ Do you? What else do you do?”
 - **Materials:** Projector, [The secrets of learning a new language | Lýdia Machová | TED](#)

II. Practice (30–40 mins)

- **Controlled Activities (20 mins)** – Learning Style and Routine Survey
 - Step 1: Distribute survey with simple questions (e.g., Do you listen to music? Do you write new words?).
 - Step 2: Students survey at least 3 classmates, and check boxes.
 - Return to seats: Write 2 sentences using results, for example:
 - “I listen to music.”
 - “I speak with friends.”
 - Teacher Prompt: “Ask: ‘Do you listen to music?’ Check the box. Now write a sentence.”
 - **Materials:** Learning Style and Routine Survey handout

- **Reflection (10–15 mins)**
 - Step 1: Students complete a checklist of what helps them learn.
 - Step 2: Circle their top two strategies and share with a partner.
 - Step 3: Write: “I learn best when I _____. I like to _____.”
 - Teacher Prompt: “What do you like? What helps you? Say: ‘I like to _____.’”
 - **Materials:** Learning Style Checklist handout

[20-Minute Break]

III. Production (30–40 mins)

- **My Daily English Routine (30–40 mins)** – Create and share your routine
 - Step 1: Students fold paper into 4 boxes (morning, afternoon, evening, night) for a more professional format.
 - Step 2: In each section, students write a short sentence about their daily routine. Drawing is optional.
 - Examples:
 - “I wake up at 7.”
 - “I listen to music.”
 - “I learn English at night.”
 - Step 3: Students practice telling their routine to a partner using their paper or chart.
 - Step 4: Volunteers present to the class.
 - Teacher Prompt: “Use your paper or chart to tell your routine. Say: ‘I read English at home.’”

IV. Digital Tool (45 mins)

- To provide students the opportunity to use the digital tool in class with teacher support.
- The teacher can demonstrate activities with the whole class and/or support students as they work individually.

V. Wrap-Up (15 mins)

- **Vocabulary Review (5–7 mins)**
 - Teacher calls out: “Wake up!” — students say the sentence: “I wake up at 7.”
 - Quick board race: Teacher writes half-sentences (I ___ at 7.), students complete aloud.
 - **Materials:** Whiteboard and markers

 - **Self-Reflection (7–10 mins)**
 - Ask: “What do you do to learn English? What do you want to try next week?”
 - Students write 2–3 ideas on an exit card:
 - “I repeat words.”
 - “I speak with friends.”
 - **Materials:** Blank slips of paper
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Optional Independent Practice

- Try one new strategy this week (e.g., listen to music, repeat words). Bring a sentence to class.

Notes for the Instructor

- **Pacing Tip:** Allow extra time for drawing and labeling routines.
- **Corrections Tip:** Focus on verbs with “I” (e.g., “I listen,” not “I listening”).
- **Differentiation:** Use visuals like emoji drawings on board and physical gestures for routine verbs. Sentence frames help scaffold output.

- **Course Title:** General Business English (**Student Success Introduction**)
- **CEFR Level:** A1
- **Lesson Number:** 3
- **Topic:** Study Tips and Strategies
- **Lesson Duration:** 3 hours (1hr20 - break 20mins - 1hr20)
- **Can-Do Objectives:** (Aligned with CEFR descriptors)
 - 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..."

Materials

- Handouts:
 - [Study Tip Matching](#)
- Audio/Video Files:
 - [Improve Your English Each Week With These 5 Tips!](#)
- Required Tech / Supplies:
 - Whiteboard and markers
 - Projector

Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
practice	Do something again and again	I practice English every day.	Y
tip	A small piece of advice	A good tip is to read out loud.	N
listen	Use your ears to hear something	I listen to podcasts in English.	N
repeat	Say or do something again	Repeat the word five times.	N
flashcards	Cards with words to help you remember	I use flashcards to study vocabulary.	Y

Lesson Structure (PPP)

- **Warm-Up / Review: Review of Learning Style and Routine (10–15 mins)**
 - Step 1: Ask students, "How do you study English? What tools do you use?"
 - Step 2: In pairs, students say: "I study by ___." / "I use ___."
 - Step 3: Class makes a list of learning styles on the board.
 - Teacher Prompt: "What helps you study more – reading or listening?"

I. Presentation (30–40 mins)

- **Vocabulary Introduction (10 mins)** – Study tools and actions
 - Step 1: Write all 5 words and definitions on board.
 - Read each word aloud, then students repeat.
 - Ask: “What does this word mean? Can you give me a sentence?”
 - Step 2: Pair Task (on board): Match terms to example sentences.
 - Teacher Prompt: “What does this word mean? Say a sentence.”

- **Grammar/Function Focus (10–15 mins)** – Giving simple learning suggestions with “You can...”
 - Step 1: Write examples on board: “You can read emails in English.”, “You can listen to meetings in English.”, “You can talk on the phone in English.”
 - Step 2: Students complete 3 sentences in their notebooks: “You can ____.”
 - Step 3: Practice saying tips to a partner.
 - Teacher Prompt: “What is your learning tip? Say: ‘You can ____.’”

- **Mini-Lecture & Guided Discussion (10–15 mins)** – Ways to Learn English: What study tips work?
 - Step 1: Show short video with 5 tips.
 - Step 2: Students listen and write down the 5 tips.
 - Step 3: Discuss: “Which tip do you like? Why?”
 - Teacher Prompt: “Do you use this tip? Does it help you?”
 - **Materials:** Projector, [Improve Your English Each Week With These 5 Tips!](#)

II. Practice (30–40 mins)

- **Controlled Activities (20 mins)** – Study Tip Matching
 - Step 1: Distribute worksheet with study problems and tips.
 - Step 2: Students match study problems with study tips.
 - Step 3: In pairs, students share matches and explain.
 - Teacher Prompt: “Why is this a good tip for the problem?”
 - **Materials:** Lesson 3 Worksheet (Study Tip Matching)

- **Reflection (10–15 mins)**
 - Step 1: Write 1–2 tips that help you.
 - Step 2: Share with a partner: “This helps me because...”
 - Step 3: Students share most helpful tips.
 - Teacher Prompt: “Why do you like this tip?”

[20-Minute Break]

III. Production (30–40 mins)

- **Tip Exchange (30–40 mins)** – Share and recommend tips

- Step 1: Each student writes one study tip using “You can...”
- Step 2: Students walk around and read each other’s tips.
- Step 3: Write down one new tip from a classmate.
- Teacher Prompt: “Find a new tip you want to try!”
- **Materials:** Slips of paper

IV. Digital Tool (45 mins)

- To provide students the opportunity to use the digital tool in class with teacher support.
- The teacher can demonstrate activities with the whole class and/or support students as they work individually.

V. Wrap-Up (15 mins)

- **Vocabulary Review (5–7 mins)**
 - Teacher says a word, students give definition or example
 - Optional: quick board matching quiz
 - **Self-Reflection (7–10 mins)**
 - Write: “What tip will I use this week? Why?”
 - Share one response with partner
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Optional Independent Practice

- Try a new study tip every day this week.
- Record what works best in your journal.

Notes for the Instructor

- **Pacing Tip:** Keep tip exchange moving with 3-minute timers.
- **Corrections Tip:** Support students in forming clear “You can...” suggestions.
- **Differentiation:** Let advanced learners add explanations: “You can ___ because ___.”

- **Course Title:** General Business English (**Student Success Introduction**)
- **CEFR Level:** A1
- **Lesson Number:** 4
- **Topic:** My Learning Goals
- **Lesson Duration:** 3 hours (1hr20 - break 20mins - 1hr20)
- **Can-Do Objectives:** (Aligned with CEFR descriptors)
 - 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.

Materials

- Handouts:
 - [Goal & Activity Plan](#)
- Audio/Video Files:
 - [Goal Setting Vocabulary](#)
- Required Tech / Supplies:
 - Whiteboard and markers
 - Projector
 - Poster paper and markers

Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
goal	Something you want to do	My goal is to speak English better.	N
plan	A way to reach your goal	I have a plan to study every day.	N
will	Shows future action	I will learn five new words today.	N
want	Shows a wish or hope	I want to write better emails.	N
learn	To get new knowledge or skills	I want to learn more vocabulary.	N

Lesson Structure (PPP)

- **Warm-Up / Review: Review of Study Tips (10–15 mins)**
 - Step 1: Ask: “What tip helped you last week?”
 - Step 2: Pair-share using sentence frame: “A good tip for me is to ____.”
 - Step 3: Teacher lists common tips on the board.
 - Teacher Prompt: “Why did this help you?”
 - **Materials:** Whiteboard and markers

I. Presentation (30–40 mins)

- **Vocabulary Introduction (10 mins)** – Focus on 5 goal-setting words
 - Step 1: Show vocabulary on the board.
 - Step 2: Match words with meaning and example sentences.
 - Step 3: Students write their own sentence using one new word.
 - Teacher Prompt: “Can you write your own goal with this word?”
 - **Materials:** Whiteboard and markers

- **Grammar/Function Focus (10–15 mins)** – Using “I will...” and “I want to...”
 - Step 1: Model and write on whiteboard: “I want to learn more English.” “I will read every day.”
 - Step 2: Students complete in their notebooks and read 3 sentences aloud.
 - Step 3: Partners ask and answer using: “What is your goal?”
 - Teacher Prompt: “Try using both ‘will’ and ‘want’ in your answers.”
 - **Materials:** Whiteboard and markers

- **Mini-Lecture & Guided Discussion (10–15 mins)** – How goals help learning
 - Step 1: Watch video with goal-setting examples.
 - Step 2: Students write in notebooks 3 goals they hear. Repeat video if needed.
 - Step 3: Discuss in groups: “Which goal is good for you?”
 - Teacher Prompt: “Can you change this goal to fit your life?”
 - **Materials:** Projector, [Goal Setting Vocabulary](#)

II. Practice (30–40 mins)

- **Controlled Activities (20 mins)** – Complete a simple goal and plan
 - Step 1: Give template with: My Goal, What I Will Do, When I Will Do It.
 - Step 2: Students write one short-term learning goal.
 - Step 3: Share goals in pairs and give each other suggestions.
 - Teacher Prompt: “What will you do every day or week?”
 - **Materials:** Goal & Plan Activity handout

- **Reflection (10–15 mins)**
 - Step 1: Students answer in notebooks: “My goal is important because...”
 - Step 2: Share with a partner and discuss.
 - Step 3: Class discussion of different goals.
 - Teacher Prompt: “Will this goal help your English? How?”
 - **Materials:** Goal & Plan Activity handout

[20-Minute Break]

III. Production (45 mins)

- **Mini-Project: My English Learning Plan**

- Step 1: Introduce the mini-project: “You will create a poster with your English goal and how you will achieve it.”
- Step 2: Show an example: includes goal, steps, days of the week, visuals.
- Step 3: Students use the Goal & Plan Activity template to write: My Goal, What I Will Do, When I Will Do It, Why It’s Important.
- Teacher Prompt: “Write: ‘My goal is _____. I will _____ every _____.’”
- Step 4: Add pictures, drawings, or icons to represent actions.
- Step 5: Students prepare to present their plan to the class or group.
- Step 6: Gallery walk or class sharing session.
 - Teacher Prompt: “Tell the group about your plan using full sentences.”
 - **Materials:** Poster paper & markers

V. Wrap-Up (15 mins)

- **Vocabulary Review (5–7 mins)**

- Teacher reads a sentence or writes on board, and students guess the vocabulary word.
- **Materials:** Board (optional)

- **Self-Reflection (7–10 mins)**

- Write: “What is one thing you will do this week for your goal?”
 - Pair-share responses
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Optional Independent Practice

- Follow your plan for one week.
- Track your actions in a notebook or with a checklist.

Notes for the Instructor

- **Pacing Tip:** Allow time for goal presentations, especially with larger groups.
- **Corrections Tip:** Support students in using “I will...” and “I want to...” correctly.
- **Differentiation:** Allow visuals or sentence frames for students who need support.

- **Course Title:** General Business English
- **CEFR Level:** A1
- **Lesson Number:** 1
- **Topic:** Workplace Introductions (Unit 1: Getting Started at Work)
- **Lesson Duration:** 3 hours (1hr20 - break 20mins - 1hr20)
- **Can-Do Objectives:** (Aligned with CEFR descriptors)
 - 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?"

Materials

- Handouts / Worksheets: [Download them [at this link](#)]
 - [Name cards](#)
 - [Form for writing task](#)
 - [Find Someone Who list](#)
- Required Tech / Supplies:
 - Whiteboard and markers (frontal/in-person lesson)
 - Ball for introductions activity

Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
name	a word by which a person is known	"My name is Alex."	N
work	to do a job	"I work in a hospital."	Y
manager	a person who leads a team or office	"He is a manager."	Y
introduce	to tell someone who you or another person is	"Let me introduce Mr. Lee."	N
colleague	a person you work with	"She is my colleague."	Y

What...?	to ask questions about someone's name or profession	"What is your name?"	N
do (job)	to ask about someone's work or profession	"What do you do?"	Y
is (job)	used to say what someone's job is	"He is a manager."	Y

Lesson Structure (PPP)

- Warm-Up Icebreaker (10 - 15 mins)
 - Step 1: Friendly Greeting and Teacher Introduction
 - As learners arrive, greet them individually with: "Hello, my name is [Teacher's Name]. What about you?"
 - Step 2: "Introduce and Connect" Activity
 - Ask everyone to form pairs (or small groups if the class is large).
 - Give them a simple speaking prompt on the board:
 - "My name is ____."
 - "I work in ____ / I am a ____ (job)."
 - "Something I like is ____."
 - Students introduce themselves to their partner using the sentences.
 - After two minutes, regroup as a class. Each student introduces *their partner* to everyone else (e.g., "This is Maria. She works in sales. She likes cooking.").
 - Step 3: Peer Introductions
 - Pair up students randomly.
 - Instruct them to ask each other: "What is your name? What do you enjoy?"
 - After 2 minutes, each student introduces *their partner* to the whole group: "This is [Partner's Name]. [He/She/They] enjoy(s) [activity]."
 - Step 4: Display [Name Cards](#)
 - Distribute blank name cards and markers.
 - Ask: "Please write your name and a small drawing of (or write) something you enjoy."
 - Give an example on the board.
 - Students write/ decorate cards and wear or display them

I. Presentation (30–40 mins)

- Vocabulary Introduction (5 mins)
 - Step 1: Quick Brainstorm
 - Ask: “When I say ‘work,’ what words do you think of? Call out any words that come to mind!”
 - Write some student responses on the board.
 - Step 2: Real-Life Context
 - Write all the target words: name, work, manager, colleague on the board.
 - Ask volunteers: “Which of these words do you use the most in your daily life or on the job? Why?”
 - Step 3: Picture and Gesture Game
 - Show or quickly draw simple icons (e.g., a name tag, office building, boss figure, two people talking) next to each word.
 - Encourage students to guess and match each word to the correct picture.
 - After matching, demonstrate a gesture for each word. For example:
 - Name: point to your name tag.
 - Work: mime typing or building something.
 - Manager: stand tall with “in charge” posture.
 - Colleague: shake hands with someone nearby or mimic conversation.
 - Ask students to stand up and copy the gestures with a partner.
 - Step 4: Lightning Pair Practice
 - In pairs, give 60 seconds for students to ask and answer:
 - “What is your name?”
 - “Where do you work?”
 - “Who is your manager?”
 - “Who is your colleague?”
 - Encourage improvisation based on their real lives or create fictional answers for practice.

- Grammar/Function Focus (10 mins)
 - Pair Practice
 - In pairs, give 60 seconds for students to ask and answer:
(Model each phrase, pointing to yourself or a prop for the job)
 - “What is your name?”
 - “Where do you work?”
 - “What do you do?”
 - “Who is your manager?”
 - “Who is your colleague?”
 - Encourage improvisation based on their real lives or create fictional answers for practice.

- Model Dialogue / Video Clip (10 mins)
 - Board dialogue:

- A: Hello! What is your name?
 - B: My name is Maria.
 - A: What do you do?
 - B: I am a cleaner.
 - A: This is Mr. Lee. He is a manager.
 - Read the dialogue aloud, use gestures/props for jobs.
 - Invite a confident student to play a role.
 - Optional: Play a video or audio clip of introductions in a workplace.
 - Ask: "What is her name?" "What does he do?"
- Comprehension Questions (5-10 mins)
 - Check students' understanding of the target language: Point to a student and ask:
 - "What is your name?"
 - "What do you do?"
 - "Who is a manager?"
 - "Who is a colleague?"
 - Use thumbs up/down or smiley/sad faces to check understanding.

II. Practice (30–40 mins)

- Controlled Practice Activities:
 - Step 1: "Find Someone Who"
 - Distribute [a simple list](#) with prompts such as:
 - Find someone whose manager is a woman.
 - Find someone who works in an office.
 - Find a colleague who likes coffee.
 - Students ask classmates, filling in names as they complete the prompts.
 - Step 2: "Workplace Scenarios" – Pair Role Plays
 - Give pairs a short role-play situation (written on slips or displayed):
 - "You're at a company party. Meet someone new."
 - "At the office. Introduce your manager and your colleague to a visitor."
 - "You're new at work. Greet a colleague and introduce yourself."
 - Students practice the conversations, swap roles, then perform for classmates.
 - *Bonus*: Rotate partners each round for more variety.

[20-Minute Break]

III. Production (30–40 mins)

- Writing task (10 mins)
 - Hand out [a simple form](#): Name, job, workplace.
 - Model by filling in your own form.
 - Students write: "My name is ____." "I work in ____." "My job is ____."

- Communicative Task (e.g., small group role-play, job-related simulation) (10 mins)
 - Job Fair Mini Networking Event
 - Set up the room as if it's a networking event or job fair.
 - Each student picks a profession (real or invented) and creates a simple *business card* (paper slip with their name + job).
 - Students circulate, shake hands, and introduce themselves:
 - “My name is ____.” “I work as a ____.”
 - Add: “Who do you work with?” or “Do you have a manager/colleague?”
 - Prompt them to ask at least three to five classmates and exchange “business cards.”
 - Afterwards, a few students can “introduce” someone they just met.
- Error Correction and Recap (10 mins):
 - Go over 3–4 common errors heard during group work. Write corrected versions on the board. Practice them chorally.

IV. Wrap-Up (15 mins)

- Review vocabulary and objectives (5 mins)
 - Review key phrases on the board. Quick round: Teacher asks, “What is your name?” Students answer in turn. Praise effort.
- Self-reflection: “What did you learn today?” “Can you introduce yourself and a colleague?” (5 mins)
- Preview of Next Class + Assignment (5 mins)
 - Tell students the next lesson will focus on numbers and spelling (part of the same unit).

Optional Independent Practice

- Homework / Practice / For next class:
 - Write a paragraph introducing yourself and a colleague.

Notes for the Instructor

- Encourage repetition and visual cues for low-literacy learners
- Monitor pronunciation of key terms
- Keep pace slow and use clear modeling

Lesson prepared by Elisabeth Perrin

- **Course Title:** General Business English
- **CEFR Level:** A1
- **Lesson Number:** 2
- **Topic:** Numbers, Spelling and Forms (Unit 1: Getting Started at Work)
- **Lesson Duration:** 3 hours (1hr20 - break 20mins - 1hr20)
- **Can-Do Objectives:** (Aligned with CEFR descriptors)
 - I can say and write numbers (for phone, office, etc).
 - I can spell my name and workplace name.
 - I can fill out a basic workplace form and ask others for details.

Materials

- Handouts / Worksheets: [Download them [at this link](#)]
 - [Registration Form Writing Task](#)
 - ["Find Someone Who..." worksheet](#)
- Required Tech / Supplies:
 - Whiteboard and markers (frontal/in-person lesson)
 - Sticky notes
 - Soft ball or object for controlled activity

Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
number	a symbol or word for counting	"My office number is 12."	N
spell	to say or write the letters of a word	"I spell my name A-L-E-X."	N
phone	a device or number for calling	"My phone number is 123-4567."	N
form	a paper with blanks to write info	"Please fill out this form."	Y

address	the place where you live or work	"My address is 24 King Street."	N
alphabet	letters A-Z	"The alphabet starts with A."	N
complete	to finish or fill in	"Complete the form, please."	Y
How do you spell...?	to ask for spelling	"How do you spell your name?"	N

Lesson Structure (PPP)

- Warm-Up Icebreaker (10 - 15 mins)
 - Step 1: Dynamic Greetings + “Two Truths and a Lie”
 - As students enter, greet them and ask:
 - “Hello! What is your name? Where do you work?”
 - Add: “What do you like about your work?”
 - Step 2: Name & Number Mixer
 - Give each student a small note with a number (1–20, or as needed).
 - Say: “Use your card to introduce yourself! Example: ‘My name is Lena. My number is five.’”
 - Go around quickly: students rise, say their name and number.
 - Play a quick “Line Up” challenge: “Without talking, line up in order by number!”
 - Step 3: Alphabet Scramble
 - Divide learners into small groups.
 - Give each group a letter on a small note to spell their names.
 - Race: Who can spell their full names with cards fastest? For longer names, students can help each other.
 - Ask: “Does anyone have the same letter in their name?” Spot connections between classmates.
 - Step 4: Name Spelling Challenge
 - Teacher models spelling their own name: “My name is Alex. I spell it A-L-E-X.”
 - In pairs, students take turns spelling their names aloud while the partner writes it down.
 - Switch roles. Compare: “Did you spell it right?” Students check and correct together.
 - Step 5: Community Wall

- On sticky notes (or cardstock), each student writes their name, job, and one “fun fact” (hobby, favorite food, etc.).
- Stick these notes up on a “community wall” in the classroom.
- Invite everyone to read the notes and find someone with a similar interest.

I. Presentation (30–40 mins)

- Vocabulary Introduction (10 mins)
 - Write the numbers 0–20 (and office/phone examples) on the board.
 - As a class, count up and down, then say select numbers at random.
 - Practice workplace context: “My office number is 15.” “My phone number is 072-555-1234.”
- Spelling and Alphabet Focus (10 mins)
 - Show alphabet cards, repeat as a group.
 - Practice spelling familiar workplace names (e.g., “How do you spell ‘office’?” “How do you spell ‘bank’?”).
 - Model: “How do you spell your name?” and “How do you spell your workplace name?”
- Listening and Mini Dialogue (10 mins)
 - Read short dialogues. For example:
 - A: “What is your phone number?”
 - B: “My phone number is 081-2345678.”
 - A: “How do you spell your name?”
 - B: “M-A-R-I-A.”
 - Students listen and write down the information they hear.
- Comprehension Questions (5-10 mins)
 - Ask students for numbers as answers: “Who has office number 5?” “Whose name starts with A?”
 - Dictation: Teacher says three numbers, class writes them down.

II. Practice (30–40 mins)

- Controlled Practice Activities:
 - 1. Choral and Fun Repetition
 - “Count Around the Office” Game: Pass a soft ball (or imaginary object) around. Each person says one number as they receive it (“One!” “Two!” etc.), or a letter if spelling. Mistakes mean the ball goes back to start—everyone helps, laughs, and learns together.
 - Name & Workplace Spelling Challenge: Display common names and workplace words. Have students *spell one aloud* as a group “wave,” each saying one letter.
 - 2. Real-Life Pair Work

- Personalized Name Tags: Give each student a blank tag. In pairs, practice asking:
 - “What is your name?”
 - Spell it for your partner.
 - “What is your phone number?” (use fake numbers for privacy if needed)
 - “Where do you work?”/“How do you spell that?”
 - The partner writes down answers. Switch roles.
- 3. “Find Someone Who...” Survey
 - Give students a simple [“Find Someone Who...” worksheet](#):
 - Find someone whose *name has an “e”* in it.
 - Find someone who works at “X” company.
 - Find someone whose phone number ends in “5.”
 - Students walk around, ask questions, *write down answers* (and spelling!).
 - Regroup and share one interesting fact they learned

[20-Minute Break]

III. Production (30–40 mins)

- Writing task (10 mins)
 - Hand out a basic [registration form](#) with fields for name, workplace, phone number, etc.
 - Model filling out the form. Students complete the form for themselves (with support as needed).
 - Practice spelling their name and workplace to a partner as they write.
- Reading and Communicative Task (e.g., small group role-play, job-related simulation) (15 mins)
 - Part 1 - Reading Activity:
 - Write a short dialogue or short text on the board (e.g., an email exchange, a receptionist’s note, or a text message with names, phone numbers, and workplaces).
 - Students read the text individually, then answer quick comprehension questions such as:
 - Who is writing/speaking?
 - What information is being shared?
 - Which words/names need to be spelled?
 - Highlight any challenging areas (names, spelling conventions, workplace vocabulary).
 - Part 2 - Role-play:
 - In pairs, one student is the receptionist, the other the “new employee.”
 - The receptionist asks for a name, phone number, and workplace.
 - New employee answers and spells as needed.
 - Alternative realistic situations could be:

- Situation A: You are at a company party. Meet someone new—introduce yourself, spell your name and workplace.
 - Situation B: Calling someone to confirm a work detail (“Hi, can you spell your name, please?”).
- Error Correction and Recap (5 mins):
 - Review common spelling, number, or form errors together on the board. Practice corrected versions as a group.
 - Quick oral quiz: Teacher calls out a number or letter, students reply with the word, number, or spelling.

IV. Wrap-Up (15 mins)

- Review vocabulary and objectives (5 mins)
 - Go through numbers, spelling, and key form words. Praise all efforts.
- Self-reflection: “Can you say your phone number in English?” “Can you spell your workplace?” (5 mins)
- Preview of Next Class + Assignment (5 mins)
 - Tell students the next lesson will focus on greetings and polite phrases at work (part of the same unit).
 - Homework: Practice spelling your name and workplace name; memorize your phone number in English.

Optional Independent Practice

- Homework / Practice / For next class:
 - Listen to a recording/song of numbers and the alphabet in English.
 - Spell workplace names for family or friends.

Notes for the Instructor

- Monitor and support correct pronunciation, especially for numbers/letters that sound similar.
- Personalize forms and numbers as much as possible to student realities.
- Keep activities high-participation, supportive, and visual.

Lesson prepared by Elisabeth Perrin

- **Course Title:** General Business English
- **CEFR Level:** A1
- **Lesson Number:** 3
- **Topic:** Greetings and Polite Phrases at Work (Unit 1: Getting Started at Work)
- **Lesson Duration:** 3 hours (1hr20 - break 20mins - 1hr20)
- **Can-Do Objectives:** (Aligned with CEFR descriptors)
 - 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.

Materials

- Handouts / Worksheets: [Download them [at this link](#)]
 - [Greetings Cards](#)
 - [Polite Phrases and Greetings Worksheet](#)
- Required Tech / Supplies:
 - Whiteboard and markers (frontal/in-person lesson)
 - Sticky notes

Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
Good morning	polite greeting in the morning	"Good morning, Maria!"	N
Hello / Hi	standard informal greetings	"Hello, Sam!"	N
Goodbye / Bye	polite/friendly way to end a meeting	"Goodbye! See you tomorrow!"	N
How are you?	polite question about well-being	"How are you?"	N
Nice to meet you	polite phrase when meeting someone new	"Nice to meet you, Mr. Lee."	N

Please	polite word when asking or requesting	"Please write your name."	N
Thank you	used to show appreciation	"Thank you for your help."	N
Sorry	polite phrase for apologizing	"Sorry, I am late."	N

Lesson Structure (PPP)

- Warm-Up Icebreaker (10 - 15 mins)
 - Revision: Matching Game
 - Give students letter cards (A, B, C, ...) and number cards (1, 2, 3, ...) (This can alternatively be written on sticky notes).
 - Students walk around the classroom, and when they meet someone, they greet and show their card (or sticky note).
 - If it's a letter: The partner must say a word that starts with that letter (e.g., "B – banana").
 - If it's a number: The partner must say the number and one thing they can count ("8 – eight pens!").
 - Switch cards, find a new partner, and repeat.
 - "Mingle & Match" Greeting Parade
 - Play some soft, upbeat music in the background.
 - As students enter, walk around and greet each: "Good morning! Hello! Hi! How are you?"
 - Ask them to choose one greeting and reply.
 - Then, tell students: "Walk around! Greet five people. Use different greetings each time."
 - Hold up fingers to show "5 greetings"—this adds a challenge and lets them move!
 - Introduce lesson topic: "Today, we practice simple conversations using basic greetings and polite phrases at work"

I. Presentation (30–40 mins)

- Vocabulary Introduction (10 mins)
 - Write greetings and polite words on the board:
 - Good morning, Hello, Goodbye, How are you, Nice to meet you, Please, Thank you, Sorry.
 - Say each word/phrase clearly, have students repeat chorally and individually.

- Show gestures for each phrase (e.g., handshake for “nice to meet you”).
 - “Greeting Speed Date” Activity
 - Pair students up. Give each pair a set of [Greetings Cards](#) (cards with simple greetings written on them: Good morning, Hello, Goodbye, How are you, Nice to meet you, Please, Thank you, Sorry.).
 - Each student draws a card and must greet their partner using the greeting and gestures. Their partner replies and switches cards for the next turn.
 - After one minute, say, “Change partner!” to practice with a new person.
 - Bonus: At the end, ask, “Who remembers the most greetings?” and do a class shout-out.
- Reading - Model Dialogue (15 mins)
 - Write a dialogue on the board and ask students to first read it alone:
 - A: “Good morning, how are you?”
 - B: “I’m fine, thank you!”
 - A: “What’s your name?”
 - B: “My name is Moshe. And you?”
 - A: “I’m Ana. Nice to meet you”
 - B: “Nice to meet you too.”
 - Then, students take turns to read aloud.
 - Pause and ask students, “What did you hear?” Highlight greeting and polite words.
- Role Play (15 mins)
 - On the board, write 2–3 simple situations:
 - In the morning at work
 - Meeting a colleague for the first time
 - At the office cafeteria
 - Give students 1 minute to practice a short greeting exchange in pairs for one situation.
 - Invite a couple of pairs to perform (optionally using simple props or miming actions for fun). Applaud all performances!

II. Practice (30–40 mins)

- Controlled Practice Activities:
 - Chain Dialogue (Memory Game):
 - Start the conversation as the teacher: “_____, John! How ___ you?”
 - The first student fills the first gap out loud, the next student fills the second, and so on.
 - Continue around the room, repeating and mixing up the order of the gaps, encouraging everyone to listen and participate.
 - Human Gap Fill:
 - Write the short conversation with gaps directly on the board:
“_____, John! How ___ you?” “I’m fine, ___ you!”
“Nice to _____ you!”
 - Write the missing words (Hello, are, thank, meet) on the board in a different area.

- Ask for four volunteers. Each selects (or points to) a missing word. As the class reads the dialogue together, the volunteers say their chosen word at the gap.
- Rotate volunteers so everyone gets a turn.
- [Polite Phrases and Greetings Worksheet](#)
 - Part A: Look at the picture and select which polite phrase to use
 - Part B: Read the sentence and decide which polite phrase/ greeting is best
 - Part C: Write the sentences in the correct spot for the conversation to be correct

[20-Minute Break]

III. Production (30–40 mins)

- Communicative Task (e.g., small group role-play, job-related simulation): Workplace Greetings Role-Play. (20-30 mins)
 - Step 1: Brainstorm Common Workplace Situations (2–3 mins)
 - On the board, write possible work settings, e.g.:
 - Arriving at the office
 - Meeting a new colleague
 - Starting a meeting
 - Asking a coworker for help
 - Offering someone a coffee or tea
 - Step 2: Model a Simple Example
 - Teacher and a student demonstrate:
 - A: “Good morning! How are you today?”
 - B: “Good morning! I’m fine, thank you. And you?”
 - A: “I’m fine, too. Would you like some coffee?”
 - B: “Yes, please. Thank you!”
 - Step 3: Pairs/Groups Prepare a Skit
 - Each group selects or is given a workplace situation.
 - In pairs/small groups, they write a very short dialogue using:
 - At least two greetings (Good morning!/Hello!)
 - At least one polite phrase (please/thank you/excuse me)
 - Support with key phrases on the board:
 - “Good morning!”
 - “How are you?”
 - “Thank you.”
 - “Excuse me, can I help you?”
 - “Would you like...?”
 - Step 4: Practice and Perform
 - Groups practice quietly.
 - Each group performs for the class.
 - The class listens for greetings and polite words—hold up a hand or say “yes!” when they hear one.
 - Cheer and clap after each performance.

- Encourage students to use their real job roles if possible: receptionist/manager/colleague.
- After every performance, ask the class: “Did you hear the greetings and polite words? Which ones?”
- Optional: After each skit, practice the phrases together as a class.

- Error Correction and Recap (10 mins):
 - Go over common mistakes (e.g., missing “please” or “thank you”). Write correct versions on the board.
 - Practice the correct versions chorally.

IV. Wrap-Up (15 mins)

- Review vocabulary and objectives (5 mins)
 - Revisit the phrases on the board.
 - Ask quick-fire questions: “How do you say hello in the morning?” “What do you say if you’re late?”
- Self-reflection: “What was your favorite greeting or word today?” (5 mins)
- Preview of Next Class + Assignment (5 mins)
 - Tell students the next lesson will focus on following instructions at work (part of the same unit).
 - Homework: Practice saying greetings and polite phrases to a family member in English.

Optional Independent Practice

- Homework / Practice / For next class:
 - Watch a short video of workplace greetings in English and try to repeat the phrases.
<https://www.youtube.com/watch?v=hBVequEEoAQ&list=PLv4XgHS4V3TJsIpVSOwhfJ3uexzSCf7QA>
 - Write a dialogue using three greetings/polite phrases for homework.

Notes for the Instructor

- Use a friendly, supportive tone and lots of gestures.
- Encourage repetition and practice with new partners.
- Support shy students by modeling and practicing as a group first.
- Give praise for use of polite words and correct responses.

Lesson prepared by Elisabeth Perrin

- **Course Title:** General Business English
- **CEFR Level:** A1
- **Lesson Number:** 4
- **Topic:** Understanding Instructions (Unit 1: Getting Started at Work)
- **Lesson Duration:** 3 hours (1hr20 - break 20mins - 1hr20)
- **Can-Do Objectives:** (Aligned with CEFR descriptors)
 - 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.

Materials

- Required Tech / Supplies:
 - Whiteboard and markers (frontal/in-person lesson)
 - Paper and scissors for the mini-project

Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
Please sit down	instruction to take a seat	"Please sit down."	N
Sign here	instruction to write your name for approval	"Please sign here."	Y
Go to the office	instruction to move to a location	"Go to the office."	Y
Stand up	instruction to rise from sitting	"Stand up, please."	N
Repeat	to say something again	"Can you repeat that, please?"	N

Listen	to pay attention to a sound or instruction	"Listen to the teacher."	N
Fill in	to write information in a blank or form	"Fill in your name here."	Y
Follow	to do what someone says	"Follow me, please."	N

Lesson Structure (PPP)

- Warm-Up Icebreaker (10 - 15 mins)
 - Revision: Greetings
 - Taking turns, a student acts out or mimes a greeting or polite phrase.
 - Students guess the meaning aloud.
 - Confirm, and if needed, clarify with a gesture.
 - Instruction Game
 - Teacher gives a series of simple instructions with clear gestures: "Please stand up," "Sit down, please," "Raise your hand," etc.
 - Change speed and occasionally "mix in" greetings: "Hello! Please stand up." "Thank you, please sit down."
 - Students listen and follow, staying alert to changes.
 - "Politeness Quick Drill"
 - The teacher says an instruction with and without "please" ("Stand up" vs. "Please stand up").
 - Students notice and discuss (briefly, in L1 or simple English) why "please" sounds nicer.
 - Students practice adding "please" and "thank you" to instructions.
 - Introduction lesson topic: "Today, we learn understanding and following instructions in the workplace and complete Unit 1 with a mini project."

I. Presentation (30–40 mins)

- Vocabulary and Phrase Introduction (10 mins)
 - Write target phrases on the board:
 - Please sit down.
 - Stand up.
 - Sign here.
 - Go to the office.

- Fill in your name.
 - Listen, please.
 - Can you repeat that, please?
 - Use gestures and props (chair, pen, paper) to demonstrate each one. Students repeat after the teacher.
 - Have students mime the actions for more engagement.
- Role Play with Props (10-15 mins)
 - Step 1: Read a short dialogue:
 - A: "Please sit down."
 - B: (sits)
 - A: "Sign here, please."
 - B: "Can you repeat that, please?"
 - A: "Sign here." (points)
 - B: (writes name)
 - Step 2: Act out a scenario with simple props (a chair, a paper, pen).
 - Invite two or three students to come to the front and take the roles of A and B. Give them clear, simple instructions to act ("Please sit down," "Sign here, please").
 - For extra fun and understanding, swap volunteers each round—everyone gets to try both "giving" and "following" an instruction.
- Student Dialogue Challenge (10-15 mins)
 - In pairs, students plan a new 2-line instruction dialogue using props. Pair 1 acts for the class. The rest of the group guesses what the instruction was and what B did.
 - Wrap-Up Discussion
 - Ask: "Where do you hear these instructions? (Workplace, office, doctor's, etc.)"

II. Practice (30–40 mins)

- Controlled Practice Activities:
 - Substitution Drill Activity
 - Teacher says or writes the base sentences with blanks, and students complete them aloud or in writing:
 - "Please sit down."
 - "Sign here."
 - "Go to the office."
 - Practice chorally, then individually.
 - Dialogue Reordering Activity
 - 1. Prepare the Dialogue
 - Write on the board the lines of the dialogue with the lines in mixed-up order. For example:
 - "Can you please sign here?"
 - "Welcome! How can I help you?"
 - "Please wait a moment."

- “Thank you! Have a nice day.”
- “I have an appointment with Mr. Lee.”
- “Please sit down over there.”
- 2. Activity Steps
 - Step 1: Introduce the Context
 - Tell the class: “This is a conversation between a receptionist and a visitor at an office.”
 - Briefly explain key words: receptionist, appointment, sign, wait, sit down.
 - Step 2: Listen & Match (Teacher Reads Aloud)
 - Read each mixed-up line aloud once or twice.
 - Students listen carefully.
 - Step 3: Group Reordering
 - In small groups or pairs, students discuss the correct order of the dialogue lines by number or by repeating them aloud in logical sequence.
 - The teacher writes the numbers on the board or chalkboard as groups report their order.
 - Step 4: Practice & Perform
 - Groups practice the dialogue in the correct order, taking turns playing receptionist and visitor.
 - Optional: Add simple gestures for instructions (e.g., pointing to a chair for “Please sit down”).
 - Step 5: Class Performance
 - Groups perform their dialogue for the class.
 - Encourage polite expressions and clear pronunciation.
 - Extension / Variation
 - Have students create a short, simple new dialogue using similar workplace instructions (e.g., giving directions, making polite requests).
 - Practice substitution drills with the dialogue phrases (“Please sit down” → “Please stand up”).
 - Sample Dialogue in Correct Order
 - “Welcome! How can I help you?”
 - “I have an appointment with Mr. Lee.”
 - “Please wait a moment.”
 - “Can you please sign here?”
 - “Please sit down over there.”
 - “Thank you! Have a nice day.”

[20-Minute Break]

III. Production (30–40 mins)

- Mini Project Work ID Card
 - Writing Task (15 mins):
 - Give out a blank paper and scissors for students to create an ID Card template: Name, Job, Workplace.
 - Teacher models with their card.

- Students fill in their own details and decorate the card.
 - Speaking Practice (10 mins):
 - Each student comes to the front with their card:
 - “My name is _____. I am a _____. I work in _____.”
 - The teacher (or a peer) gives an instruction: “Sign here.” Students sign their card.
 - The teacher gives another instruction: “Go to the office.” A student walks to a spot marked “office.”
 - Pair work: Students exchange cards and take turns giving and following basic instructions.
- Error Correction and Recap (10 mins):
 - Practice “Can you repeat that, please?” when instructions are unclear.
 - Go over 2–3 common misunderstandings on the board. The group repeats the correct version.

IV. Wrap-Up (15 mins)

- Review vocabulary and objectives (5 mins)
 - Quick round: Teacher says/acts, “Please sit down!” Students do it. Students ask, “Can you repeat that, please?”
- Self-reflection: “What instructions can you understand now?” “Can you give an instruction to a partner?” (5 mins)
- Preview of Next Class + Assignment (5 mins)
 - Tell students the next lesson will focus on describing people at work (Unit 2).
 - Homework: Practice giving simple instructions to a family member or friend.

Optional Independent Practice

- Homework / Practice / For next class:
 - Watch this short video: Tell Me About Yourself - Self Introduction and write down what you hear. <https://www.youtube.com/watch?v=YGTEXtptvGM>

Notes for the Instructor

- Model slowly, gesture clearly, and use realia/props for concrete meaning.
- Encourage fun and movement to keep adults engaged.
- Praise all attempts, especially for asking for repetition (“Can you repeat that, please?”).
- Differentiate as needed for literacy or confidence.

Lesson prepared by Elisabeth Perrin

- **Course Title:** General Business English
 - **CEFR Level:** A1
 - **Lesson Number:** 5
 - **Topic:** Job Titles and Departments (Unit 2: Job Titles and Roles)
 - **Lesson Duration:** 3 hours (1hr20 - break 20mins - 1hr20)
 - **Can-Do Objectives:** (Aligned with CEFR descriptors)
 - I can name jobs like manager, cleaner, driver, receptionist.
 - I can say: "She is a receptionist in HR..." and "She works as a..."
 - I can identify and say common company departments.
-

Materials

- Handouts / Worksheets: [Download [at this link](#)]
 - [Job title flashcards x 2 sets \(print and cut the square with the letters only\)](#)
 - [Blank "Staff Profile" card templates](#)
- Audio/Video Files:
 - For Homework Practice - People talking about their jobs: <https://www.youtube.com/watch?v=0x1WRY4fvz4>
- Required Tech / Supplies:
 - Whiteboard and markers (frontal/in-person lesson)

Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
manager	a person who leads a team or office	"He is a manager."	Y
cleaner	a person who keeps places clean	"She is a cleaner in Maintenance."	Y
driver	a person who drives a vehicle	"He works as a driver in Logistics."	Y
receptionist	a person who greets/helps people	"She is a receptionist in HR."	Y

department	a part/section of a company	"HR is a department."	Y
HR	Human Resources (company department)	"She works in HR."	Y
Sales	company department for selling things	"He is a manager in Sales."	Y
Maintenance	company department for fixing/cleaning	"I work in Maintenance."	Y
as	in the role of	"He works as a cleaner."	Y
works in	to be employed in a place or area	"She works in Reception."	Y

Lesson Structure (PPP)

- Warm-Up Icebreaker (10 - 15 mins)
 - Revision: Polite Requests and Instructions
 - In a circle, review polite classroom/workplace instructions by asking: "Please stand up", "Sit down", "Sign here." (Students act them out.)
 - Mingle and Greet:
 - The teacher hands out job title cards at random. ([Job title flashcards x 2 sets \(print and cut the square with the letters only\)](#))
 - Each student mingles and greets others, saying, for example: "Hello, my name is Ahmed. I am a manager." (Students need to read the title as per their job title card, even if it is not true)
 - After everyone has spoken, start a conversation: "Do you know how to say your job title in English?" Help students formulate responses and write them on the board.
 - Introduction lesson topic: "Today, we learn about jobs and departments in the workplace."

I. Presentation (30–40 mins)

- Vocabulary and Phrase Introduction (10 mins)
 - Write job titles (e.g. manager, cleaner, driver, receptionist) on one side of the board.
 - Introduce department names (e.g HR, Sales, Maintenance, Reception) and write them on the other side of the board.
 - Discussion activity:
 - Have students connect which job title is linked to which department name.
 - Use pictures or simple props for clarity, as required.

- Listening Activity: People Introducing Themselves (10 mins)
 - The teacher reads a short audio where several people introduce themselves (e.g., “My name is Julia. I am a receptionist in HR. This is Sam. He works as a driver in Maintenance.”)
 - Students listen and write the jobs/departments they hear in their notebook.
 - Students share what they heard.

- Reading and Matching Activity with Discussion (15-20 mins)
 - Practice job titles and workplace departments through reading and matching.
 - The teacher writes a short staff list on the board. Example Staff List:
 - *“She is a manager in Sales.”*
 - *“He is a cleaner in Maintenance.”*
 - *“He is a driver in HR.”*
 - Step 1 – Individual Reading
 - Students silently read the sentences and write them in their notebook. Encourage them to underline or circle job titles (e.g., *manager, cleaner, driver*) and departments (e.g., *Sales, Maintenance, HR*).
 - Step 2 – Matching
 - Students match each job title with the correct department (you can provide two columns: Job Titles / Departments). For example:
 - Manager → Sales
 - Cleaner → Maintenance
 - Driver → HR
 - Step 3 – Class Check & Discussion
 - Review answers together.
 - Ask simple follow-up comprehension/discussion questions, e.g.:
 - *“Which job is most important in a company?”* (encourages opinion sharing)
 - *“Which department do you think is the biggest in your workplace?”*
 - *“Do you know someone with one of these jobs?”*

II. Practice and Production (30–40 mins)

- Controlled Practice Activity (10-15 mins):
 - Dialogue Reordering (Group Work):

- Provide a mixed-up short dialogue using job and department language.
- Groups put the lines in the correct order and then practice reading aloud.
- Production (15-20 mins):
 - Step 1: Writing Task:
 - Hand out blank “Staff Profile” cards (template with Name, Job Title, Department). [Blank “Staff Profile” card templates](#)
 - Teacher models filling in their own card.
 - Students fill in their name, a job title, and a department (real or imaginary).
 - Step 2: Speaking Practice:
 - Each student stands up and presents:
“My name is _____. I am a _____. I work in _____.”
 - Option: Students introduce a “colleague”: “This is _____. He/She is a _____ in _____.”
 - Listening / Partner Exchange:
 - In pairs, take turns choosing a card and asking:
“What do you do?” / “Which department do you work in?”
 - Respond and switch roles.
 - Class Gallery:
 - Tape all cards to the board/wall.
 - Walk around and read classmates’ profiles; find 2–3 things in common.
- Error Correction and Recap (5 mins):
 - Review 2–3 common mistakes (“He is work as a driver” → “He works as a driver.”)
 - Model and choral practice corrected versions

[20-Minute Break]

III. Digital Tool (45 mins)

- To provide students the opportunity to use the digital tool in class with teacher support.
- The teacher can demonstrate activities with the whole class and/or support students as they work individually.

IV. Wrap-Up (15 mins)

- Review vocabulary and objectives (5 mins)
 - Go over jobs/departments again: “Who can name three jobs?” “Which department are you in?”
- Self-reflection: “Which job or department word did you like best?” “Can you say your job and department in English?” (5 mins)
- Preview of Next Class + Assignment (5 mins)
 - Tell students the next lesson will focus on describing colleagues (Unit 2).
 - Homework: Find out what family or friends do for work and write their job and department (real or imaginary).

Optional Independent Practice

- Homework / Practice / For next class:
 - Watch a simple video about jobs and departments at work and write down 3 new job words: <https://www.youtube.com/watch?v=0x1WRY4fvz4>
 - Practice saying job titles and departments to a friend.

Notes for the Instructor

- Encourage swapping roles and mixing job titles/departments for more language practice.
- Support with visuals and sentence frames; call on students who need extra help.
- Praise clarity and effort, not just accuracy.

Lesson prepared by Elisabeth Perrin

- **Course Title:** General Business English
 - **CEFR Level:** A1
 - **Lesson Number:** 6
 - **Topic:** Describing Colleagues (Unit 2: Job Titles and Roles)
 - **Lesson Duration:** 3 hours (1hr20 - break 20mins - 1hr20)
 - **Can-Do Objectives:** (Aligned with CEFR descriptors)
 - 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."
-

Materials

- Handouts / Worksheets: [Download [at this link](#)]
 - Worksheet: [Discussing Adjectives](#)
 - Worksheet: [Match the adjective to the picture](#)
 - [Gallery Walk Profiles Worksheet Grid](#)
- Audio/Video Files:
 - For Homework Practice - Describing Personality adjectives: <https://www.youtube.com/watch?v=ANm99oVloZs>
- Required Tech / Supplies:
 - Whiteboard and markers (frontal/in-person lesson)

Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
friendly	someone who is kind and pleasant	"She is friendly."	N
new	someone who is just starting	"He is new."	N
helpful	someone who gives help	"She is helpful."	N
busy	someone with a lot to do	"He is busy."	N

tall	someone who is not short	"She is tall."	N
works in	to have a job in a place	"He works in the warehouse."	Y
colleague*	a person you work with	"This is my colleague."	Y
warehouse	a place to store things at work	"He works in the warehouse."	Y
She/He is	describe a person with an adjective	"She is new. He is friendly."	N

*colleague = review word

Lesson Structure (PPP)

- Warm-Up Icebreaker (10 - 15 mins)
 - Speed Networking
 - Arrange students in two facing lines (like “speed dating”).
 - Each pair has 1 minute to greet each other and exchange job title:
 - “Good morning, I’m Anna. I am an engineer.”
 - “Hello, nice to meet you. I’m Peter. I am a driver.”
 - After 1 minute, one line moves to the next partner.
 - Repeat 4–5 times.
 - Debrief: “Who did you meet? What jobs did you hear?”
 - Adjective Charades:
 - Step 1: Show and discuss with students different pictures and adjective words (from these worksheets: [Discussing Adjectives](#) and [Match the adjective to the picture](#)).
 - Step 2: Students think about a colleague and share a sentence about them using this format:
 <Name> is one of my colleagues. <He/She> is <adjective>. <He/She> is <Job Title>.
 E.g. Maria is one of my colleagues. She is friendly. She is a driver.

- Introduction lesson topic: “Today, we learn how to describe people at work—what they are like and what they do.”

I. Presentation (30–40 mins)

- Vocabulary and Phrase Introduction (10 mins)
 - Write adjectives (e.g. friendly, new, helpful, busy, tall etc.) and job phrases (e.g warehouse, driver, manager, HR etc.) on the board.
 - Ask students to make 2 different sentences from the words. Example:
“Anna is new and friendly. She works in HR.”
“Paul is tall. He is a manager.”
 - Students write sentences in their notebook. Then, share it with the class.
- Active Listening: “Who Am I” (10 mins)
 - Play a guessing game:
 - The teacher reads aloud: *“I am new. I work in the warehouse.”*
 - Students guess who it is from a small set of projected pictures on the board (Kevin, Maria, Ahmed, etc.).
 - Once the answer is revealed, students write down one fact about the person.
 - Variation: After a few examples, have a student volunteer read a description for the class to guess (extra speaking practice).
- Reading & Matching: “Gallery Walk Profiles” (15-20 mins)
 - Set-up: Post four short written descriptions (A4 papers with text + picture) around the room, as if they are “staff profiles” pinned on a workplace notice board. Example:
 - *“This is Kevin. He is new. He works in the warehouse. He is a cleaner.”* (with a picture)
 - *“This is Maria. She is a manager. She works in the office. She is friendly.”*
 - Task: Students walk around, read the profiles, and complete a worksheet grid - [Gallery Walk Profiles Worksheet Grid](#) (with Name | Job | Department | Adjective).
 - Afterward, in pairs, they compare what they wrote: “What is Maria’s job? Where does Kevin work?”
 - Review: Ask quick questions to the class: *“Who works in Maintenance?” “Who is friendly?”*

II. Practice (30–40 mins)

- Controlled Practice Activity (15 mins):
 - Complete the worksheets:
 - Worksheet: [Discussing Adjectives](#): Choose the right adjective according to the picture.
 - Worksheet: [Match the adjective to the picture](#)
 - Writing task (15 - 20 mins):
 - Each student writes 2–3 sentences about a colleague (real or imaginary):

- “This is Tom. He is new. He works as a driver.”
- Share with a partner and read aloud.

[20-Minute Break]

III. Production (30–40 mins)

- Colleague Profile Cards Activity:
 - Step 1 – Preparation (Teacher)
 - Create profile cards with a name + job + 1 adjective OR short fact.
 - Example: “*Maria – Manager – Friendly*”
 - “*Ahmed – Cleaner – Hardworking*”
 - “*Lina – Driver – New colleague*”
 - “*David – IT – Helpful*”
 - You can use simple clipart/photos to make it more visual.
 - You can copy these into a Word/Google Doc, add a little clipart/photo, and cut them out for class use.

Colleague Profile Cards (10)

Name: Maria
Job: Manager
Adjective: Friendly

Name: Kevin
Job: Driver
Adjective: New

Name: Lina
Job: Cleaner
Adjective: Hardworking

Name: Ahmed
Job: Security Guard
Adjective: Helpful

Name: David
Job: IT Support
Adjective: Busy

Name: Fatima
Job: Secretary
Adjective: Polite

Name: John
Job: Salesperson
Adjective: Talkative

Name: Sofia
Job: Nurse
Adjective: Kind

Name: Omar
Job: Cook
Adjective: Quiet

Name: Anna
Job: Teacher
Adjective: Patient

- Step 2 – Pair work: Introduce Your ‘Colleague’
 - Give each student one card.
 - They walk around the room and greet each other as if at a company event:
 - *“Hello, this is Maria. She is a manager. She is friendly.”*
 - *“Nice to meet you, Maria. This is Ahmed. He is a cleaner. He is hardworking.”*
 - Encourage use of at least one follow-up question scaffolded on the board:
 - *“Where does she work?”*
 - *“Is she new?”*
- Step 3 – Memory Circle (5–7 mins)
 - After mingling, sit in a circle.
 - Each student introduces one colleague they met:
 - *“I met Lina. She is a driver. She is new.”*
- Optional Variation (for higher challenge / more fun):
 - Run a quick Guessing Game: Teacher or a student describes one colleague without saying the name:
 - *“She is a manager. She is friendly. Who is she?”*
 - Class guesses: *“Maria!”*
- Error Correction and Recap (5 mins):
 - Go over common mistakes. Write correct versions on the board.
 - Practice the correct versions chorally.

IV. Wrap-Up (15 mins)

- Review vocabulary and objectives (5 mins)
 - The teacher asks: “Who can describe a colleague?” “Who is friendly in your class/work?”

- Students give short answers: “My colleague is new.” “She works in the kitchen.”
 - Self-reflection: “What adjective describes your best colleague?” “Can you say where your colleague works?” (5 mins)
 - Preview of Next Class + Assignment (5 mins)
 - Tell students the next lesson will focus on workplace relationships (Unit 2).
 - Homework: Write 2–3 sentences about a family member, describing personality (adjective) and workplace/job.
-

Optional Independent Practice

- Homework / Practice / For next class:
 - Watch a video about describing personality adjectives and write down new words:
<https://www.youtube.com/watch?v=ANm99oVloZs>

Notes for the Instructor

- Use lots of modeling and visuals for adjectives and jobs.
- Allow all students to practice and produce language (not just repeat).
- Be flexible about real vs. imaginary colleagues—focus on language production.
- Encourage positive descriptions and support low-literacy learners

Lesson prepared by Elisabeth Perrin

- **Course Title:** General Business English
 - **CEFR Level:** A1
 - **Lesson Number:** 7
 - **Topic:** Workplace Relationships (Unit 2: Job Titles and Roles)
 - **Lesson Duration:** 3 hours (1hr20 - break 20mins - 1hr20)
 - **Can-Do Objectives:** (Aligned with CEFR descriptors)
 - I can say: "This is my supervisor."
 - I can ask: "Who is your manager?"
 - I can name job titles and describe colleagues.
-

Materials

- Handouts / Worksheets: [Download [at this link](#)]
 - [Job title flashcards x 2 sets](#) (From Lesson 5)
- Required Tech / Supplies:
 - Whiteboard and markers (frontal/in-person lesson)
 - Sticky notes

Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
supervisor	person who oversees work	"This is my supervisor"	Y
manager*	person who leads a team/department	"Who is your manager?"	Y
colleague*	a person you work with	"She is my colleague."	Y
team leader	person who leads a small group	"He is the team leader."	Y
staff	workers/employees at a workplace	"All staff must attend."	Y

boss	the head of a team or workplace	"The boss is very helpful."	Y
department	part of a company	"She works in the HR department."	Y
works in*	to be employed in a place	"He works in the warehouse."	Y

*colleague / works in / manager = review words

Lesson Structure (PPP)

- Warm-Up Icebreaker (10 - 15 mins)
 - 'Find Your Colleague' Mingling:
 - Distribute job title cards. (Use the cards from lesson 5: [Job title flashcards x 2 sets \(print and cut the square with the letters only\)](#)) Students walk around and use a target phrase: "Hello, this is my colleague. He is a manager."
 - Students listen and repeat to practice pronunciation and context.
 - After 4–5 introductions, have pairs share: "Who did you meet? What is his/her role?"
 - Target Phrase Practice:
 - On the board, write:
 - "This is my supervisor."
 - "Who is your manager?"
 - Say the phrases with clear gestures and ask students to repeat. Encourage spontaneous practice with their neighbor.
 - Introduction lesson topic: "Think about your daily life at work—greeting coworkers, asking for help, or introducing yourself. Today, we'll practice simple sentences you can use about workplace relationships."

I. Presentation (30–40 mins)

- Vocabulary and Phrase Introduction (10 mins)
 - Write relationship terms (supervisor, manager, colleague, etc.) and department names (HR, Maintenance, Sales) on the board.
 - Make example sentences about partners, teams, staff:
 - Example: "Anna is my manager." "David is my team leader." "Fatima is on my team."

- Students copy the vocabulary and write two sample sentences into their notebook. Share with class.
- “Who Do You Work With?” Listening Activity (10 mins)
 - Read short workplace introductions:
 - “This is Mr. Lee. He is our manager.”
 - “Fatima is a supervisor in Sales.”
 - “John is my colleague. We work in HR.”
 - Students write down who is the manager/supervisor/colleague for each sentence.
 - Ask: “Who is the team leader?” Come up with answers as a group.
- Q&A Practice Activity: Workplace Friends (15-20 mins)
 - 1. Model (Teacher + Student / Teacher + Class)
 - Teacher: “*Who is your manager?*”
 - Student: “*My manager is Mr. Lee.*”
 - Repeat with different examples: “Who is your colleague?” “My colleague is Anna.”
 - 2. Guided Practice
 - Put students in pairs.
 - One asks: “*Who is your manager?*”
 - The other answers: “*My manager is ____.*”
 - (Students can use their real workplace names OR made-up names on the board, e.g. Mr. Lee, Ms. Sara, John, Maria...)
 - The teacher walks around, helping with pronunciation and sentence structure.
 - “Find a Friend” Activity
 - Students walk around the room asking at least 3 classmates: “*Who is your colleague?*”
 - Answer with: “*My colleague is ____.*”
 - Encourage them to collect different answers.

II. Practice (30–40 mins)

- Controlled Practice Activities:
 - Pair Dialogue and Writing Task (15 mins):
 - In pairs, students write/say:
 - “This is my colleague. She is a nurse. She works in the hospital.”
 - “Who is your supervisor?”
 - “My supervisor is Ahmed.”
 - Share sentences with a partner and read aloud.
 - Mini-Interview Activity (15-20 mins):
 - Students mingle, asking three classmates: “Who is your manager?” “Who is your colleague?” “What department do you work in?”
 - Write answers in a notebook.

[20-Minute Break]

III. Production (30–40 mins)

Colleague & Team Card Project:

- 1. Create a Workplace Identity (10 mins)
 - Give each student a sticky note to create a “Work Card”
The card should have:
 - Name (real or made-up)
 - Role (manager, cleaner, HR, driver, teacher, etc.)
 - Department (HR, Finance, Sales, etc.)
 - 2. Present Your Colleague (5 mins)
 - Students work in pairs or small groups.
 - They introduce their “colleague” using the model:
“This is Omar. He is my colleague. He works in HR.”
 - Then, switch: *“This is Amina. She is my colleague. She is the manager.”*
 - The teacher highlights key sentence stress as students present.
 - 3. Q&A Pair Practice (5 mins)
 - Students practice asking and answering with their cards:
“Who is your manager?”
“My manager is Sara.”
“Who is your colleague?”
“My colleague is Daniel.”
 - 4. Gallery Walk (10 mins)
 - Students post their cards on the wall or desk.
 - They walk around the “office” like a networking event.
 - With a notebook, they note things like:
 - Who works in HR?
 - Who is the supervisor?
 - Who works with who?
 - Keep questions very simple and supply sentence frames.
 - 5. Listening & Recap (10 mins)
 - Teacher models a team introduction:
“This is my team. Maria is the supervisor. Lina is the cleaner. Tony is in HR.”
 - Students write 2 sentences about a classmate/team, for example:
“This is my colleague Ahmed. He works in Finance.”
“Fatima is the supervisor.”
- Error Correction and Recap (5 mins):
 - Go over common mistakes. Write correct versions on the board.
 - Practice the correct versions chorally.

IV. Wrap-Up (15 mins)

- Review vocabulary and objectives (5 mins)
 - Students name two roles: “Who is your supervisor?” “Who is your colleague?”
 - Self-reflection: “Who do you work with? Which jobs do you know?” Share with a partner. (5 mins)
 - Preview of Next Class + Assignment (5 mins)
 - Tell students the next lesson will focus on practicing vocabulary to describe jobs and workplace relationships. (Unit 2).
 - Homework: Write 3 sentences: “This is my [role]. He/She works in [department]. He/She is very [adjective].”
-

Optional Independent Practice

- Homework / Practice / For next class:
 - Practice introducing a colleague to a friend in English.

Notes for the Instructor

- Use clear visuals and role play to build confidence.
- Encourage repetition and active practice.
- Scaffold speaking/writing with sentence frames for all levels.
- Praise positive relationship vocabulary and teamwork.

Lesson prepared by Elisabeth Perrin

- **Course Title:** General Business English
 - **CEFR Level:** A1
 - **Lesson Number:** 8
 - **Topic:** Review and Role Cards (Unit 2: Job Titles and Roles)
 - **Lesson Duration:** 3 hours (1hr20 - break 20mins - 1hr20)
 - **Can-Do Objectives:** (Aligned with CEFR descriptors)
 - 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?"
-

Materials

- Handouts / Worksheets: [Download [at this link](#)]
 - [Office Chart Worksheet](#)
- Required Tech / Supplies:
 - Whiteboard and markers (frontal/in-person lesson)
 - Sticky notes

Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
What does...do?	asks about someone's job	"What does she do?"	Y
Where does...work?	asks about workplace location	"Where does he work?"	Y

Lesson Structure (PPP)

- Warm-Up Icebreaker (10 - 15 mins)
 - "Who Am I?" Mingling Game:
 - Each student receives a job/dept. card and walks around greeting each other: "Hello, I'm the nurse in Maintenance."
 - Others respond: "Nice to meet you. I'm the manager in Sales."
 - Pairs/groups then ask each other: "What do you do? Where do you work?" Practice 1–2 rounds.
 - Target Question Practice:
 - On the board:
 - "What does he do?"

- “Where does she work?”
Choral repetition, followed by partner practice saying and answering.
 - Introduce Lesson Topic:
“Today, we will review jobs, departments, and describe our team at work!”

I. Presentation (30–40 mins)

- Vocabulary and Phrase Introduction (10 mins)
 - Write 4–5 job titles and 3 departments on the board.
 - Model example sentences:
 - “Maria is a cleaner. She works in Maintenance.”
 - “Ahmed is a supervisor. He works in HR.”
 - Students copy and make two new sentences of their own, then share with the class.

- Active Listening: Job Description Quiz (10 mins)
 - Read short workplace descriptions, for example:
 - “Mr. Lee is a manager in HR.”
 - “Lina is a receptionist in Sales.”
 - Students write who does which job and in which department.

- Reading & Matching: “Our Office Chart” (15-20 mins)
 - Step 1: Create a Big Office Chart on the board
 - Draw a simple grid with 3 columns:
 - Name | Job | Department
 - Fill in names, jobs, and departments, but mix them up (so they don’t align correctly).
 - Example:
 - Names: Paul, Samira, Omar, Lina
 - Jobs: Manager, Cleaner, Receptionist, Supervisor
 - Departments: HR, Maintenance, Sales, Finance
 - Step 2: Pair/Group Reading Task
 - Students get a worksheet copy of the chart (mixed up info) - [Office Chart Worksheet](#).
 - 1: They read short sentences provided by you on the board, e.g.:
“Paul is the manager. He works in Maintenance.”
“Samira is the cleaner. She works in HR.”
 - Step 2: In pairs, they match/name-job-department on their worksheet.
 - Step 3: Check Together (Interactive Q&A)
 - Teacher asks the group:
 - “Who works in HR?”
Students: “Samira works in HR.”
 - “Who is the receptionist?”
Students: “Lina is the receptionist.”

- Keep it choral first (whole class answers together), then call on individual students to build confidence.
 - Step 4: Extension (Optional, 5 mins)
 - Once the chart is correct, do a “Find Someone” quick quiz:
Students ask each other:
“Who is the manager?”
“Who works in Finance?”
 - They use the completed chart to respond.

II. Practice (30–40 mins)

- Controlled Practice Activities:
 - Role Interview Pair Work (10–15 mins):
 - In pairs, one is the “reporter,” one is a “colleague.”
Reporter asks:
 - “What does he/she do?”
 - “Where does he/she work?”
 - Colleague answers using their card: “He is a manager. He works in Sales.”
 - Switch roles and repeat.
 - Short Writing Task (10–15 mins):
 - Each student writes 2–3 sentences about two different jobs and departments or two colleagues:
 - “Anna is a supervisor in Finance. Tom is a driver in Maintenance.”
 - Share with a partner; read aloud and correct together.
 - Q&A: “3 Colleagues Chain”
 - Students form a line or circle.
 - Student 1 asks Student 2: “Who is your manager?”
Student 2 answers: “My manager is Omar.”
 - Student 2 then turns to Student 3 and asks: “Who is your colleague?”
Student 3 answers, and so on...
 - The chain continues, so everyone gets a turn asking + answering.

[20-Minute Break]

III. Production (30–40 mins)

- Mini-Project: “Who’s Who” Team/Department Poster
 - Prepare Your Poster (15–20 mins):
 - Present to Class (10–15 mins):
 - Groups/pairs create a poster with names and job titles of at least four different roles from class.
For each, write:
 - Name
 - Job title
 - Department
 - Adjective
 - (“Lina – cleaner – Maintenance – friendly”)
 - (Optional: Draw or paste pictures.)

- Present to Class (10–15 mins):
 - Each group presents their poster:
“This is our team. Maria is a manager in HR and she is friendly. Tom is a driver in Logistics and he is new. Anna is a receptionist in Sales and she is tall. Lina is a cleaner in Maintenance and she is helpful.”
Each student says one fact and answers a question:
Classmates ask: “What does she do?” “Where does he work?”
- Gallery Walk (if possible, 5 mins):
 - Groups walk around, look at other posters, and write down a new job/department they learned.
- Error Correction and Recap (5 mins):
 - Go over key mistakes heard during pair/group work. Write correct versions and practice as a class.

IV. Wrap-Up (15 mins)

- Review vocabulary and objectives (5 mins)
 - Ask: “Who can describe two jobs and departments?” “Who can ask: What does he do?”
 - Self-reflection: “Which job or team do you remember best?” Share one fact with a partner. (5 mins)
 - Preview of Next Class + Assignment (5 mins)
 - Tell students the next lesson will focus on workplace equipment (Unit 3).
 - Homework: Write 4 sentences describing your team (real or imaginary): job/department and a relationship (“Anna is my manager in HR. Tom is my colleague in Sales...”).
-

Optional Independent Practice

- Homework / Practice / For next class:
 - Practice describing a team or department aloud to a friend or family member.

Notes for the Instructor

- Use visuals, repetition, and pair/group work frequently.
- Scaffold language for lower-level learners.
- Keep activities practical and varied to maintain engagement.
- Praise use of complete sentences and teamwork in poster/project work.

Lesson prepared by Elisabeth Perrin

- **Course Title:** General Business English
 - **CEFR Level:** A1
 - **Lesson Number:** 9
 - **Topic:** Workplace Equipment (Unit 3)
 - **Lesson Duration:** 3 hours (1hr20 - break 20mins - 1hr20)
 - **Can-Do Objectives:** (Aligned with CEFR descriptors)
 - I can name 5 workplace tools (phone, broom, computer, stapler, etc.).
 - I can say: "This is a computer."
 - I can match workplace equipment to jobs.
-

Materials

- Handouts / Worksheets: [Download [at this link](#)]
 - [Tools Flashcards with Pictures](#)
- Required Tech / Supplies:
 - Whiteboard and markers (frontal/in-person lesson)
 - Some real workplace tools for controlled activities (pen, computer mouse, stapler etc.)
 - Large paper for group poster activity
 - Sticky notes, colored pencils

Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
phone	a device to make calls	"This is a phone."	Y
broom	a tool used for sweeping	"She uses a broom."	Y
computer	an electronic device for work	"This is a computer."	Y
stapler	device to fasten papers together	"He has a stapler on his desk."	Y
clipboard	a board to hold papers for	"She carries a	Y

	writing	clipboard."	
printer	machine that prints documents	"Our office has a printer."	Y

Lesson Structure (PPP)

- Warm-Up Icebreaker (10 - 15 mins)
 - Quick quiz: Teacher says a simple description, students call out the job.
 - Example:
 - "This person helps sick people in the hospital." (→ Nurse)
 - "This person drives a taxi." (→ Driver)
 - "This person cleans the office." (→ Cleaner)
 - Guess the Object Game:
 - Teacher describes a tool or object without naming it:
"I am black and white. I make papers. What am I?" (printer)
 - Students guess the object, say: "It is a printer."
 - Introduce Lesson Topic:
"Today, we learn the names of tools and equipment in the workplace. We will talk about what they are and what they are for."

I. Presentation (30–40 mins)

- Vocabulary and Phrase Introduction (10 mins)
 - Present [Tools Flashcards with Pictures](#): phone, broom, computer, stapler, clipboard, printer.
 - Teacher models phrases:
 - "This is a phone."
 - "She uses a broom."
 - "He has a stapler."
 - Students repeat chorally and individually, then write three sentences using the new vocabulary and sentence structure.
- Reading Activity: What People Do With Tools (15-20 mins)
 - Step 1 – Context & Pre-teach
 - Show a few simple pictures of tools commonly used in jobs - introduce more tools (phone, broom, computer, pen, scissors, hammer).
 - Elicit or remind learners of the basic names if needed: *phone, broom, computer, printer, hammer, pen, etc.*
 - Step 2 – Reading the Sentences
 - Write 4–6 short sentences on the board (or projector/worksheet). Keep them simple, consistent, and job-related:

- *Maria answers the phone.*
- *Tom sweeps with a broom.*
- *Anna prints documents.*
- *Ahmed writes with a pen.*
- *Jenny cuts paper with scissors.*
- *Sam builds with a hammer.*
- Step 3 – Understanding Check
 - Do a quick comprehension task:
 - Ask learners to underline the verb in each sentence (answers, sweeps, prints).
 - Ask “*What tool do they use?*” → Learners circle “phone,” “broom,” “documents/printer,” etc.
 - Match activity: On the side of the board, write the tools separately. Learners come and draw a line from the sentence to the tool.
- Step 4 – (Optional Extra) Role-play / Mimic
 - Call on a few learners: “*Show me: Tom sweeps with a broom.*” (Learners act or mime.)
 - The class guesses: “*He sweeps with a broom!*”

II. Practice (30–40 mins)

- Controlled Practice Activities:
 - Pair Q&A: Object Hunt (10 mins)
 - Provide a few real objects you find in the workplace.
 - Student A picks up or points to a real object in the room. They ask: “*What is this?*”
 - Student B answers: “*This is a ____.*” or “*It is a ____.*”
 - Then they switch roles.
 - To add fun, the teacher can turn it into a timed challenge: “Find 3 objects and ask your partner.”
 - Line-up Game: Fill in the Sentence (10 mins)
 - Students stand in two lines facing each other.
 - The teacher says a sentence starter: “*This is a ____.*” or “*He uses a ____ for cleaning.*”
 - Student A completes the sentence, then the pair high-fives and students rotate to the next partner.
 - The teacher writes each sentence on the board. Following the game, ask students to write the sentences in their notebooks.
 - Sharing Circle: Name one tool you use at work (5 mins)
 - Students sit in a circle. Each says one sentence with a tool they use, following the sentence example: “I use a pen to write.”

[20-Minute Break]

III. Production (30–40 mins)

- Workplace Equipment Poster:

- Group Work (15–20 mins):
 - Groups create a poster naming and drawing/collaging at least 5 workplace tools.
 - Next to each tool, write its name and the job that uses it.
 - Example: “Broom – used by Cleaner”
 - Presentation (10–15 mins):
 - Each group shows their poster, saying:
“This is a computer. It is used by the manager.”
“This is a stapler. It is used by the receptionist.”
 - Listening and Q&A (5 mins):
 - Other groups ask questions: “Who uses the broom?” “What is this?”
- Error Correction and Recap (5 mins):
 - Review pronunciation and common errors.
 - Choral repetition of key vocabulary.

IV. Wrap-Up (15 mins)

- Review vocabulary and objectives (5 mins)
 - Quick flashcard drill: Teacher shows a tool, students say its name and usage.
 - Self-reflection: “Can you name 3 tools and say who uses them?” Share with a partner.(5 mins)
 - Preview of Next Class + Assignment (5 mins)
 - Tell students the next lesson will focus on describing objects and their use (Unit 3).
 - Homework: Find and list 5 tools or items you see at work or home and try to say what they are.
-

Optional Independent Practice

- Homework / Practice / For next class:
 - Practice describing tools and their uses to a family member or friend.

Notes for the Instructor

- Use real objects or pictures whenever possible to support vocabulary learning.
- Encourage pairwork and repetition.
- Support all literacy levels with visuals and scaffolded sentence frames.
- Provide lots of positive feedback to build confidence.

Lesson prepared by Elisabeth Perrin

- **Course Title:** General Business English
 - **CEFR Level:** A1
 - **Lesson Number:** 10
 - **Topic:** What Is It For (Unit 3: Workplace Equipment)
 - **Lesson Duration:** 3 hours (1hr20 - break 20mins - 1hr20)
 - **Can-Do Objectives:** (Aligned with CEFR descriptors)
 - 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..."
-

Materials

- Required Tech / Supplies:
 - Whiteboard and markers (frontal/in-person lesson)
 - Real workplace objects (if possible, for demonstration)

Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
clean	remove dirt	"We use a broom to clean."	Y
type	write using a keyboard	"We use a computer to type."	Y
call	to speak to someone by phone	"We use a phone to call clients."	Y
write	to make words on paper	"We use a pen to write."	N
staple	to join papers	"A stapler is for stapling papers."	Y
cut	to divide with scissors	"We use scissors to cut"	N

		paper."	
for	to explain the use of something	"This is for cleaning."	N
We use	start of a function sentence	"We use a printer to print documents."	Y
This is for	start of a purpose sentence	"This is for cleaning windows."	Y

Lesson Structure (PPP)

- Warm-Up Icebreaker (10 - 15 mins)
 - Revision: Ask students: *"What jobs do you know in English?"*
 - Write answers on the board to activate vocabulary.
 - After sharing a list of jobs, ask each student to choose a job from the board and to make a sentence about the job: *"A nurse works in a hospital."/ "A teacher works in a school."*
 - Object Function Game:
 - Teacher holds/presents a real tool (e.g., broom, stapler, pen) and asks: "What is it for?"
 - Students call out: "For cleaning!" "For stapling papers!" etc.
 - Matching Warm-Up:
 - On the board, list a set of tools in one column ("broom," "phone," "pen," etc.) and simple uses in the next ("for writing," "for cleaning," "for calling").
 - Students come up and draw lines to match tools to function.
 - Introduce Lesson Topic:
 - "Today, we learn how to talk about what things are for at work!"

I. Presentation (30–40 mins)

- Vocabulary and Phrase Introduction (10 mins)
 - Present flashcards and/or realia: phone, broom, computer, pen, stapler, scissors, printer.
 - Teacher models and writes on board:
 - "This is a broom. We use it to clean."
 - "This is a phone. We use it to call clients."
 - "A stapler is for stapling papers."
 - Students write 3 model sentences using "We use..." or "This is for..."

- Students share their sentences aloud. Check pronunciation.
- Listening Activity: Purpose in Context (10-15 mins)
 - Step 1: Set the Scene: Tell students: *"You will listen and guess what jobs or tools are being described. Listen carefully!"*
 - Step 2: Listening Input (Teacher reads aloud)
 - Example sentences:
 - *"This is a computer. We use it to type."*
 - *"This is a pen. We use it to write."*
 - *"This is a broom. It is for cleaning."*
 - You can adapt with job items:
 - *"This is a stethoscope. We use it to listen to the heart."* (doctor/nurse)
 - Step 3: Student Task
 - The teacher reads one of the "tool + purpose" sentences.
 - Students shout out/volunteer the tool (pen, broom, etc.) OR the job connected (teacher, cleaner, doctor).
 - Teacher follows up: *"What is it for?"*
 - Students answer: *"It's for writing." / "We use it to write."*
- Reading Activity: Jobs and Tools in Action
 - Step 1: Input Reading
 - Prepare a short reading text or list on the board / slide / handout. For example:
 - Text Sample (5–6 items):
 - *Scissors – We use them to cut paper.*
 - *A broom – It is for cleaning the floor.*
 - *A computer – We use it to write and send emails.*
 - *A frying pan – It is for cooking food.*
 - *A stethoscope – Doctors use it to listen to the heart.*
 - Learners silently read or you read aloud and they follow.
 - Step 2: Matching / Reading Comprehension
 - The teacher reads only the function aloud; students call out or point to the correct tool.
 - Alternative: Give learners strips of paper (tools on one, purposes on another) and let them match by reading.
 - If there are no materials, just do it orally: *"Which one is for cutting?"* → Students read back *"Scissors – We use them to cut paper."*
 - Step 3: Pair Work Reading & Speaking
 - In pairs, students take turns *reading one sentence aloud*.
 - Their partner asks: *"What is the ... for?"*
 - The reader replies with the line from the text: *"It is for cooking food."*

II. Practice (30–40 mins)

- Controlled Practice and Production Activities:
 - Step 1: Gap-Fill Relay (5-10 mins)
 - Put 6–8 gapped sentences (like “*We use a ___ to call*”) on slips of paper and stick them around the classroom walls.
 - Divide students into 2–3 small teams.
 - One student from each team runs to read a gap sentence, runs back, and tells their group the missing word. The group discusses and writes the answer, then sends another runner for the next slip.
 - Whole class feedback together.
 - Step 2: Pair Practice – “What Is It For?” Pass-the-Card (5-10 mins)
 - Give each pair a small set of picture/word cards (e.g. pen, broom, computer, scissors, phone). (Use the [Tools Flashcards with Pictures](#) from Lesson 9)
 - Student A picks up a card and asks: “*What is this for?*”
 - Student B answers: “*It’s for writing.*” / “*We use it to write.*”
 - Then they swap roles, and keep passing cards.
 - The teacher walks around checking accuracy.
 - Step 3: Mini Object Hunt Upgrade: “Classroom Detective” (10 mins)
 - The teacher says: “*Find something we use to clean,*” or “*Find something we use to open or cut.*”
 - Students quickly point, touch, or show the object.
 - In pairs, they ask/answer:
 - A: “*What is this for?*”
 - B: “*It is for cleaning / cutting / writing.*”
 - To add a challenge: Students decide the job that uses it: “*A cleaner uses it*” / “*A teacher uses it.*”
 - Step 4: Speed Writing Challenge (5 mins)
 - Students have 3 minutes to write as many correct “use it to…” sentences as they can about tools/jobs.
 - Then, in pairs or small groups, they read one sentence each aloud. If another group already said it, they can’t repeat.
- Error Correction and Recap (5 mins):
 - Review common errors (e.g., “We use for type” → “We use it to type”).
 - Choral repetition of key structures.

[20-Minute Break]

III. Digital Tool (45 mins)

- To provide students the opportunity to use the digital tool in class with teacher support.
- The teacher can demonstrate activities with the whole class and/or support students as they work individually.

IV. Wrap-Up (15 mins)

- Review vocabulary and objectives (5 mins)
 - Drill: Teacher/volunteer shows a tool and asks: “What is it for?”
 - Students respond with full sentences.

- Self-reflection: Partner share: "Name one tool and what we use it for." (5 mins)
 - Preview of Next Class + Assignment (5 mins)
 - Tell students the next lesson will focus on describing the location of objects at work (Unit 3).
 - Homework: Write 3 new "This is for..." sentences about things in your home or workplace.
-

Optional Independent Practice

- Homework / Practice / For next class:
 - Practice describing household objects and their functions with a friend or family member.

Notes for the Instructor

- Use as much realia as possible for tactile, visual learning.
- Encourage pair and group speaking for maximum participation.
- Model target structures multiple times and scaffold for lower proficiency students.
- Praise all efforts and help correct in a supportive way.

Lesson prepared by Elisabeth Perrin

- **Course Title:** General Business English
 - **CEFR Level:** A1
 - **Lesson Number:** 11
 - **Topic:** Where is it? (Unit 3: Workplace Equipment)
 - **Lesson Duration:** 3 hours (1hr20 - break 20mins - 1hr20)
 - **Can-Do Objectives:** (Aligned with CEFR descriptors)
 - I can group objects by place (office/store).
 - I can say: “The printer is in the office.”
 - I can ask: “Where is the stapler?”
-

Materials

- Handouts / Worksheets: [Download [at this link](#)]
 - [Prepositions of Place in the Workplace Worksheet](#)
- Required Tech / Supplies:
 - Whiteboard and markers (frontal/in-person lesson)
 - Blank paper, colored pencils for production activity

Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
desk	a table for working	"The stapler is on the desk."	N
chair	something to sit on	"The chair is in the store."	N
in	inside a place	"The printer is in the office."	N
on	on the surface of something	"The stapler is on the desk."	N
next to	beside or adjacent to something	"The computer is next to the printer."	N

Where is...?	question about location	"Where is the stapler?"	N
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Lesson Structure (PPP)

- Warm-Up Icebreaker (10 - 15 mins)
 - 1. Quick Sort: Job + Place Edition
 - Write on the board places such as: *"Office / Store / Hospital / Kitchen / Classroom"* (or workplace types your learners know).
 - Show a flashcard or say an object (computer, apron, whiteboard, pan, medicine, uniform).
 - Students call out where it belongs.
 - Then ask: *"Who uses it?"* → encourage answers like *"A teacher uses the whiteboard"* or *"A doctor uses medicine"*.
 - 2. Point & Show / Real Object Game
 - Teacher: *"Point to the stapler!"*
 - Variation: Students take turns being the *caller*. (Each student names an object; classmates point or hold it up if they have it.)
 - Extend: *"Where is the stapler?"* → *"It's on the desk."*
 - Add revision: Teacher asks: *"Who uses it?"* → *"An office worker uses the stapler."*
 - 3. Jobs Quickfire Mime
 - The teacher or a student mimes an action with an invisible tool.
 - Example: typing (office worker), sweeping (cleaner), cooking (chef), checking temperature (nurse).
 - Students guess: *"You are a cook!"* | *"She is a doctor!"*
 - Optional follow-up: *"What does a cook use?"* → *"A cook uses a pan."*
 - 4. Transition into Lesson Topic
 - "Today we are going to practice two things together: jobs and tools in the workplace. We will also learn how to say where things are — like 'The computer is on the desk.'"

I. Presentation (30–40 mins)

- Vocabulary and Phrase Introduction (10 mins)
 - Learning prepositions: how to say where an object is?
 - Use classroom objects for live modeling: put a stapler on a chair, a phone next to a computer, scissors under a book.
 - Say aloud: *"The stapler is on the chair."* Students repeat.
 - Invite volunteers to move an object, then make the sentence: *"The book is under the desk."*
 - Introduce prepositions of place. View with students the [Prepositions of Place in the Workplace Worksheet](#) (to be done during the Controlled Practice Activities time)
 - Mini Partner Practice
 - Students work in pairs. One secretly places an object somewhere on the desk.

- The partner asks: “Where is the ___?” and answers: “It is on the desk / next to the chair / under the book.”
 - Switch roles after 2–3 items.
- Labeling a Floor Plan Listening Activity (10-15 mins)
 - Set the Scene
 - Draw a very simple office/store map on the board (desk, chair, shelf, computer, door).
 - OR just use the actual classroom (desk, table, wall, etc.) as a “map.”
 - Listening Round
 - Teacher reads sentences:
“The stapler is on the desk.”
“The printer is in the office.”
“The phone is next to the computer.”
 - Students come up and place flashcards or real classroom objects in the correct spot on the board/furniture.
 - For large groups: Students point or gesture where it should be.
 - Follow-up: After placing, the teacher asks: “Where is the stapler?” → Students reply in full sentence: “It is on the desk.”
- Reading and Categorizing (10-15 mins)
 - 1. Preparation
 - Write 6–8 sentences on the board/paper slips around the room:
“The phone is on the desk.”
“The broom is in the store.”
“The computer is in the office.”
 - 2. Silent Reading & Sorting
 - Divide class into 2–3 teams.
 - One by one, students go to the board/wall and read a sentence.
 - They must place it (by pointing or saying aloud) in a category:
 - OFFICE vs. STORE (write these as two columns on the board).
 - Example: Student reads aloud: “The broom is in the store” → places/mimes putting it under STORE.
 - Discussion
 - As a group, check together: “Which things are in the office?” → Students answer chorally.
 - Add a job connection: “Who uses the broom?” → “A cleaner.”; “Who uses the computer?” → “An office worker/teacher.”

II. Practice (30–40 mins)

- Controlled Practice Activities:
 - 1. Gap-Fill - [Prepositions of Place in the Workplace Worksheet](#)

- Students fill in the blanks with the correct prepositions of place.
 - 2. Mini Writing Task: “Class Gallery Walk”
 - Students each write 2–3 sentences about object locations.
 - Instead of keeping it private, have students:
 - Post or stick sentences on the board/wall.
 - Students walk, read, and choose 1 sentence they like or correct one if needed.
 - Quick reporting back: *“I like Maria’s sentence: The phone is next to the printer.”*
 - Optional: Pair up — Student A reads their sentence aloud, Student B asks a follow-up question (*“Who uses it?”*).
 - 3. Pair Practice Q&A: “Secret Location Game”
 - Instead of only asking/answering with one stapler example:
 - Give Student A a *secret card/slip/picture* (or whisper). Example: *“The stapler is on the desk.”*
 - Student A *can’t say the location directly* — they only answer questions.
 - B: *“Is it under the chair?”*
 - A: *“No, it isn’t.”*
 - B: *“Is it on the desk?”*
 - A: *“Yes, it is.”*
 - Switch roles, new objects/locations.

[20-Minute Break]

III. Production (30–40 mins)

- Classroom Design Challenge
 - Set-up:
 - Divide students into small groups. Give each group a blank piece of paper to *design an office, store, or hospital room.*
 - Task:
 - They decide where 6–8 objects should go. Example: *“The printer is next to the desk.”* / *“The broom is in the corner.”*
 - Output:
 - Groups then give oral instructions to another group to “recreate” their layout by drawing quickly on the board.
 - Follow-up Q&A:
 - Other groups ask: *“Where is the phone?”* → presenters answer: *“It’s on the desk.”*
- Error Correction and Recap (5 mins):
 - Review common preposition or phrase errors; practice corrections chorally.

IV. Wrap-Up (15 mins)

- Review vocabulary and objectives (5 mins)
 - Quick flashcard drill asking “Where is the ___?” to elicit sentence answers.

- Self-reflection: Partner share: “Name one object and say where it is.” (5 mins)
 - Preview of Next Class + Assignment (5 mins)
 - Tell students the next lesson will focus on reviewing vocabulary learned and practice describing tools and objects at work. (Unit 3).
 - Homework: Draw a room or workspace and write 3 sentences describing where objects are.
-

Optional Independent Practice

- Homework / Practice / For next class:
 - Practice describing household objects and their functions with a friend or family member.

Notes for the Instructor

- Use as much realia as possible for tactile, visual learning.
- Encourage pair and group speaking for maximum participation.
- Model target structures multiple times and scaffold for lower proficiency students.
- Praise all efforts and help correct in a supportive way.

Lesson prepared by Elisabeth Perrin

- **CEFR Level:** A1
 - **Lesson Number:** 12
 - **Topic:** Review and Inventory (Unit 3: Workplace Equipment)
 - **Lesson Duration:** 3 hours (1hr20 - break 20mins - 1hr20)
 - **Can-Do Objectives:** (Aligned with CEFR descriptors)
 - 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
-

Materials

- Handouts / Worksheets: [Download [at this link](#)]
 - [Workplace Objects Worksheet](#)
 - [Template for Mini Project - Tool Talk Inventory and Presentation](#)
- Required Tech / Supplies:
 - Whiteboard and markers (frontal/in-person lesson)
 - Real workplace objects (if possible, for demonstration)
 - Sticky notes, colored pencils

Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
printer	machine to print documents	"The printer is in the office."	Y
stapler	tool to fasten papers together	"Where is the stapler?"	Y
broom	tool for sweeping	"The broom is in the store."	Y
phone	device for making calls	"Where is the phone?"	Y
notebook	small book for writing notes	"My notebook is on the desk."	N

next to	beside or adjacent to something	“The phone is next to the computer.”	N
in*	inside a place	“The computer is in the office.”	N
on*	on the surface of something	“The stapler is on the desk.”	N
use	a function or reason for an item	“A broom is used for cleaning.”	N
inventory	a list of things	“Let’s make an inventory of tools”	Y

*in / on = review words

Lesson Structure (PPP)

- Warm-Up Icebreaker (10 - 15 mins)
 - Quick Sort: Jobs and Objects
 - The teacher writes places (e.g., Office, Store, Hospital, Kitchen) on the board.
 - Teacher says or shows an object or tool; students call out the correct place: “Computer.” → “Office!”
“Pan.” → “Kitchen!”
 - Follow-up: “Who uses it?” — “A chef uses a pan.”
 - Object Hunt and Describe
 - Place 4–5 real or picture objects around the room/classroom.
 - The teacher or a student says: “Show me the stapler!” Students find it, then describe its use or location:
“It is on the desk.”
“It is used for stapling papers.”
 - Transition:
 - “Today we review the items and tools you use at work, say where they are, and what they are for.”

I. Presentation (30–40 mins)

- Vocabulary and Phrase Revision of Unit 3 (10 mins)

- Show real classroom objects or flashcards (printer, stapler, broom, phone, notebook).
 - Say and write model sentences:
 - “The printer is in the office.”
 - “The broom is in the store.”
 - “We use a stapler for joining papers.”
 - “The phone is next to the computer.”
 - Students write 3 sentences about classroom/workplace objects in their notebooks.
 - Students share their sentences aloud. Check pronunciation.
- **Listening and Workplace Objects (10-15 mins)**
 - Set-up: Bring or show common workplace objects (or use pictures/slides).
 - Teacher model (short and clear):
 - “This is a stapler. The stapler is on the desk. We use it to staple papers.”
 - “This is a notebook. The notebook is in the drawer. We use it to write notes.”
 - “This is a broom. The broom is in the store room. We use it to clean.”
 - Activity:
 - Students listen carefully and point to the object (or picture).
 - In their notebooks, students draw a quick map/picture of the office, showing where objects are.
 - Teacher or pair work recall:
 - “Where is the stapler?” → “It’s on the desk.”
 - “What is it for?” → “It’s for stapling papers.”
- **Reading, Matching and Sorting Activity (10-15 mins)**
 - Teacher writes on the board simple sentences:
 - “The pen is on the desk. It is for writing.”
 - “The phone is on the table. It is for calling.”
 - “The computer is in the office. It is for sending emails.”
 - “The keys are in the drawer. They are for opening the door.”
 - Task 1: Students take turns to read one sentence aloud. Check pronunciation.
 - Task 2: Provide sticky notes to students. Students have to cut and mix up sentences → students match object + place + use.
 - Example:
Object: Pen | Place: On the desk | Use: Writing
 - Task 3: Sorting game:
 - Place all the sticky notes on the table.
 - In pairs, students sort and connect the three parts (object / place / use).
 - Each pair reads the sentence/s they connected.

II. Practice (30–40 mins)

- **Controlled Practice Activities:**
 - Students complete the [Workplace Objects Worksheet](#) which consists of:

- Part A: Match the sentences
- Part B: Fill in the blank.
- Part C: Draw and Label.
- Part D: Ask a Partner.
- Gallery Walk Writing and Reading:
 - Provide sticky notes.
 - Each student writes 1–2 sentences about a workplace object and pins/posts its description on the wall.
 - Students walk and read each other’s sentences, noting any new examples.
 - Discussion: What did you read? Students share.

[20-Minute Break]

III. Production (30–40 mins)

- Mini-Project: “Tool Talk” Inventory and Presentation
 - Step 1: Choose and Discover
 - Each student walks around the classroom (or uses supplied picture cards) and picks two real workplace tools or objects (e.g., broom, stapler, pen, computer).
 - If possible, have a “toolbox table” or a box of props in the middle for tactile exploration.
 - Step 2: Research & Prepare
 - For each object, students fill in a template - [Template for Mini Project - Tool Talk Inventory and Presentation](#)
 - Guide students with examples below:

Object	Description Sentence	Use/Function Sentence	Where Is It?
stapler	This is a stapler.	It is used for stapling papers.	It is on the desk.
broom	This is a broom.	It is used for cleaning.	It is in the store room.

- Step 3: Script & Practice
 - Students write their sentences in big, clear handwriting and practice saying them with a partner.
 - Encourage use of props or drawings. They can mime or show the object while speaking.
- Step 4: Present in Groups (“Tool Talk” Show)
 - Break into pairs or small groups.
 - Each student stands up, shows their template, and gives their short “Tool Talk”:
 - “This is a broom. It is used for cleaning. It is in the store room.”
 - “This is a stapler. It is used for stapling papers. It is on my desk.”
 - The listeners ask simple, structured questions: “Where is it kept?” “What is it for?”
- Step 5: Q&A and Inventory Game

- After each presentation, listeners repeat the information (“The broom is in the store room. It is for cleaning.”), reinforcing memory and checks for understanding.
- Error Correction and Recap (5 mins):
 - Collect common errors, highlight them on the board, and correct them together.

IV. Wrap-Up (15 mins)

- Review vocabulary and objectives (5 mins)
 - Quick drill: “What’s this?” Show an object or picture, elicit name, use, and place.
 - Self-reflection: Partners: “Tell your partner about one tool you use at work.” Listen and give feedback. (5 mins)
 - Preview of Next Class + Assignment (5 mins)
 - Tell students the next lesson will focus on describing work routines, schedules and time. (Unit 4).
 - Homework: Make an inventory list of 5 items at home or work. Write what each is for and where it is kept.
-

Optional Independent Practice

- Homework / Practice / For next class:
 - Practice describing objects and their location at home with a friend or family member.

Notes for the Instructor

- Use realia and visuals for maximum engagement and support.
- Scaffold all tasks with sentence frames and examples for lower-literacy learners.
- Encourage partner checking and group sharing for confidence-building.
- Repeat and review key vocabulary for mastery.

Lesson prepared by Elisabeth Perrin

- **CEFR Level:** A1
 - **Lesson Number:** 13
 - **Topic:** My Workday (Unit 4: Work Schedules)
 - **Lesson Duration:** 3 hours (1hr20 - break 20mins - 1hr20)
 - **Can-Do Objectives:** (Aligned with CEFR descriptors)
 - 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.
-

Materials

- Handouts / Worksheets: [Download [at this link](#)]
 - [Reading and Sequencing Routine Worksheet](#)
 - [Workday Schedule Table Worksheet](#)
 - [Daily Routines Bingo](#)
- Audio/Video Files
 - Video clip about daily routines (for Optional Independent Practice)
<https://www.youtube.com/watch?v=L31ExXwlsVc>
- Required Tech / Supplies:
 - Whiteboard and markers (frontal/in-person lesson)
 - Wall clock or toy clock for demonstration (see [Clock Template](#))
 - Large blank papers or poster boards for Production task

Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
start	to begin work or an activity	"I start at 8:00."	N
finish	to end work or an activity	"I finish at 5:00"	N
task	a job you do at work	"I answer emails. That is my task."	Y
lunch	mid-day meal	"I have lunch at 12"	N

meeting	people discuss work together	"We have a meeting at 10:00."	Y
routine	a regular set of activities	"My routine: start at 8:00, finish at 5:00."	N
every day	something you do all days	"I call clients every day."	N
break	a short stop from working	"I have a break at 11:00."	N
morning	early part of the day	"I clean in the morning."	N
afternoon	later part of the day	"I help in the afternoon."	N

Lesson Structure (PPP)

- Warm-Up Icebreaker (10 - 15 mins)
 - 1. Jobs & Tools Quick Revision
 - Show simple flashcards or pictures of common jobs (manager, cleaner, driver, cook) and workplace tools/objects (broom, stapler, phone, pen).
 - Hold up a card and ask:
 - "Who is this?" (pointing to a job card) → Students answer: "A cleaner."
 - "What tools do they use?" → Students answer: "A broom."
 - Repeat with a few examples to refresh vocabulary and make connections between jobs and tools.
 - 2. Time & Task Match-Up on the Board
 - Draw three columns on the board: Time | Task | Who?
 - Write these examples:
 - Time: 8:00, 9:00, 12:00, 5:00
 - Task: answer emails, clean, cook lunch, drive
 - Who: manager, cleaner, driver, cook
 - Ask students to match by drawing lines or writing simple sentences, e.g.:
 - "The cleaner starts at 8:00."
 - "The cook has lunch at 12:00."
 - 3. Days and Routine Quick Game

- Say a day: “Monday!”
- Students quickly say a task they do or their job does on Monday, e.g.:
 - “I answer emails.”
 - “I clean.”
- Practice simple time sentence frames:
 - “I start at 9.”
 - “I finish at 5.”
- 4. Introduce the Lesson Topic: My Workday
 - Write on the board: My Workday
 - Ask short questions to elicit answers:
 - “What time do you start work?”
 - “What do you do at work?”
 - “Where do you work?”
 - Students give one-word or short phrase answers to build a foundation for the lesson.
 - Explain that today they will talk and learn more about their daily work routines.

I. Presentation (30–40 mins)

- Vocabulary and Time Phrases (10 mins)
 - Present daily routine verbs: start, finish, have lunch, call, answer, make, clean, drive.
 - Write typical workday times and example sentences on board:
 - “I start at 8:00”
 - “I have a meeting at 10:00”
 - “I have lunch at 12:00”
 - “I finish at 5:00”
 - Practice “at” for time with a wall clock or toy clock. see [Clock Template](#)
 - Students write three example sentences.
 - Students share their sentences aloud. Check pronunciation.
- Workday Schedules Listening Activity (10-15 mins)
 - The teacher reads a daily routine for 2–3 workers:
 - “My name is Anna. I start at 8:00. I answer emails. I have lunch at 12:00. I finish at 5:00.”
 - “I work in a store. I start at 7:00. I clean in the morning. I finish at 3:00.”
 - Students fill out a simple grid in their notebook: Name | Start Time | Task | Lunch | Finish.
 - The teacher checks answers in the whole group.
- Reading and Sequencing Routine (10-15 mins)
 - Hand out a simple short text about someone’s workday. ([Reading and Sequencing Routine Worksheet](#))
 - “Maria’s workday: She starts at 8:00. She checks the schedule. She helps customers. She has lunch at 12:00. She ends at 5:00.”
 - Reading Task 1: Number the sentences in order (sequencing).
 - Reading Task 2: Underline the time and circle routines/tasks.
 - Read out loud in pairs or as a class for pronunciation.

II. Practice (30–40 mins)

- Controlled Practice Activities:
 - [Workday Schedule Table Worksheet](#)
 - Fill in a schedule table for your workday (Start/Lunch/Tasks/Finish).
 - Pair Practice Q&A:
 - Prompt: Student A asks, “What time do you start?” B answers: “I start at 8.”
 - Student A asks questions; Student B answers. Then swap roles.

Question	Example Answer
What time do you start?	I start at 8:00.
What is your first task?	I check emails / clean / cook.
When do you have lunch?	I have lunch at 12:00.
What time do you finish?	I finish at 5:00.

- [Daily Routines Bingo](#):
 - Distribute the Daily Routines Bingo sheet.
 - The teacher calls out, students cover if they match.
- Short Writing Task:
 - Write on the board sentences examples with blanks.
 - Students write sentences in their notebooks, filling in the blanks about their daily routines.
 - My Workday
 - I start work at ___ o'clock.
 - My first task is to _____.
 - I have lunch at ___ o'clock.
 - In the afternoon, I _____.
 - I finish work at ___ o'clock.

[20-Minute Break]

III. Production (30–40 mins)

- My Workday Poster: Create, Practice, and Present
 - Step 1: Create Your Workday Poster
 - Each student receives a large sheet of paper or poster board.
 - They write their name and job title clearly at the top (e.g., "I am Leila. I am a cleaner.").
 - Students write key times for their workday:
 - Start time (e.g., "I start at 7:00.")
 - Lunch time (e.g., "I have lunch at 12:00.")
 - Finish time (e.g., "I finish at 4:00.")

- They list 3 to 5 main work tasks in simple sentences (e.g., "I clean the office. I answer phone calls.>").
- For visual support, students can:
 - Draw clocks showing their start, lunch, and finish times, or
 - Create a timeline with times and tasks, or
 - Paste/draw related pictures of tools or workplace scenes.
- Step 2: Practice Speaking in Pairs or Small Groups
 - Divide students into pairs or groups of 3-4.
 - Students take turns telling about their workday aloud using their posters as prompts, for example:
 - "Hello, I am Leila. I am a cleaner. I start work at 7:00 in the morning. I clean the office and answer phone calls. I have lunch at 12:00 and finish at 4:00."
 - Partners listen carefully and ask questions to practice comprehension and use of question forms:
 - "What time do you start?"
 - "What is your first task?"
 - "When do you have lunch?"
 - "What time do you finish?"
- Step 3: Group or Gallery Presentations
 - Arrange a gallery walk where posters are displayed around the room.
 - Students circulate, listen, and ask questions about classmates' workdays using the phrases practiced.
 - Alternatively, hold small group presentations, where each student presents to their group and answers questions from peers.
 - The teacher encourages positive feedback and helps correct pronunciation or structure gently.
- Error Correction and Recap (5 mins):
 - Quick review of common errors in times or verbs; practice corrections chorally.

IV. Wrap-Up (15 mins)

- Review vocabulary and objectives (5 mins)
 - Oral drills: "I start at ____." "I finish at ____." "I have lunch at ____."
- Self-reflection: Pairs: "Tell your partner two things you do at work every day." (5 mins)
- Preview of Next Class + Assignment (5 mins)
 - Tell students the next lesson will focus on practising using the days of the week in simple sentences to describe their work days and shifts (Unit 4).
 - Homework: Write three new sentences about your workday, including a time and a task.

Optional Independent Practice

- Homework / Practice / For next class:
 - Listen to a short video about daily routines and write down 3 new time or task words.
<https://www.youtube.com/watch?v=L31ExXwlsVc>

- Practice saying your daily schedule/times in English with a friend or family member.

Notes for the Instructor

- Use visuals, realia, and gestures to reinforce routine and time language.
- Scaffold writing tasks with models and sentence starters for lower-literacy learners.
- Give praise for effort and clarity, not only accuracy.

Lesson prepared by Elisabeth Perrin

- **CEFR Level:** A1
 - **Lesson Number:** 14
 - **Topic:** Days and Shifts (Unit 4: Work Schedules)
 - **Lesson Duration:** 3 hours (1hr20 - break 20mins - 1hr20)
 - **Can-Do Objectives:** (Aligned with CEFR descriptors)
 - 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."
-

Materials

- Handouts / Worksheets: [Download [at this link](#)]
 - [Shifts and Days Chart for Listening Activity](#)
 - [Short Stories - Work Routine Sentences](#)
 - [Multiple Choice Reading Exercise](#)
- Audio/Video Files
 - [Short video about a busy day at the office](#) for Optional Independent Practice
- Required Tech / Supplies:
 - Whiteboard and markers (frontal/in-person lesson)
 - Blank papers for Production task

Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
Sunday	first day of the week	"I work on Sunday."	N
Monday	second day of the week	"Monday is my busy day."	N
Tuesday	third day of the week	"I finish at 13:00 on Tuesday."	N
Wednesday	fourth day of the week	"I have meetings on Wednesday."	N

Thursday	fifth day of the week	"I start at 7:00 on Thursday."	N
Friday	sixth day of the week (weekend day)	"I am off on Friday."	N
Saturday	seventh day of the week (weekend day)	"I rest on Saturday."	N
shift	set work hours	"My shift is at 7:00."	Y
off	not working	"I am off on Friday."	N
at	used for time	"I start at 9:00."	N
work	to do a job	"I work every day."	Y

Lesson Structure (PPP)

- Warm-Up Icebreaker (10 - 15 mins)
 - Revision Game: Jobs & Objects in the Workplace
 - Game: "Who am I?"
 - Teacher models: Pretend to hold an object or do a job action. Example: pretend to type → "I use a computer. Who am I?" (Answer: office worker / secretary etc.)
 - Students take turns coming to the front or acting at their desks with mimes like:
 - Driving a bus (*bus driver*)
 - Writing on a board (*teacher*)
 - Cutting hair (*hairdresser*)
 - Cooking (*chef*)
 - Class guesses: "You are a chef! You use a pan!"
 - Rotate quickly so many students get a turn.
 - Variation for pairs/groups:
 - One student says: "I am a doctor. I use..."
 - The partner must finish: "You use a stethoscope."
 - Switch roles.
 - Days of the Week Action Game
 - Write the days on the board.

- Assign a simple action for each day (students suggest the actions to build ownership):
 - Monday = clap
 - Tuesday = stamp feet
 - Wednesday = hands up
 - ... and so on.
- Teacher calls out days → class does the action.
- Make it faster, mix the order, or call two days together to increase the challenge.
- Shift Chat with a “Walking Line”
 - On the board: times + verbs
 - *start / finish / have lunch*
 - *7:00 / 12:00 / 5:00*
 - Demonstrate:
 - “On Monday, I start at 7:00. I finish at 4:00.”
 - Students form two lines facing each other (“Line A” and “Line B”).
 - Line A asks: “*When do you start on Monday?*”
 - Line B answers: “*I start at 7:00.*” Then they swap roles.
 - After 1–2 minutes, one line moves one step down so everyone gets a new partner.
- Introduction to lesson topic: “Today we are going to practice using the days of the week in simple sentences to describe work days and shifts.”

I. Presentation (30–40 mins)

- Vocabulary and Time Phrases (10 mins)
 - Present and drill: Monday, Tuesday, ..., Sunday, on, at, shift, work, off.
 - Write and model sample sentences:
 - “I work on Monday.”
 - “I am off on Saturday.”
 - “My shift starts at 7:00.”
 - Practice “on” for days and “at” for times with example sentences on the board and oral repetition.
 - Students write three sample sentences with days and times, and share aloud.
- Listening Activity: Shifts and Days (10–15 mins)
 - Teacher reads 3–4 short routine descriptions, e.g.:
 - “Maria works on Monday, Tuesday and Friday. She starts at 8:00. She is off on Wednesday.”
 - “Ahmed has a night shift at 7:00 p.m. on Saturday.”
 - Students fill out this simple chart (day, work/on/off, start time, finish time) - [Shifts and Days Chart for Listening Activity](#).
 - Class check in the whole group.
- Reading and Sequencing Activity (10-15 mins)

- Step 1. Human Sequencing (Move and Speak)
 - Read out (or display) short workday/shift stories in mixed-up order, one sentence at a time. [Refer to [Short Stories - Work Routine Sentences](#)]
 - Assign each student a sentence from the story.
 - Students stand in a line, holding up fingers for their number (but the numbers are secret).
 - The class listens to all sentences, then works as a group to move the students into the correct sequence by asking simple questions as a class (e.g., “What happens first? What day is it?”).
 - When everyone agrees, read the full story aloud together in order.
 - For smaller classes, students can each read two sentences.
- Step 2. Find and Act: Day & Work/Off Words
 - As each student reads, the class listens for day/time words and “work/off.”
 - When they hear a day (e.g., “Monday”), everyone claps once.
 - When they hear “work”, everyone stands up. For “off”, everyone sits.
- Step 3. Peer Retell and Memory Game
 - Pairs (or small groups) retell the routine using only gestures and key words (pointing to the board for days/times).
 - Partners must guess the story and sequence the events with minimal prompts.
 - Quick review: Each group tries to say as much as they remember with no notes.

II. Practice (30–40 mins)

- Controlled Practice Activities:
 - [Multiple Choice Reading Exercise](#): Students choose the correct answer (Circle A, B or C)
 - Personal Work Schedule Chat
 - Students tell their partner their *own* workdays and shifts orally—model examples first:
 - “I work on Monday and Tuesday.”
 - “I start at 7:00. I finish at 3:00.”
 - “I am off on Sunday.”
 - Partners ask each other simple questions:
 - “Do you work on Monday?”
 - “What time do you start on Tuesday?”
 - Swap roles after 3–4 minutes and change partners for variety.
 - Class Survey & Schedule Board
 - On the board, draw a simple table:

Name	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
 - Under each day, write “work/on/off” or start/finish times as students report their schedules aloud.
 - The teacher calls on different students (or volunteers) to *add* their schedule info to the board table line by line.

- Encourage students to use full sentences or short answers aloud while others listen.
- Quick recap: The teacher or students ask “Who works on Wednesday?” and “Who is off on Sunday?” making it a mini Q&A quiz as a class.

[20-Minute Break]

III. Production (30–40 mins)

- My Weekly Schedule “Talking Calendar”
 - Create Your Weekly Schedule “Talking Calendar”
 - Each student draws a simple 7-day calendar on a sheet of paper or in notebooks (just lines and day names).
 - Students write or say aloud their “work/on/off” days and start/finish times in their calendar spaces.
 - For clocks, they can draw simple circle clocks with their hands or just write numbers.
 - Teacher models simple sentences again:
“I work on Monday and Wednesday. I start at 7:00. I’m off on Sunday.”
 - Speed Schedule Chats (Pair & Group Work)
 - Students pair up to ask and answer questions about each other’s weekly schedules, using their drawn calendars as prompts.
 - Question examples:
 - “Do you work on Tuesday?”
 - “What time do you start on Friday?”
 - Encourage them to use full short sentences, e.g., “Yes, I do.” or “I start at 8 o’clock.”
 - After 3 minutes, change pairs or form groups of 3-4 to practice with more classmates.
 - Schedule Market Walk
 - Arrange chairs or desks to create a “market” setup.
 - Students walk around the room showing their calendars and chatting with others, practicing questions and answers while moving.
 - Each student tries to find someone who is “off on Wednesday” or “starts work at 7:00.”
 - When they find someone, they say a full sentence:
“You are off on Wednesday.” or *“You start at 7:00 on Friday.”*
 - After 8–10 minutes, gather for a quick recap asking:
 - “Who is off on Thursday?”
 - “Who starts work at 9:00 on Monday?”
- Error Correction and Recap (5 mins):
 - The teacher highlights any recurring errors (mixing ‘at/on’, unclear day/time usage), models correct forms, and practices as a class.

IV. Wrap-Up (15 mins)

- Review vocabulary and objectives (5 mins)

- Oral drills: “I work on __.” “I am off on __.” “My shift is at __.”
 - Self-reflection: In pairs: “Tell your partner two days you work and one day you are off.” (5 mins)
 - Preview of Next Class + Assignment (5 mins)
 - Tell students the next lesson will focus on practising basic time expressions to communicate in the workplace (Unit 4).
 - Homework: Write your schedule for next week (3–4 sentences) using days and times.
-

Optional Independent Practice

- Homework / Practice / For next class:
 - Listen to a [short video about a busy day at the office](#) and write down 3 new words.
 - Practice saying the days and your shift times aloud to a friend.

Notes for the Instructor

- Use visuals, realia, and gestures to reinforce routine and time language.
- Scaffold dialogues for lower-literacy students.
- Give frequent praise for clear, correct time and day usage.

Lesson prepared by Elisabeth Perrin

- **CEFR Level:** A1
 - **Lesson Number:** 15
 - **Topic:** Talking About Time (Unit 4: Work Schedules)
 - **Lesson Duration:** 3 hours (1hr20 - break 20mins - 1hr20)
 - **Can-Do Objectives:** (Aligned with CEFR descriptors)
 - I can ask: "What time is the meeting?"
 - I can say: "The meeting is at 2 o'clock."
 - I can match times to pictures.
-

Materials

- Handouts / Worksheets: [Download [at this link](#)]
 - [Time Flashcards](#)
 - [Clock Images for Time Practice](#)
 - [Time Flashcards Exercise](#)
 - [Work Schedule Survey Chart Template](#)
 - [Suggestions for Reading and Matching Game](#) (For the teacher)
- Required Tech / Supplies:
 - Whiteboard and markers (frontal/in-person lesson)
 - Blank papers for Production task

Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
time	when something happens	"What time is lunch?"	N
o'clock	exact hour marker	"The meeting is at 2 o'clock."	N
morning*	early part of the day	"I work in the morning."	N
afternoon*	middle/later part	"I finish at 4 o'clock in the afternoon."	N

evening	late in the day	"We meet in the evening."	N
at*	used for clock time	"I come at 9 o'clock."	N
meeting	work event	"What time is the meeting?"	Y
lunch	midday meal	"Lunch is at 12:00 o'clock."	N

*morning / afternoon / at = review words

Lesson Structure (PPP)

- Warm-Up Icebreaker (10 - 15 mins)
 - Jobs & Workplace Objects Quick Review
 - Flash Vocabulary Review (spoken + acted):
The teacher says different jobs (doctor, teacher, driver, cleaner, waiter) and objects (desk, computer, pen, chair, clock).
 - Students do a simple action or gesture for each (e.g., pretend to write for "pen", mime driving for "driver").
 - Quick Q&A in pairs:
 - Student A: "What is this?" (pointing or describing an object/job)
 - Student B: "It is a computer." / "He is a doctor."
 - 2. "What Time Is It?" Clock Game
 - Show the [Clock Template](#) from Lesson 13 or draw clock faces on the board.
 - The teacher says: "It is 8 o'clock." Students repeat and point to the right time on their own hands or imaginary clocks.
 - Quick rounds where students ask each other: "What time is it?" and answer: "It is 10 o'clock."
 - 3. Time and Task Match-Up
 - Write common workplace activities on the board: *meeting, lunch, start work, finish work.*
 - Call out times and students say the matching activity aloud:
 - "Lunch is at 12 o'clock."
 - "The meeting is at 2 o'clock."
 - Transition to Lesson
 - The teacher says: "Today we practice asking and answering about time at work!"

I. Presentation (30–40 mins)

- Vocabulary and Time Phrases (10 mins)
 - Present/practice: o'clock, at, morning, afternoon, evening, meeting, lunch, start, finish.
 - Write / model:
 - "The meeting is at 2 o'clock."
 - "Lunch is at 12 o'clock."
 - "I start at 7 o'clock."
 - Use clock faces for visual support: Point to the time, say the sentence.
 - Introduce more time phrases, e.g.: [Time Flashcards](#) and [Clock Images for Time Practice](#)
 - 10:05: five past ten
 - 09:10: ten past nine
 - 08: 15: quarter past eight etc.

- "Times at Work" Listening Activity (10–15 mins)
 - Step 1: Interactive Listening with Roleplay
 - Teacher reads short workplace routine sentences, e.g.:
 - "The meeting is at 9 o'clock."
 - "Lunch is at 12 o'clock."
 - "We finish work at 5 o'clock."
 - Students act out the sentences! For example, when the teacher says "Meeting at 9 o'clock," students mime sitting around a table; for "Lunch at 12 o'clock," pretend to eat.
 - After each sentence, students quickly say the time and activity aloud as a group, e.g., "Meeting is at 9 o'clock!"
 - Step 2. Pair Listening Challenge
 - In pairs, Student A reads the sentences while Student B writes or draws the time next to each activity on their notebook.
 - Then swap roles with new sentences or the same list for reinforcement.

- Reading and Matching Game: "Work Routine Snap" (10-15 mins)
 - Prepare simple sentences about workplace activities and times (can be on slips of paper or projection). See [Suggestions for Reading and Matching Game](#)
 - Have sets of pictures representing activities (meeting, lunch, finish work, break, etc.) visible.
 - Students take turns reading a sentence aloud, then quickly 'snap' or point to the correct picture that matches the time and event.
 - To add competition, split the class into small teams. Teams get points for fastest correct matches.
 - To practice speaking fluency, pairs then read the matched sentences aloud together.

II. Practice and Production (30–40 mins)

- Controlled Practice Activities (15 mins):
 - [Time Flashcards Exercise](#): Students write the correct time next to each clock's image.

- Short Writing Task and Class Survey:
 - Step 1: Students write three sentences about their schedule using time expressions:
 - “I start at 8 o’clock.”
 - “Lunch is at 1 o’clock.”
 - “The meeting is at 2 o’clock.”
 - Step 2: Class Survey:
 - Students ask each other (at least 4 people): “What time do you start?” “When is your break?” Fill out a short survey chart ([Work Schedule Survey Chart Template](#)).
 - Discuss as a group.

- Production (15 - 20 mins):
 - “My Work Times” Talking Calendar Activity
 - Step 1: Create Your Talking Calendar
 - Each student draws a simple 7-day calendar with boxes for each day on a sheet of paper or notebook.
 - They write or say aloud three key events and times (start work, lunch, finish work, or meeting).
 - If drawing, students can add simple clock faces or icons next to each time (optional).
 - Teacher models with a simple sentence:
 - “I start work at 7 o’clock on Monday.”
 - “Lunch is at 12 o’clock.”
 - “The meeting is at 2 o’clock on Thursday.”
 - Step 2: Partner Practice
 - Students pair up and take turns telling their weekly schedules using full sentences.
 - Partner listens and asks 1-2 questions, e.g.,
 - “What time do you start on Tuesday?”
 - “When is your lunch break?”
 - Encourage short, clear answers:
 - “I start at 7 o’clock.”
 - “Lunch is at 12 o’clock.”
 - Step 3: Speed Calendar Chat Walk
 - Organize a gallery walk around the room.
 - Students show their calendar to different classmates, briefly tell their schedule, and ask questions like:
 - “Do you work on Wednesday?”
 - “What time do you finish on Friday?”
 - Change partners every 1-2 minutes to maximize speaking practice.

- Error Correction and Recap (5 mins):
 - Practice difficult time phrases, model “at” + correct o’clock.

- Choral repetition of target sentences.

[20-Minute Break]

III. Digital Tool (45 mins)

- To provide students the opportunity to use the digital tool in class with teacher support.
- The teacher can demonstrate activities with the whole class and/or support students as they work individually.

IV. Wrap-Up (15 mins)

- Review vocabulary and objectives (5 mins)
 - Quick oral drills: “The meeting is at __ o’clock.” “Lunch is at __.” “I finish at __ o’clock.”
 - Self-reflection: Partners: Share one work event and the time it happens: “I start at __ o’clock.” (5 mins)
 - Preview of Next Class + Assignment (5 mins)
 - Tell students the next lesson will focus on practising describing a simple weekly work schedule. (Unit 4).
 - Homework: Listen for time expressions in everyday speech or media and record three examples.
-

Optional Independent Practice

- Homework / Practice / For next class:
 - Practice matching events to times aloud.
 - Review clock face worksheets at home.

Notes for the Instructor

- Use visual clocks and realia for maximum comprehension.
- Scaffold pairwork and speaking with sentence frames.
- Practice “at + time” phrases in many contexts for memory and fluency.
- Give praise for accuracy and effort.

Lesson prepared by Elisabeth Perrin

- **CEFR Level:** A1
 - **Lesson Number:** 16
 - **Topic:** Sharing Schedules (Unit 4: Work Schedules)
 - **Lesson Duration:** 3 hours (1hr20 - break 20mins - 1hr20)
 - **Can-Do Objectives:** (Aligned with CEFR descriptors)
 - 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...?"
-

Materials

- Handouts / Worksheets: [Download [at this link](#)]
 - [Worksheet-Prepositions and Schedules](#)
- Required Tech / Supplies:
 - Whiteboard and markers (frontal/in-person lesson)
 - Blank papers for activities

Vocabulary

Review vocabulary from Unit 4 (Work Schedules) in the course:

Lesson	Title
13	My Workday
14	Days and Shifts
15	Talking about Time

Lesson Structure (PPP)

- Warm-Up Icebreaker (10 - 15 mins)
 - “Calendar Race” Game: Days of the Week Review:
 - The teacher shows a blank week calendar on the board.
 - Says: “Monday – meeting” / “Friday – reports.”
 - Students take turns coming to the board and writing or placing sticky notes on the correct day.
 - Quick oral practice: “*On Monday I have a meeting.*”
 - “Work Timetable Match”: Jobs and Work Schedules Review
 - On the board: a simple weekly schedule with jobs and times (e.g., “Receptionist – Monday 9:00 start / Friday 5:00 finish”).
 - Students work in pairs: ask and answer using structured questions:
 - A: “*What do you do on Monday?*”
 - B: “*On Monday, I start at 9 o’clock. I work as a receptionist.*”

- Game Review: Team Quiz
 - Put the class in 2 teams. Teacher asks mixed review questions:
 - “What day comes after Tuesday?”
 - “What time is this?” (points to clock)
 - “Name 3 workplace objects.”
 - “What job is this?” (teacher mimes)
 - Teams get points for correct answers.
- Transition to Lesson
 - Today we will practise asking and answering about our weekly work schedules.

I. Presentation (30–40 mins)

- Vocabulary and Time Phrases Practice: (10 mins)
 - Step 1: Teacher writes phrases/words on the board:
 - *o'clock, at, morning, afternoon, evening, meeting, lunch, start, finish.*
 - Model 3 example sentences (same as you listed), using clear gestures and pointing to a drawn clock.
 - Step 2: Guided Group Practice
 - “Sentence Build Relay”: Teacher says a time + word (e.g. “7 o'clock + morning”).
 - Students make a quick full sentence together: “I start at 7 o'clock in the morning.”
 - Add variety: Teacher says “12 o'clock + lunch” → Students: “Lunch is at 12 o'clock.”
 - Step 3: Pair Activity: “My Workday Clock”
 - Each pair draws a mini clock on paper.
 - Student A sets a time and gives a keyword: “This is 9 o'clock + meeting.”
 - Student B makes the sentence: “The meeting is at 9 o'clock in the morning.”
 - Switch roles. Continue with *start, finish, lunch.*
 - Extension / Check
 - Quick-fire teacher questions to students:
 - “What time do you start work?”
 - “When is lunch?”
 - “Do you finish in the afternoon or evening?”
 - Encourage them to answer with full sentences, not single words.
- “What's The Time” Writing and Listening Game (10–15 mins)
 - Setup: Students, with guidance from the teacher, prepare a set of sticky notes (meeting, lunch, computer work, going home) and simple paper clocks.
 - Place sticky notes around the room or on the board.
 - How to Play:
 - Teacher reads a short sentence:
 - “I have a meeting at 9 o'clock.”
 - “Lunch is at 12 o'clock.”
 - “I finish work at 5 o'clock.”

- Students race to point to / touch / hold up the correct picture and, if possible, show the correct time on a clock handout.
 - After each correct answer, the whole class repeats the sentence out loud for pronunciation practice.
- “Line Up & Match” Work Routine Activity (10-15 mins)
 - Divide the class into small teams.
 - The teacher calls out a routine (e.g., “Lunch is at 12 o’clock!” or “I have a meeting at 9 o’clock!”).
 - Each team quickly forms a line representing the time/event:
 - For times: Students use their fingers/arms to show the clock (e.g., hands at “12” for 12 o’clock, “9” for 9 o’clock).
 - For events: Mime the activity (pretend to eat for lunch, pretend to talk for a meeting, pretend to leave for finish).
 - The fastest team earns a point if they show the correct time/action and say the full sentence together!
 - The teacher varies by mixing days, times, and activities. For an extra challenge, the teacher says only the time or only the activity, and teams guess/mime the full sentence.
 - After each round, all students repeat the sentence for speaking practice.

II. Practice (30–40 mins)

- Controlled Practice Activities:
 - Prepositions of time (15-20 mins)
 - Discuss prepositions in sentences (using the context of schedules, places and times).
 - Then, students read and complete the [Worksheet-Prepositions and Schedules](#) by filling in the gaps with the prepositions of time.
 - Once completed, discuss correct answers as a class.
 - Provide more examples of sentences, as required.
 - “Work Schedule Survey & Report” Practice (15–20 mins)
 - Step 1: Quick Writing
 - Students write 3 simple sentences about their workday using times and activities, for example:
 - “I start work at 8 o’clock.”
 - “Lunch is at 12 o’clock.”
 - “The meeting is at 2 o’clock.”
 - Encourage them to use different parts of the day too (“in the morning,” “in the afternoon”).
 - Step 2: Dynamic Survey
 - Instead of just asking 3–4 classmates, make it a mingle & move activity:

- Each student walks around and asks as many classmates as possible the question: “What time do you start work?” or similar questions for lunch and meetings.
- Each student records their classmates’ answers in their notebook (names optional).
- Step 3: Group Sharing
 - Form small groups of 3–4 students.
 - Students share interesting findings from their charts:
 - “Most people start work at 8 o’clock.”
 - “Lunch is usually at 12 o’clock or 1 o’clock.”
 - The teacher models useful phrases for sharing statistics and comparisons, e.g., “Many people...,” “Some people...,” “Only a few people...”
 - Optionally, groups present their findings to the whole class.

[20-Minute Break]

III. Production (30–40 mins)

- Mini-Project: Work Schedule and Shift Planning
 - Each student creates a 7-day chart with boxes for each day.
 - Step 1. Personal Schedule Chart (individual work)
 - Each student makes a 7-day work chart with simple boxes.
 - They write: “I start at... / I finish at... / Lunch at... / Meeting at...” (use clock times, add pictures if helpful).
 - Step 2. Pair Sharing (oral practice)
 - Students tell their partner about their own schedule using the model sentence:
 - “On Monday, I start at 9 o’clock. Lunch is at 12. I finish at 5.”
 - Partner asks one follow-up question:
 - “What time do you finish on Friday?”
 - Step 3. Comparison & Mini-Statistics (small groups, 3–4 learners)
 - Students put their charts together and compare:
 - “Most people start at 8.”
 - “Only one person has lunch at 1:00.”
 - “Three people finish at 5:00.”
 - Teacher provides simple sentence starters on the board:
 - “Most people start at ...”
 - “Only one person ...”
 - “Two people ...”
 - Step 4. Workplace Scenario – Shift Planning (group task)
 - Each group receives a rota sheet with 4–5 employee names (Leila, Ahmed, Tom, etc.) and work times, but some information is missing.
 - Students ask each other to complete the chart:
 - “On Monday, Leila starts at 9. Who starts at 7?”

- “Who has lunch at 12?”
 - Step 5. Writing Outcome (individual reflection)
 - Each learner writes a short summary in their notebooks:
 - “I start at 9:00. Lunch is at 12:00. I finish at 5:00. My colleague starts at 8:00.”
- Error Correction and Recap (5 mins):
 - Choral drilling of “at” for time sentences, correcting common mistakes.

IV. Wrap-Up (15 mins)

- Review vocabulary and objectives (5 mins)
 - Drill full sentences: “I start at __.” “Lunch is at __.” “I finish at __.”
 - Self-reflection: “Tell your partner one start time and one lunch time from your schedule.” (5 mins)
 - Preview of Next Class + Assignment (5 mins)
 - Tell students the next lesson will focus on following and giving simple directions, and making requests (Unit 5).
 - Homework: Write your full weekly work schedule with 5–7 days and times using sentences.
-

Optional Independent Practice

- Homework / Practice / For next class:
 - Listen for time expressions at home/work/media and write down three examples.
 - Practice describing a weekly schedule with a friend or family member in English.

Notes for the Instructor

- Use plenty of realia, visuals, and movement for engagement.
- Scaffold and model all sentence types, especially for lower-literacy learners.
- Praise effort and participation in sharing information.

Lesson prepared by Elisabeth Perrin

- **CEFR Level:** A1
 - **Lesson Number:** 17
 - **Topic:** Basic Instructions (Unit 5: Instructions and Requests)
 - **Lesson Duration:** 3 hours (1hr20 - break 20mins - 1hr20)
 - **Can-Do Objectives:** (Aligned with CEFR descriptors)
 - I can understand: "Please wait here", "Go to the meeting room"
 - I can match instructions to actions
 - I can respond to instructions
-

Materials

- Handouts / Worksheets: [Download [at this link](#)]
 - [Action Pictures Handout](#)
 - [Action Instructions Handout](#)
 - [Workplace Reading and Matching Game Worksheet](#)
- Required Tech / Supplies:
 - Whiteboard and markers (frontal/in-person lesson)
 - Sticky notes for Practice Activities
 - Blank paper cards for Production Activities

Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
wait	to stop and stay in one place	"Please wait here"	N
go	to move from one place to another	"Go to the meeting room."	N
sign	to write your name	"Sign here, please."	Y
sit	to rest on a chair	"Please sit down."	N
come	to move towards	"Come here, please."	N

open	to make something not closed	“Open the door.”	N
close	to make something closed	“Close the window.”	N
speak	to say words out loud	“Speak to your manager.”	N
listen	to hear and pay attention	“Listen, please.”	N
meeting room	a place for group work talks	“Go to the meeting room.”	N
paper	material for writing or printing	“Bring me a piece of paper.”	N
folder	a cover for holding papers	“Pass me the blue folder, please.”	N

Lesson Structure (PPP)

- Warm-Up Icebreaker (10 - 15 mins)
 - Workplace Instruction Charades
 - The teacher models simple workplace instructions with gestures (e.g., “Open the door,” “Answer the phone,” “Pass me the folder,” “Take a break”).
 - Students guess and then act out the instructions.
 - In pairs or small groups, students take turns being “the manager” giving instructions to their “team.”
 - Instruction–Action Match Race
 - Mix up workplace-related action pictures (e.g., phone, chair, computer, document, coffee break) with written instructions.
- Use the [Action Pictures Handout](#) and the [Action Instruction Handout](#) for this activity
- Example pairs from handouts are:

Action Picture	Action Instruction
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Computer image	Send the email
Phone image	Answer the phone
Chair image	Sit down
Folder image	Pass me the folder
Door image	Open the door
Coffee cup image	Take a break
Pen and paper image	Sign here

- Two volunteers race to correctly match pictures and phrases like “Send the email” with a computer image or “Sit down” with a chair.
- Rotate players quickly to keep energy high.
- Transition to today’s lesson:
 - “At work we often need to follow and give simple instructions—today we practice using them clearly.”

I. Presentation (30–40 mins)

- Vocabulary and Model Phrases (10 mins)
 - Begin with core commands using gestures and objects: "Please sit down." (gesture to chair), "Sign here, please." (gesture with a pen/paper), "Open the window, please." (gesture to window).
 - Gradually add polite phrases (“Could you...?”, “Would you mind...?”) and common workplace adjectives (busy, important, urgent, quiet).
 - Example Model Sentences
 - “Please wait here.”
 - “Could you go to the meeting room?”
 - “Sign here, please.”
 - “Open the window, please.”
 - “Would you mind sitting down?”
 - Interactive Practice
 - Choral repetition of full model sentences, emphasizing workplace politeness (“please”, “could you...”).
 - Individual repetition with gestures and actual objects for context (chair, door, folder).
 - Writing and Speaking
 - Students write three sentences using both a command and a polite phrase/adjective (“Please write your name on this important document.”).

- After matching, students read the instructions aloud using workplace-appropriate intonation and manners (“Please...”, “Could you...”).
- Option: Role Play Extension
 - After matching, pairs take turns giving instructions to a “colleague” using full sentences, who responds with the correct action or phrase (“Okay!”, “Yes, I will.”)

II. Practice (30–40 mins)

- Controlled Practice Activities:
 - 1. Action-Response Pairs:
 - Students work in pairs to practice office-style instructions.
 - Examples:
 - A: “Go to the printer.” B: (walks to the printer) “Okay!”
 - A: “Open the window.” B: (opens) “Okay!”
 - A: “Take this paper to the manager.” B: (mimes action) “Okay!”
 - Switch roles several times.
 - 2. Office Schedule Chart (Scaffolded Writing):
 - The teacher creates a simple office schedule chart on the board with some missing entries.

- Refer to the example below

Day	Time	Event	Location	Person
Monday	—	Team briefing	Meeting Room A	—
Tuesday	2:00	—	—	Maya
Wednesday	3:00	Client call	Office	Priya

- Ask students to replicate the chart in their notebook.
- Read the prompt to students twice:
 - “Alex has a team briefing on Monday at 9:00 in Meeting Room A
 - “Maya has a meeting on Tuesday at 2:00 in Meeting Room B.”
 - Priya has a client call on Wednesday at 3:00 in the office.”
- Students have to *write in* the missing times, names, or locations in their notebook.
- Review the missing words as a class.
- (Optional, if time) Ask students to create one new entry for Thursday for a colleague and event and add it to their chart.
- 3. One-Line Office Notes:
 - Students write *short notes* that an office worker might leave for a colleague (Provide sticky notes).
 - Prompts:
 - “Please sign this form.”
 - “The meeting is in Room 201.”
 - “The manager is not in today.”
 - Students trade notes with partners and read/respond aloud with “Okay.”

- 4. Instruction Chain with Written Record:
 - One student gives an office command (e.g., “Send this email now”).
 - Partner acts/mimes and then *writes down the instruction they received* on a shared sheet.
 - Continue around the room until a full “Office Instruction List” is built (e.g., “Sign in,” “Check your email,” “Answer the phone”).
- 5. New Worker Mini-Guide (Functional Writing):
 - Each student writes a 3-step guide for a new office worker.
 - Example:
 - “Write your name on the sign-in sheet.”
 - “Check your email for tasks.”
 - “Put documents in the manager’s office.”
 - Students read their guides aloud in pairs and practice responding politely:
 - A: “Please check your email for tasks.”
 - B: “Okay, I will.”

[20-Minute Break]

III. Production (30–40 mins)

- “My Weekly Work Schedule” Chart (Office Edition):
 - Step 1 – Make the Cards
 - Each student creates two instruction cards:
 - One with a short written instruction a colleague or boss might give in an office. Examples:
 - “Print the report.”
 - “Send the email now.”
 - “Answer the phone.”
 - “Write the meeting time on the board.”
 - “Bring this file to Room 2.”
 - One with a simple drawing/picture that represents that instruction (a phone, printer, envelope, clock, or file folder).
 - Step 2 – Pair Practice
 - Students work in pairs to use their cards.
 - One gives the card (instruction) to the other. The partner either:
 - Acts it out (mime the action)
 - Says the full response: “Okay, I will.” or “Please repeat.”
 - Step 3 – Group Game
 - In small groups, students place their instruction cards in a pile.
 - One student draws a card and silently acts it out.
 - The group guesses the correct *office instruction*.
 - Whoever guesses correctly must say the full instruction in words, simulating a workplace communication exchange.
 - Step 4 (If time) - Group Instruction Roleplay (Office Scenario)

- Set-Up: Groups of 3–4 roleplay a workplace interaction. Roles rotate:
 - Receptionist/Boss: Gives instructions clearly.
 - Office Workers/Colleagues: Listen, act, and respond.
 - Sample Situations:
 - Reception Desk:
 - Boss: “Please answer the phone.”
 - Worker: (picks up phone, says) “Okay!”
 - Morning Tasks:
 - Boss: “Print the meeting agenda and bring it to me.”
 - Worker: (mimes printing, walking over) “Here you are.”
 - Team Scene:
 - Boss: “Go to Room 103 and set up chairs for the meeting.”
 - Worker 1: (acts walking and arranging chairs) “Okay, done.”
 - Worker 2: “Should I bring the projector?”
 - Language Scaffold for Responses:
 - Positive: “Okay, I will.” / “Here it is.”
 - Clarification: “Please repeat.” / “Where is the file?”
 - Polite refusal: “I can’t now. Can I do it later?”
 - Extension Option (if time):
 - Each group creates their *own short office scene* using their instruction cards as prompts, then performs it for the class.
-
- Error Correction and Recap (5 mins):
 - The teacher models polite tone and corrects missing “please” or unclear language.
 - Choral repetition of “Please wait here,” “Go to the meeting room,” etc.

IV. Wrap-Up (15 mins)

- Review vocabulary and objectives (5 mins)
 - Rapid-fire: Teacher says an instruction; students do/mime or reply “Okay!”
- Self-reflection: Pair talk: “What instruction do you hear/use most at work?” Share aloud. (5 mins)
- Preview of Next Class + Assignment (5 mins)
 - Tell students the next lesson will focus on asking for assistance (Unit 5).
 - Homework: Write 3 simple instructions for a new worker (use “please,” “go to,” “wait,” etc.).

Optional Independent Practice

- Homework / Practice / For next class:
 - Listen for instructions at work/on the street and note three in your notebook.
 - Practice acting out or giving instructions with a friend or family member.

Notes for the Instructor

- Model each command with gestures, props, and polite language.
- Scaffold with sentence frames (“Please ____,” “Go to ____,” etc.).
- Encourage students to use polite “please” and reply with “Okay!” for clarity.

Lesson prepared by Elisabeth Perrin

- **CEFR Level:** A1
 - **Lesson Number:** 18
 - **Topic:** Asking for Assistance (Unit 5: Instructions and Requests)
 - **Lesson Duration:** 3 hours (1hr20 - break 20mins - 1hr20)
 - **Can-Do Objectives:** (Aligned with CEFR descriptors)
 - 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
-

Materials

- Required Tech / Supplies:
 - Whiteboard and markers (frontal/in-person lesson)
 - Sticky notes for activities

Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
help	to give aid	"Can you help me?"	N
assistance	formal word for help	"I need assistance with the printer."	N
need	require	"I need help with this task."	N
please	polite request word	"Can you help me please?"	N
printer*	machine that prints	"I need help with the printer."	Y
problem	something not working	"There is a problem with the copy machine."	N

with	shows that you need help for	"I need help with my email."	N
could you	polite request phrase	"Could you show me?"	N
show	to demonstrate	"Could you show me how to do it?"	N
sure	positive answer	"Sure, I can help you."	N

*printer = review word

Lesson Structure (PPP)

- Warm-Up Icebreaker (10 - 15 mins)
 - Revision: Schedules
 - The teacher creates a simple weekly office work schedule on the board with some gaps.
 - Refer to the example below

Day	Morning Task	Afternoon Task
Monday	Reception – Maya	Team meeting – 2:00
Tuesday	Filing – Alex	—
Wednesday	—	Client call – Priya
Thursday	Reception – Ben	—
Friday	—	Office clean-up – 3:00

- Pair Task Instructions:
 - The teacher points to the chart and writes the below questions:
 - "Who works on Wednesday morning?"
 - "When is the staff meeting?"
 - "Who is at reception on Thursday?"
 - "What does Maya do on Monday morning?"
 - Students work in pairs to look at the schedule and answer the questions.
- Charades (Fun Modeling)

- Teacher mimes classic “help” situations in the office while students guess and offer assistance:
 - Printer jam: Students say, “Do you need help with the printer?”
 - Forgetting password: Students say, “Do you need help logging in?”
 - Carrying heavy files: Students say, “Can I help you?”
- Teacher encourages full exchanges:
 - A: “Do you need help with the computer?”
 - B: “Yes, please. Thank you!”
- Transition to today’s lesson:
 - The teacher asks: “Why is it important to ask for help at work?”
 - Students brainstorm answers. Write them visibly (board). Possible responses:
 - “You save time.”
 - “You learn faster.”
 - “It’s safer.”
 - “It shows teamwork.”
 - Connect back to *work schedules*: “If you don’t understand the schedule, and you don’t ask, what can happen?” (Missed meetings, wrong tasks).
 - Today we will practice asking for help in the workplace.

I. Presentation (30–40 mins)

- Vocabulary and Model Phrases (10 mins)
 - Teacher Presentation & Acting: Present and act out key *informal* and *formal* help-asking phrases.
 - Informal: “Can you help me?”, “I need help with the printer.”
 - Formal: “Could you please help me?”, “Could you show me how to use this?”
 - Polite extension: “Excuse me, could you help me, please?”
 - Model Positive/Polite Responses:
 - Informal: “Sure!”, “No problem!”
 - Formal: “Of course.”, “Certainly.”, “I’d be happy to.”
 - Pair Practice – Help Dialogues
 - Students work in pairs.
 - One asks for help using either an *informal* or *formal* phrase.
 - The other responds appropriately in the same tone.
 - Sentence Starters on the Board:
 - Asking for Help:
 - Informal: “Can you help me...?” / “I don’t understand the schedule. Can you explain?”
 - Formal: “Could you please help me...?” / “Could you explain the schedule to me?”
 - Responding:
 - Informal: “Of course!” / “No problem.” / “Sure!”
 - Formal: “Certainly.” / “I’d be happy to.” / “Yes, I can help you with that.”
 - Extension Option:

- Switch tones mid-roleplay — one student changes from informal to formal or vice versa, and the partner adapts their reply to match.
- Role-Play Scenes (10–15 mins)
 - In groups of 3–4, students act out a short *office scenario* involving schedules or tasks:
 - New worker can't read the duty chart → asks for help.
 - Two colleagues need to swap shifts → must discuss politely.
 - Worker is late for a meeting because they didn't ask about the schedule → resolves by asking.
 - Encourage natural use of: “Do you need help?”, “Can you help me?”, “Please explain the schedule.”
- “Who Needs Help?” Listening, Reading and Writing Activity (10-15 mins)
 - Step 1: Listening: The teacher reads aloud 3–4 short office help requests, pausing after each one.
 - “Can you help me? I don't know how to print.”
 - “Excuse me, could you show me the meeting room?”
 - “I need help with the phone.”
 - Students listen carefully and call out the object (printer, phone, room).
 - Step 2: Reading (Student Practice)
 - The teacher writes the same short help requests on the board or projects them.
 - Students take turns reading one aloud with a natural, polite tone.
 - The group repeats after model reading for listening + pronunciation practice.
 - Step 3. Writing (Student Production)
 - In pairs, students create one new “help request” sentence that might happen in an office (e.g., “Please help me log in to the computer”).
 - Each pair writes their sentence on a sticky note.
 - Volunteers read their new request aloud; others mime or call out the help needed.

II. Practice (30–40 mins)

- Controlled Practice Activities (Asking for Help at Work):
 - 1. Fill-in Dialogue Writing (Scaffolded Start – Reading + Writing)
 - Teacher writes on board:
 - A: “_____ you help me with the printer?”
 - B: “_____, I can help you.”
 - Students fill in missing words in their notebook (e.g., *Can*, *Yes*).
 - Pairs practice reading aloud with polite intonation.
 - 2. Writing Integration (Mini Tasks)
 - Step 1: Display the Office Schedule Chart - the teacher creates a simple office schedule chart on the board with one missing detail.
 - Refer to the below example

Day	Task	Person
Monday	Reception Desk	[_____]
Tuesday	Client Meeting	Maya
Wednesday	Filing Reports	Alex

- Teacher prompt:
 - “You don’t understand the schedule. What can you write to ask politely?”
- Model a few possible questions on the board:
 - Informal: “Can you help me with the schedule?”
 - Formal: “Could you please explain the schedule to me?”
- Ask a volunteer to answer aloud:
 - Response examples: “Sure, Maya is at the reception desk on Monday.” / “Of course, let me show you.”
- Step 2: One-Line Office Help Notes
 - Write these sample cues on the board:
 - computer not working
 - need directions to the meeting room
 - login problem
 - Ask students to write one short, polite office note for each situation. Model examples:
 - Formal: “Could you please help me with the computer?”
 - Informal: “Can you show me the meeting room?”
 - Neutral: “Please help me with my login.”
 - Then, students exchange notes in pairs and respond in writing or aloud:
 - “Sure!” / “No problem.” / “I’ll come and check.”
- Optional Extension:
 - Students create one of their own “help situations” from their workplace or daily life and write a polite help note for it.
- 3. Mini-Guide Writing (Wrap-Up – Independent Practice)
 - Students each write 2–3 polite help requests that a new worker might use on their first day.
 - “Can you help me find my desk?”
 - “Excuse me, can you explain the phone system?”
 - “I don’t understand the shift chart. Can you help me?”
- 4. Sharing & Speaking Practice
 - Students pair up, exchange their mini-guides, and read one of the sentences aloud.
 - Partner acts as a helpful colleague and responds:
 - “Of course.” / “No problem, I’ll show you.”

[20-Minute Break]

III. Production (30–40 mins)

- Role-Play Project: “Office Help Desk”
 - 1. Set the Scene: Teacher introduces the role-play:
 - “Today, our classroom is an *Office Help Desk*. Imagine you are new in the office and something isn’t working—or you don’t understand. How do you ask for help politely?”
 - On the board, teacher lists common office help requests:
 - Printer problem
 - Computer/login issue
 - Phone not working
 - Finding a meeting room
 - Understanding the shift chart
 - Need to call IT / supervisor
 - 2. Writing Preparation (Individual)
 - Each student chooses one situation and writes their request in a sentence:
 - “I need help with the printer.”
 - “Could you help me log in to the computer?”
 - “Excuse me, can you explain the schedule?”
 - 3. Pair/Small Group Role-Play
 - Students role-play in pairs or trios. Simple structure:
 - Person 1: “Excuse me, can you help me?”
 - Person 2: “Sure! What do you need?”
 - Person 1: “I need help with the printer.”
 - Person 2: “No problem, let me show you.”
 - Encourage extras:
 - Clarifying: “Can you repeat, please?” / “What room?”
 - Offering alternatives: “I can’t now, but ask Sam.”
 - 4. Extension Skit – Office Help Desk Drama (Optional)
 - In groups of 3–4, students create a mini “Help Desk” skit for the class.
 - Requirements:
 - At least two different help requests (e.g., one about the printer, one about the schedule).
 - Use polite language for requesting and responding.
 - Include at least one request for clarification (“Sorry, can you repeat that?”).
 - Groups act out their skit for the class. The students listen and note polite phrases used.
 - 5. Debrief Discussion
 - The teacher asks: “What can happen if you don’t ask for help at the office?”
 - Collect answers (missed deadlines, errors, stress, teamwork).
 - Link back to real office culture: Asking for help is professional, not a weakness.

- Error Correction and Recap (5 mins):
 - Choral repetition of polite help sentences and responses
 - Correct any grammar/politeness issues.

IV. Wrap-Up (15 mins)

- Review vocabulary and objectives (5 mins)
 - Quick-fire Q&A: “Say a help phrase.” “How do you ask for help with the printer?”
 - Self-reflection: Pairs: Each says one help phrase and one answer.
 - Preview of Next Class + Assignment (5 mins)
 - Tell students the next lesson will focus on polite words for the workplace (Unit 5).
 - Homework: More practice making requests, accepting and refusing politely. Write 3 help requests about real needs at work/home.
-

Optional Independent Practice

- Homework / Practice / For next class:
 - Listen for/help phrases at work or in public and write down two examples.
 - Practice asking for and giving help with a friend using today’s sentences.

Notes for the Instructor

- Model requests with varied tone (urgent, polite, friendly).
- Scaffold sentence formation with frames (“Can you help me with ____?”).
- Encourage supportive, positive responses from all students.

Lesson prepared by Elisabeth Perrin

- **CEFR Level:** A1
 - **Lesson Number:** 19
 - **Topic:** Polite Words for the Workplace (Unit 5: Instructions and Requests)
 - **Lesson Duration:** 3 hours (1hr20 - break 20mins - 1hr20)
 - **Can-Do Objectives:** (Aligned with CEFR descriptors)
 - 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.
-

Materials

- Handouts / Worksheets: [Download [at this link](#)]
 - [Worksheet: Rewrite Instruction Sentences with Polite Words](#)
- Required Tech / Supplies:
 - Whiteboard and markers (frontal/in-person lesson)
 - Sticky notes for Practice Activities

Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
please*	polite request word	"Can you help me, please?"	N
thank you*	to show appreciation	"Thank you for your help."	N
excuse me	To get attention/apologize	"Excuse me, where is the printer?"	N
sorry	To apologize	"Sorry, I'm late."	N
could you*	polite request starter	"Could you tell me the time?"	N

would you	another request starter	“Would you open the window, please?”	N
no problem	to accept/agree politely	“Can you help? - No problem!”	N
of course	polite positive response	“Of course, I can help you.”	N
you're welcome	polite reply after thanks	“Thank you for the file.” - “You're welcome”	N
may I	very polite way to ask for permission	“May I use the printing?”	N
tell	to give information	“Could you tell me the Wi-Fi password, please?”	N

*please / thank you / could you = review words

Lesson Structure (PPP)

- Warm-Up Icebreaker (10 - 15 mins)
 - Polite Phrases Charades with Revision about Jobs and Workplace Objects:
 - Teacher acts out quick workplace scenarios (mime, role-play):
 - Bumping into someone with files → students say “Sorry!”
 - Asking a colleague for a stapler → students say “Excuse me, can I use the stapler, please?”
 - Giving instructions politely → students add “Please.”
 - Receiving help → students say “Thank you!”
 - After each scenario, the teacher asks: “Where are we? What object/job do we see?”
 - e.g., *Printer* → *IT technician*, *Phone* → *receptionist*, *Keys* → *office manager*.
 - Brainstorm on Politeness at Work
 - The teacher asks: “Why is being polite at work important?”

- Students brainstorm situations and reasons. Examples written on the board:
 - “You work with many people (teamwork).”
 - “It shows respect.”
 - “Politeness keeps communication clear – no conflicts.”
- Teacher connects responses to practical office cases:
 - When asking for help with the printer.
 - When the manager explains schedules.
 - When a colleague holds the door.
- Thank You Circle
 - Students stand in a circle. One student says something a colleague (real or imaginary) helped them with, using office language:
 - “David helped me fix the printer.”
 - “Sarah showed me the meeting room.”
 - “The receptionist helped me with the phone.”
 - The other responds: “Thank you” / “No problem!” → Then they pass it on.
 - Continue until everyone has spoken at least once.
- Transition to Lesson
 - The teacher says: “At work, we use *polite phrases* when talking to colleagues, bosses, or clients. Today, we will practice polite words in many workplace situations.”

I. Presentation (30–40 mins)

- Vocabulary: Polite Phrases at Work (10 mins)
 - 1. Quick Review
 - Familiar *core polite words*: “Please,” “Sorry,” “Excuse me,” “Thank you.”
 - Class brainstorms where these are used in the *office*. Teacher elicits: *printer, desk, meeting, manager, phone*.
 - Write on board a few prompts linking objects/jobs with phrases:
 - “_____, can you help me with the phone?”
 - “_____, I’m late for the meeting.”
 - 2. Model Workplace Phrases with Layered Vocabulary
 - Add slightly more workplace-specific phrases and adjectives:
 - “Excuse me, can you help me with the printer?”
 - “Could you please show me the copy room?”
 - “Thank you for your help with the schedule.”
 - “Sorry I’m late. The traffic was *terrible*.”
 - “This form is *confusing*. Can you explain it?”
 - “The meeting was *busy/important*.”
 - 3. Choral Repetition & Role-Play
 - Class repeats each phrase chorally for pronunciation and rhythm.
 - Highlight polite intonation (softer, rising tone in questions, clear stress on “please” and “thank you”).

II. Practice (30–40 mins)

- Controlled Practice Activities:
 - Missing Polite Words Gap Fill:
 - Students read the instruction sentences from the [Worksheet: Rewrite Instruction Sentences with Polite Words](#) and have to rewrite each sentence with a polite word
 - Sticky Note Polite Notes Activity
 - 1. Setup – Writing the Notes
 - Each student gets 2–3 sticky notes.
 - Teacher reviews polite workplace phrases on the board:
 - “Please call me.”
 - “Thank you for your help.”
 - “Could you send me the file, please?”
 - “Sorry, I’m late.”
 - Students write short, polite workplace notes (one on each sticky). Encourage variety: a request, a thank you, an apology.
 - 2. Posting Around the Classroom
 - Students stick their notes on the walls, desks, doors—like they are leaving them for colleagues in an office.
 - Label this space as the “Office Message Board.”
 - 3. Walk and Read
 - Students walk around, *read the notes silently*, and choose one or two to copy down.
 - Teacher encourages reading aloud quietly in pairs when they find useful notes:
 - A: (reading from wall) “Please return the phone.”
 - B: “Okay, no problem.”
 - 4. Responding to Notes
 - Each student chooses one posted note and writes a quick polite response underneath it or on a new sticky note.
 - If the note says: “Please call me,” the reply could be: “Sure, I’ll call you at 2.”
 - If the note says: “Thank you for your help,” the reply could be: “You’re welcome.”
 - 5. Debrief & Workplace Connection
 - Gather students together and ask:
 - “Where do we use polite notes at work?” (emails, memos, signs, meeting reminders).
 - “Why are they important?” (show respect, keep communication clear, avoid conflict).

- End by emphasizing that polite short notes are *a common form of workplace writing*.

[20-Minute Break]

III. Production (30–40 mins)

- “Polite Workplace” Role-Play
 - Step 1. Set the Stage: The teacher tells the class: “Today, we are going to act out polite situations at work.”
 - Quick brainstorm with students: “Where do we need to be polite in the office?”
 - Meeting room / office door
 - Asking for objects (pen, stapler, phone)
 - Asking for help (printer, computer, schedule)
 - Being late / apologizing
 - Saying thank you
 - Write these on the board as suggested situations.
 - Step 2. Group Planning: Create Mini-Dialogue
 - Students form groups of 3–4.
 - Each group must include:
 - 3 polite phrases (e.g., “Excuse me,” “Please,” “Thank you”).
 - 3 workplace situations (choose from board or invent their own).
 - Teacher models a short example:
 - A: “Excuse me, could you please help me with the printer?”
 - B: “Of course. No problem.”
 - C: “Thank you so much.”
 - Groups plan their short dialogue together, writing it down for clarity.
 - Step 3. Acting Out: Role-Play Performance
 - Each group performs their mini-dialogue for the class.
 - Listeners have a scaffolded listening/writing task: Write down every polite phrase they hear.
 - The teacher gives them a simple frame: “I heard: _____, _____, _____.”
 - Step 4. Vocabulary Collection & Review
 - After performances, the teacher leads a quick review on the board:
 - Ask: “What polite words and phrases did we hear today?”
 - Students call out from their notes → teacher collects into a visible list (Excuse me, Please, Thank you, Sorry, No problem, You’re welcome, Could you...).
 - Add slightly more specific variations:
 - “Thank you for your help with the schedule.”
 - “Sorry I’m late for the meeting.”
 - “Excuse me, could I borrow a pen, please?”
 - Step 5. Reflection / Workplace Connection

- Quick class discussion: “Why is being polite at work important?”
 - Encourages teamwork
 - Prevents conflict
 - Shows respect to manager and colleagues
 - Keeps communication professional
- The teacher highlights that politeness is a *soft skill* valued in any workplace.
- Error Correction and Recap (5 mins):
 - Choral repetition of target phrases and correction of typical errors (“Thanks you” -> “Thank you.”, missing ‘please’).

IV. Wrap-Up (15 mins)

- Review vocabulary and objectives (5 mins)
 - Quick call-and-response: teacher says a situation, students reply with the suitable polite phrase.
- Self-reflection: Share in pairs: “What polite phrase do you use most at work?”
- Preview of Next Class + Assignment (5 mins)
 - Tell students the next lesson will focus on practising following and giving instructions (Unit 5).
 - Homework: Write 3 situations from daily life or work where you use “please,” “thank you,” or “excuse me.”

Optional Independent Practice

- Homework / Practice / For next class:
 - Watch a video or listen to a podcast (of your choice) and write down any polite English expressions you hear.
 - Practice giving and receiving things using “please” and “thank you” at home or work.

Notes for the Instructor

- Model polite tone and body language with every expression.
- Scaffold dialogues and provide frequent oral correction to build confidence.
- Encourage generous, clear use of polite phrases for a positive classroom/workplace environment.

Lesson prepared by Elisabeth Perrin

- **CEFR Level:** A1
 - **Lesson Number:** 20
 - **Topic:** Practice Giving Instructions (Unit 5: Instructions and Requests)
 - **Lesson Duration:** 3 hours (1hr20 - break 20mins - 1hr20)
 - **Can-Do Objectives:** (Aligned with CEFR descriptors)
 - 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?"
-

Materials

- Handouts / Worksheets: [Download [at this link](#)]
 - [Workplace Shift Chart](#)
 - [Guide Writing Worksheet](#)
- Required Tech / Supplies:
 - Whiteboard and markers (frontal/in-person lesson)

Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
turn off	to stop a machine/light	“Can you turn off the lights, please?”	N
send	to transmit/give something	“Can you send this email, please?”	Y
say again	to repeat	“Can you say that again?”	N
forward	to send something received to another person	“Please forward this file to Alex.”	Y
pass	to hand something to someone	“Please pass me the folder.”	N

check	to look at something to make sure it is correct	“Can you check the schedule, please?”	N
lock	to close with a key	“Please lock the office door before you leave.”	N
unlock	to open with a key	“Could you unlock the cabinet, please?”	N
file	a folder or set of documents	“Bring the green file to my desk.”	N
agenda	a list of meeting topics	“Please print the meeting agenda.”	N

Lesson Structure (PPP)

- Warm-Up Icebreaker (10 - 15 mins)
 - Instructions Charades: Revising Polite Words for the Workplace
 - The teacher acts out short workplace scenarios (e.g., needing a report printed, passing a file, asking someone to turn off the projector).
 - Students guess and say a polite instruction using workplace phrases such as “Could you...please?” or “Would you mind...?”
 - Each response must include an appropriate follow-up phrase such as “thank you,” “excuse me,” or “I appreciate it.”
 - Review: Encourage re-use of previously learned core verbs (open, close, pass, send, write) while replacing classroom objects with workplace items (e.g., file, email, printer, desk).
 - Transition to today’s lesson:
 - “What instructions or requests do you often hear at work?” Collect examples.
 - Students brainstorm and classify them into categories: office tasks (printing, emailing), meeting requests (speaking up, turning phones off), and daily routines (opening windows, moving chairs).
 - Quick Fire Round: Teacher calls out workplace objects or settings (printer, meeting room, phone, laptop, projector). In pairs, students create one polite instruction/request for each.
 - Example prompts:
 - Printer → “Could you print two copies of the report, please?”

- Meeting Room → “Would you mind closing the door?”
- Laptop → “Please send me the presentation by email.”

I. Presentation (30–40 mins)

- Vocabulary Practice (10 mins)
 - Review key instruction phrases on the board, modeling:
 - “Can you turn off the lights, please?”
 - “Could you send this email, please?”
 - “Would you bring me the report, please?”
 - “Excuse me, can you show me the meeting room?”
 - “Thank you for your help.”
 - “Can you say that again?”
 - Role-Play Mini-Scenes
 - Students work in pairs to role-play short workplace interaction scenarios:
 - Asking a colleague to forward an email.
 - Requesting someone to prepare the meeting room.
 - Politely instructing someone to tidy up shared space.
 - After performing, peers identify both the instruction/request and the polite follow-up phrase used.
- Workplace Instruction Chains (10 mins)
 - The teacher reads sentences mimicking real workplace contexts such as:
 - A voicemail: “Hi, could you send me the client file today? Please forward it to Sarah, too. Thanks.”
 - A staff announcement: “Everyone, please turn off your laptops and gather in the conference room.”
 - A meeting reminder: “Could you bring your reports and be ready to share updates, please?”
 - Students listen and follow the 2–3 instructions given.
 - After listening, students describe what they did or what should happen, reinforcing comprehension.
 - Recycling Skill: Teach the phrase “Can you say that again, please?” for requesting repetition. Model it by replaying the audio after students ask.
- Mini-Guide Reading & Writing (15 mins)
 - Step 1 – Reading Input
 - Provide students with a short, simple workplace document or excerpt (e.g., a shift chart, a reminder note, or a welcome guide for new staff). Refer to the [Workplace Shift Chart](#)
 - Examples:
 - A short staff notice: “Please turn off the projector after the meeting. Thank you.”

- A section of a shift chart with instructions: “Collect keys from reception. Log out of the system before leaving.”
 - Students highlight or underline all the polite instructions and requests they find.
 - Compare in pairs and discuss which phrases are polite and how they could be reused.
- Step 2 – Guided Writing
 - Provide students with the [Guide Writing Worksheet](#) to complete.
 - Task 1: Fill out a simple form section (e.g., “Special instructions: Please...”).
 - Task 2: Write a one-line reminder note to a colleague (e.g., “Please lock the office before you leave. Thanks.”).
 - Task 3: Add a brief instruction to a shift chart (e.g., “Could you water the plants at 5pm, please?”).
- Step 3 – Mini-Guide Creation
 - Students now write three polite instructions as a short “Mini-Guide for a New Colleague.”
 - They should recycle useful sentence structures seen in the reading task, e.g.:
 - “Could you close the window, please?”
 - “Can you call me at 3:00, please?”
 - “Would you mind clearing the whiteboard after the meeting?”
 - After writing, students swap mini-guides to check clarity and politeness.
 - Encourage final polishing by adding a polite closing (“Thanks,” “I appreciate it”).

II. Production (30–35 mins)

- Mini-Project: Workplace Instruction Role-Play
 - Step 1 – Scenario Brainstorm
 - Groups (3–4 students) first *choose a workplace setting* for their scene:
 - Office meeting, staff room, IT help desk, customer reception, or shared workspace.
 - Each group decides on a simple problem or task (e.g., preparing for a client visit, fixing a printer, organizing a meeting).
 - Step 2 – Planning the Dialogue
 - Requirements:
 - At least 3 polite workplace instructions (e.g., “Could you print the agenda, please?”).
 - 3 polite words/phrases (e.g., “Excuse me,” “Thanks,” “I appreciate it”).
 - 3 questions, including one for clarification (e.g., “Can you say that again, please?”).
 - Encourage them to add *authentic workplace objects* (files, laptop, projector, coffee mugs) as props.
 - Step 3 – Rehearsal
 - Groups practice their dialogue, but the teacher may occasionally call out an extra twist card (e.g., “The printer is jammed!” / “You forgot the meeting password!”).

- Groups must adapt politely and add one more instruction/request to solve the twist.
 - Step 4 – Performances
 - Each group acts out their scene in front of the class. Props or gestures strongly encouraged.
 - Audience Task: While watching, the audience counts:
 - Number of polite expressions.
 - Number of questions used.
 - Quality/naturalness of the instructions.
 - Step 5 – Feedback & Reflection
 - After each role-play, audience members share what polite phrases they caught and suggest one additional instruction or question the performers could add.
 - The teacher highlights particularly good use of workplace vocabulary and polite tone.
- Error Correction and Recap (5 mins):
 - Teacher models correct polite language for unclear sentences.
 - Class repetition of key polite instructions and questions (“Can you say that again?”).

[20-Minute Break]

III. Digital Tool (45 mins)

- To provide students the opportunity to use the digital tool in class with teacher support.
- The teacher can demonstrate activities with the whole class and/or support students as they work individually.

IV. Wrap-Up (15 mins)

- Review vocabulary and objectives (5 mins)
 - Quick-fire: Teacher says a workplace instruction, students respond or act it out.
- Self-reflection: Pairs: Share one instruction they can now give politely and one phrase to ask for repetition.
- Preview of Next Class + Assignment (5 mins)
 - Tell students the next lesson will focus on identifying common workplace rooms and areas (Unit 6: Workplace Locations and Directions).
 - Homework: Write 3 work instructions with “please” and 3 polite responses (“No problem,” “Of course,” etc.).

Optional Independent Practice

- Homework / Practice / For next class:

- Practice giving and following instructions at home using “please”/“thank you.”
- Listen for polite requests in movies, TV, or work, and write down two new phrases.

Notes for the Instructor

- Use gestures, props, and movement for every instruction modeled.
- Encourage explicit polite language every turn.
- Scaffold dialogue creation, correct word order, and intonation.

Lesson prepared by Elisabeth Perrin

- **CEFR Level:** A1
 - **Lesson Number:** 21
 - **Topic:** Workplace Areas (Unit 6: Workplace Locations and Directions)
 - **Lesson Duration:** 3 hours (1hr20 - break 20mins - 1hr20)
 - **Can-Do Objectives:** (Aligned with CEFR descriptors)
 - 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
-

Materials

- Handouts / Worksheets: [Download [at this link](#)]
 - [Room names and pictures cards](#)
 - [Workplace Map Handout](#)
 - [Writing Task 1 – Workplace Shift Chart](#)
 - [Writing Task 2 - Workplace Note Template](#)

- Required Tech / Supplies:
 - Whiteboard and markers (frontal/in-person lesson)

Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
office	place to do desk/computer work	"She is in the office."	Y
kitchen	room to make/eat food	"The kitchen is next to the reception."	N
store	room for storing materials	"The store is behind the kitchen."	Y
restroom	entrance/help desk area	"Reception is near the front door."	Y

meeting room*	room for group discussions	“The meeting room is upstairs.”	Y
next to	beside, adjacent to	“The office is next to the kitchen.”	N
behind	at the back of something	“The restroom is behind the kitchen.”	N
between	in the middle of two things	“Reception is between the office and kitchen.”	N
in front of	before/preceding something	“The office is in front of the kitchen.”	N

*meeting room = review word

Lesson Structure (PPP)

- Warm-Up Icebreaker (10 - 15 mins)
 - Schedule & Instructions Revision
 - The teacher displays a *simple work schedule* on the board (e.g., Morning – Reception; Afternoon – Meeting Room; Evening – Office).
 - Quick review: Students answer where colleagues are at different times.
 - Example: “Where is John at 9:00?” → “He is in the reception.”
 - Add polite instructions/requests into the schedule review:
 - “At 10:00, could you prepare the meeting room, please?”
 - “In the kitchen at lunch, would you mind making coffee for the team?”
 - Students practice giving these requests in pairs, linking a *time + place + polite instruction*.
 - Workplace Areas Picture Game
 - Show pictures of workplace rooms/areas (office, kitchen, restroom, store, reception, meeting room) on flashcards. Print the [Room names and pictures cards](#)
 - Call out a room and students point, touch, or raise the correct flashcard if they have it.
 - Variation: A student can call out the word while the class responds.

- Ask students what other workplace rooms/areas they may know which were not shown on the flashcards.
 - Room/Area Mingle and Share:
 - Ask: “Where do you make coffee at work?” Students answer: “In the kitchen.”
 - Quick rounds: Teacher names a workplace item (“desk,” “projector,” “coffee machine,” “toilet”), and students call out the room (“office,” “meeting room,” “kitchen,” “restroom”).
 - Pair challenge: Each student asks their partner one instruction linked to an area. Example:
 - “Could you sit at the desk in the office, please?”
 - “Would you mind closing the window in the meeting room?”
 - Transition to Today’s Topic
 - The teacher says: “We’ve reviewed when we do tasks in the schedule, how to give polite instructions, and where these things happen at work. Now let’s look more closely at *workplace areas* and the objects we find in each.”

I. Presentation (30–40 mins)

- Vocabulary and Example Sentences (10 mins)
 - Write and say the new room words and locations: office, kitchen, store, restroom, reception, meeting room.
 - Model 3–4 example sentences on the board:
 - “The kitchen is next to the office.”
 - “The restroom is behind reception.”
 - “Reception is in front of the store.”
 - Students make their own sentences (at least 2) using the rooms and position prepositions, and share it with the class.
- Workplace Map Challenge Listening Activity (20-30 mins)
 - Step 1 – Listening:
 - The teacher reads the below messages aloud:
 - Staff Announcement:
“Good morning, everyone. Please remember, the meeting room is next to the reception. Could you all gather there at 10:00?”
 - Voicemail:
“Hi, this is Sarah. Could you leave the delivery in the store room? It’s just behind the kitchen, down the hall. Thanks.”
 - Meeting Reminder:
“Excuse me, could everyone make sure to use the restroom before the session starts? It’s down the hall, across from the office.”
 - Students listen and locate the areas on the [Workplace Map Handout](#), labeling them as they hear.
 - Step 2 – Comprehension & Repetition

- Read one more time each of the above messages. Students check their answers.
- As a class, repeat one or two full sentences to reinforce polite instruction/request language with positional phrases.
 - Example: “The store room is behind the kitchen.”
 - “Could you all gather in the meeting room, please?”
- Step 3 – Pair Listening Task
 - Students see a mini-script with missing words (use the example below) on the board. The teacher reads the script and students have to fill in the missing instructions or area names.
 - Example (students fill-in task in their notebook):
 - “Please remember, the _____ is next to the reception. Could you all gather there at _____?”
- Step 4 – Student Production (Extension)
 - Students create their own *short announcement or voicemail* describing where to go (“The office is next to...,” “Could you...?”).
 - Pairs read their mini-audio to another pair, who must find the correct spot on their map.

II. Practice (30–40 mins)

- Controlled Practice Activities:
 - Room Location Q&A (Oral Practice)
 - In pairs:
 - Student A asks: “Where is the restroom?”
 - Student B answers using a position phrase: “It’s behind the office.”
 - Switch roles, rotate questions.
 - Teacher models polite request upgrades:
 - “Excuse me, could you tell me where the restroom is?”
 - “Would you mind showing me the meeting room?”
 - Writing Task 1 – Workplace Shift Chart
 - Give students a partially filled shift chart with times and areas, leaving some tasks blank. See: [Writing Task 1 – Workplace Shift Chart](#)
 - Students fill in missing instructions/requests politely.
 - Example completions:
 - “Please prepare the projector for the meeting.”
 - “Could you check the delivery boxes, please?”
 - Writing Task 2 – Workplace Note Template
 - Students write a short note for a colleague in a specific room. See: [Writing Task 2 – Workplace Note Template](#)
 - Examples:
 - “Please tidy the meeting room after your session. Thanks.”
 - “Could you lock the office before you leave, please?”
 - Notes are collected or swapped and peers check if they are polite and clear.

- Walk & Ask Game
 - Students mingle around the class asking about room locations:
 - Question: “Excuse me, where is the office?”
 - Answer: “It’s next to reception.”
 - Each student records at least 3–4 answers in their notebook.
 - Before ending: teacher elicits two or three answers and asks, “How many different sentences did you hear for the same location?”

[20-Minute Break]

III. Production (30–40 mins)

- Workplace Areas Interview Activity
 - Step 1 – Question Bank Preparation
 - As a class, brainstorm interview questions about workplace areas. Write them on the board.
 - Examples:
 - “Where do you usually have meetings?”
 - “What can you find in the kitchen?”
 - “Which room is the quietest in your workplace?”
 - “Where do you usually relax or take a break?”
 - Encourage students to also create polite request-style questions:
 - “Could you tell me where the restroom is?”
 - “Would you mind explaining what people do in reception?”
 - Step 2 – Partner Interviews
 - Students work in pairs. Partner A interviews Partner B using 3–4 questions from the bank.
 - Partner B answers in full sentences with location words and workplace vocabulary:
 - “The meeting room is across from reception.”
 - “People usually eat lunch in the kitchen.”
 - Switch roles.
 - Step 3 – Writing
 - After the interview, each student writes a short workplace profile of their partner.
 - Students follow a simple form template and write in their notebook (write it below on the board):
 - Interview with: _____
 - Meetings are usually in: _____
 - Breaks/lunch happen in: _____
 - Important room (and why): _____
 - Step 4 – Share & Reflect
 - Students share a fun fact they learned about their partner (“Maria said people in her office use the reception as a waiting area.”).

- The teacher emphasizes polite language used in interview questions.
- Error Correction and Recap (5 mins):
 - Practice prepositions (next to, behind, between, in front of) with choral sentences.
 - Correct position errors and reinforce location vocabulary

IV. Wrap-Up (15 mins)

- Review vocabulary and objectives (5 mins)
 - Oral drills: Teacher names a room, students state where it is using a full sentence.
 - Self-reflection: Pairs: Exchange one fact about their workplace: “The kitchen is next to reception in my company.”
 - Preview of Next Class + Assignment (5 mins)
 - Tell students the next lesson will focus on asking for directions (Unit 6).
 - Homework: Draw a simple map of your own workplace (or imaginary office). Label at least five rooms and write one location sentence for each.
-

Optional Independent Practice

- Homework / Practice / For next class:
 - Look up floorplans online and name the rooms in English.
 - Practice giving directions at home or work using “next to,” “behind,” “in front of,” “between.”

Notes for the Instructor

- Use visuals/floor plans and model with realia for best results.
- Scaffold Q&A for preposition practice.
- Support with sentence frames for lower proficiency students.

Lesson prepared by Elisabeth Perrin

- **CEFR Level:** A1
 - **Lesson Number:** 22
 - **Topic:** Asking for Directions (Unit 6: Workplace Locations and Directions)
 - **Lesson Duration:** 3 hours (1hr20 - break 20mins - 1hr20)
 - **Can-Do Objectives:** (Aligned with CEFR descriptors)
 - I can say: "Where is the meeting room?"
 - I can understand simple responses.
 - I can follow a map to a room.
-

Materials

- Handouts / Worksheets: [Download [at this link](#)]
 - [Listening Scripts Suggestions](#) (For Teacher's Use)
- Required Tech / Supplies:
 - Whiteboard and markers (frontal/in-person lesson)
 - Sticky notes for activities

Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
directions	information on how to get somewhere	"Can you give me directions to the meeting room?"	N
entrance	a way into a place	"The entrance is next to the reception desk."	N
exit	a way out of a place	"The fire exit is at the end of the hallway."	N
upstairs	on or to a higher floor	"The manager's office is upstairs."	N
downstairs	on or to a lower floor	"The staff room is	N

		downstairs.”	
floor	the level of a building	“The meeting is on the second floor.”	N
corner	the place where two walls or streets meet	“The printer is in the corner near the window.”	N
hallway	a long passage inside a building	“Turn left at the hallway to get to the conference room.”	N

Lesson Structure (PPP)

- Warm-Up Icebreaker (10 - 15 mins)
 - “Where Am I?” Listening Challenge
 - Teacher describes a workplace area aloud using location + function + objects:
 - “In this room, people drink coffee. It’s usually next to the office.”
 - “This is a quiet place where we meet clients. It’s near reception.”
 - Students guess: “Is it the kitchen?” / “It’s the meeting room!”
 - Spiral review: Encourage students to expand with workplace adjectives or jobs.
 - “The busy kitchen.” / “The receptionist works at reception.”
 - Polite Question Practice
 - Teacher models short exchanges with the class:
 - “Excuse me, where is the restroom?”
 - “It’s down the hall, behind the store.”
 - Extension: “Could you tell me where the meeting room is, please?”
 - Students practice in pairs around the room, asking and answering about different areas.
 - The teacher prompts students to use polite follow-ups: “Thank you,” “I appreciate it,” “No problem.”
 - Quick Role Switch
 - Students take on job roles learned in previous lessons (e.g., manager, cleaner, IT support, receptionist).
 - Each student must ask or answer a polite request based on their “job identity”:
 - Manager: “Could you prepare the meeting room, please?”
 - IT Support: “Excuse me, where is the projector?”
 - Receptionist: “The office is upstairs, next to the meeting room.”
 - Transition to Today’s Topic

- Ask: “What happens if you’re in a new building and don’t know the way? Today we’ll learn how to ask for and give *directions at work*.”

I. Presentation (30–40 mins)

- Vocabulary and Model Questions (10 mins)
 - Step 1 – Vocabulary Activation
 - The teacher writes the core workplace areas on the board: office, kitchen, restroom, reception, meeting room, store.
 - Quick check-in review: Teacher points to a word and asks, “Who usually works here?” or “What object do we find here?”
 - Example: “Reception” → “The receptionist works here.” / “There is a desk in reception.”
 - Step 2 – Introducing Question Patterns
 - Teacher writes two model question stems:
 - “Where is...?”
 - “Excuse me, could you tell me where...is?” (layering in polite phrasing).
 - Drill pronunciation of the questions chorally.
 - Step 3 – Model Q&A
 - Write and model 2–3 example exchanges on the board:
 - “Where is the kitchen?” / “It’s next to reception.”
 - “Where is the meeting room?” / “It’s upstairs.”
 - “Excuse me, could you tell me where the restroom is?” / “It’s down the hall, behind the office.”
 - Choral repetition with attention to intonation and politeness.
 - Step 4 – Guided Pair Practice
 - Students practice in pairs, asking and answering with the target vocabulary.
 - Partner A: “Where is the office?”
 - Partner B: “It’s across from the kitchen.”
 - Teacher moves around to correct and encourage use of polite forms:
 - “Excuse me...” / “Thank you” / “No problem.”
- Find Your Way at Work: Listening and Reading Activity (20-30 mins)
 - Step 1 – Listening Challenge: Follow the Directions
 - Teacher reads aloud, e.g:

[Refer to the [Listening Scripts Suggestions](#) (For Teacher’s Use)]

 - “Good morning, everyone. Please go past reception. The meeting room is on your left.”
 - “Excuse me, could you turn right at the office? The restroom is at the end of the hall, next to the store.”
 - “For today’s staff lunch: the kitchen is upstairs, across from the meeting room.”
 - Students listen and take notes in their notebook or sticky notes.
 - After each example, model a mini Q&A:

- Teacher: “Where is the restroom?”
- Students: “It’s at the end of the hall, next to the store.”
- Step 2 – Reading Task: Workplace Notes & Signs
 - Display short, simple written notes/signs on the board:
 - “Reception – upstairs”
 - “Kitchen – first door on the right”
 - “Staff restroom – next to the store room”
 - “Meeting room – at the end of the corridor”
 - In pairs, students read the signs and match them to a location description orally:
 - Student A: “Where is reception?”
 - Student B: “It’s upstairs.”
 - For spiral review, ask: “Who usually works in reception? What objects are in the meeting room? Is the kitchen busy or quiet?”
- Step 3 – Writing Extension & Polite Requests
 - Students create one short note or sign of their own about a workplace area:
 - “Please leave coats in the office.”
 - “Could you close the meeting room door after 5 p.m.?”
 - Share notes aloud, and peers guess the location being described.

II. Practice (30–40 mins)

- Controlled Practice Activities:
 - Q&A Directions Pairs
 - Students work in pairs.
 - Student A asks: “Excuse me, where is the meeting room?”
 - Student B answers with a location phrase and adjective for clarity:
 - “It’s upstairs, next to the quiet office.”
 - Switch roles.
 - Encourage students to connect to jobs/objects.
 - “The receptionist works in the reception, which is near the entrance.”
 - “There’s a big printer in the office, across from the kitchen.”
 - Writing Task – Workplace Notes Exchange
 - Students individually write a one-line polite note giving directions or requests for a colleague. Provide sticky notes.
 - Examples:
 - “Please bring the laptop to the meeting room at 11:00.”
 - “Could you tidy the busy kitchen before lunch, please?”
 - Swap notes with a partner and respond in writing with a short acknowledgment:
 - “Sure, no problem.” / “I’ll do it this afternoon.”
 - Walk & Ask Game
 - Students circulate. Each student must:
 - Ask 3 classmates about the location of different rooms using polite forms:
 - “Excuse me, could you tell me where the restroom is?”

- Listen to answers and record them in their notebook.
 - Example entry: “The restroom is down the hall, near the store. (Maria)”
- Spiral Review: Teacher prompts use of jobs/objects/adjectives in responses:
 - “The store is next to reception. The assistant works there.”
 - “The quiet office is across from the meeting room.”

[20-Minute Break]

III. Production (30–40 mins)

- Map Role Play Activity
 - Step 1 – Introduce the Map
 - Draw a workplace map on the board. Example template below.
 - Label key workplace areas: Reception, Office, Meeting Room, Kitchen, Store Room, Restroom.
 - Quick refresh: Teacher asks a few class Q&As.
 - “Where is the kitchen?” → “Next to the office.”
 - “Who works in reception?” → “The receptionist.”
 - Map Template (Simple Workplace Layout)
 - [Reception] — [Meeting Room]
 - |
 - [Office] — [Kitchen]
 - |
 - [Restroom] — [Store Room]
 - Step 2 – Pair Interview Practice
 - Students work in pairs. Roles: Visitor (asking) and Guide (answering).
 - Model dialogue:
 - Visitor: “Excuse me, could you tell me where the meeting room is?”
 - Guide: “Go straight, then turn left. It’s next to reception.”
 - Each pair chooses three rooms to practice.
 - Encourage polite phrases (Excuse me / Thank you / I appreciate it).
 - Step 3 – Route Creation & Extension
 - Each pair creates one short route (2–3 instructions) for their partner to follow.
 - Example: “Go past the office, turn right at the kitchen, and stop at the store room.”
 - Partners listen and repeat the route (they can also draw it in their notebook).
 - Switch roles.
 - Step 4 – Role-Play Performances
 - In small groups or in front of the class, each pair performs one short “Visitor & Guide” role-play.
 - Audience listens and checks for:

- Did they give polite instructions/requests?
- Were the directions accurate?
- Did they use core vocabulary (next to, behind, across from, upstairs, down the hall)?
- Review Layer
 - Integrate jobs + adjectives into role-plays:
 - “Go past the busy office.”
 - “The manager is in the quiet meeting room.”
 - Encourage recycling of classroom requests from earlier lessons (Could you...? Would you mind...? Please...).
- Error Correction and Recap (5 mins):
 - Model clear polite questions, correct responses, and repeat target phrases as needed.
 - Practice common prepositions and location vocabulary in chorus.

IV. Wrap-Up (15 mins)

- Review vocabulary and objectives (5 mins)
 - Drill: Teacher asks a direction question about any workplace room, students answer using a map sentence.
 - Self-reflection: Pairs: Share one new question and one new answer they can now use for directions.
 - Preview of Next Class + Assignment (5 mins)
 - Tell students the next lesson will focus on giving directions (Unit 6).
 - Homework: Draw a simple map of your company/house/school and write 3 direction questions and 3 answer sentences.
-

Optional Independent Practice

- Homework / Practice / For next class:
 - Practice directional language (“next to,” “behind,” etc.) at home, work, or with a friend.

Notes for the Instructor

- Use visuals, role-play, and real-life maps for best engagement.
- Scaffold map/floorplan activities to help low-literacy learners.
- Practice politeness (“Excuse me, where is...?”) and encourage clear, full answers.

Lesson prepared by Elisabeth Perrin

- **CEFR Level:** A1
 - **Lesson Number:** 23
 - **Topic:** Giving Directions (Unit 6: Workplace Locations and Directions)
 - **Lesson Duration:** 3 hours (1hr20 - break 20mins - 1hr20)
 - **Can-Do Objectives:** (Aligned with CEFR descriptors)
 - 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...?"
-

Materials

- Required Tech / Supplies:
 - Whiteboard and markers (frontal/in-person lesson)
 - Blank papers and sticky notes for activities

Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
turn right	go to the right side	"Turn right at the kitchen."	N
go straight	continue in the same direction	"Go straight to the office."	N
turn left	go to the left side	"Turn left after the reception."	N
on the right	located to the right	"It's on the right."	N
on the left	located to the left	"The kitchen is on the left."	N
near	close by	"Is it near the office?"	N

at the end	final point of a route	“It’s at the end of the hall.”	N
across from	on the other side	“The store is across from reception.”	N

Lesson Structure (PPP)

- Warm-Up Icebreaker (10 - 15 mins)
 - Step 1 – Action Map Challenge
 - The teacher draws a large workplace map on the board (Reception, Office, Meeting Room, Kitchen, Store Room, Restroom).
 - Calls one volunteer “the visitor.” Teacher gives spoken single-step directions:
 - “Go straight. Stop at the kitchen.”
 - “Turn left at reception. Walk to the meeting room.”
 - The student follows; the class echoes each instruction aloud in unison.
 - Spiral Review Tie-In: After each step, teacher prompts:
 - “Who works here?” → “The receptionist works at reception.”
 - “What time do we use this room in the work schedule?” → “We use the meeting room at 11 a.m.”
 - Step 2 – Quick Question Chain
 - Teacher models: “Is the kitchen near the office?”
 - Students answer using map + direction phrases: “Yes, the kitchen is next to the office.”
 - Chain continues student-to-student around the class with different areas.
 - Variation: Encourage students to include adjectives or schedule clues:
 - “The busy reception is across from the office.”
 - “The store room is closed in the evening shift.”
 - Step 3 – Polite Directions Pair Practice
 - In pairs, students give and follow polite directions using the map:
 - A: “Excuse me, could you turn left at the store, please?”
 - B: (follows on the map) “Sure. Now I’m at the restroom.”
 - The teacher reminds students to add polite responses: “Thank you.” / “No problem.” / “I appreciate it.”
 - Spiral Review Option: Add job/task details:
 - “Could you tell me how to get to the office? The manager works there in the morning.”
 - “Can you go to the meeting room? Our shift chart says there’s a meeting at 3:00.”

- Transition to Today's Topic: We'll learn how to give full step-by-step directions at work, so you can guide visitors or colleagues clearly and politely."

I. Presentation (30–40 mins)

- Vocabulary and Example Directions (10 mins)
 - The teacher writes key phrases and models with gestures: turn right, turn left, go straight, on the right, near, at the end.
 - Choral repetition and pair practice: students each give (and perform) a simple direction using classroom objects or map points.
 - Model two-step directions:
 - "Go straight, then turn left at the store."
 - "Turn right at reception. It's on the right."
 - Practice Q&A: "Is the restroom near reception?" "Yes, it's on the left."
- Direction Sequences Listening Activity (20-30 mins)
 - Step 1 – Read short workplace-style scenarios
 - Examples:
 - Voicemail Message
"Hi, this is Sam. If you're looking for the store, please go straight past reception, then turn right at the meeting room. The store is at the end of the hall, on your left. Thanks."
 - Staff Announcement
"Attention staff: The restroom has been cleaned. To reach it, turn left at the kitchen, go straight ahead, and it will be on your right."
 - Meeting Reminder
"Good morning. Today's meeting is at 11:00. Please go past reception, continue forward, and the meeting room is across from the office."
 - Students listen carefully and take notes in their notebook.
 - Step 2 – Check and Repeat
 - After each message, teacher checks with the class:
 - "Where is the restroom?"
 - Students: "It's after the kitchen, on the right."
 - As a group, repeat the directions chorally, focusing on natural stress and polite tone.
 - Step 3 – Pair Practice with Prompts
 - Students work in pairs. One student repeats/paraphrases the directions they heard as if guiding a colleague.
 - "Go straight, turn left at the office. The kitchen is next to the meeting room."
 - The partner follows along and confirms: "I'm at the kitchen."
 - Step 4 – Production Extension

- Students create a new short voicemail or announcement in pairs, using workplace areas:
 - Example: “Hello, this is reception. Could you please go up the stairs, past the office, and the manager will meet you in the meeting room across from the kitchen.”
- Pairs read their message aloud for classmates.

II. Practice (30–40 mins)

- Controlled Practice Activities:
 - Giving and Following Directions in Pairs
 - Set-up: Each pair creates a simple workplace map (provide blank paper).
 - Action:
 - Student A gives a 2-step direction: “Go straight past reception. Turn right at the office.”
 - Student B follows on the map, then confirms the destination: “I’m in the meeting room.”
 - Switch roles and repeat with a new path.
 - Spiral Review Layer: Add workplace connections:
 - “Go to the kitchen. The staff have their lunch here at 1 p.m.”
 - “Could you walk to reception, please? The receptionist works here in the morning.”
 - Map Race Game
 - Small groups (3–4 students).
 - The teacher calls out a destination: “Restroom.”
 - The first student/group to give correct full directions wins a point.
 - “Go straight, past the office. Turn left at the kitchen. The restroom is on your right.”
 - Rotate roles: one student is “navigator,” others check accuracy.
 - Add Polite Phrases: “Excuse me, could you tell me how to reach the restroom, please?”
 - Add Adjectives: “The quiet restroom is next to the busy store room.”
 - Sticky Note Task
 - Students write a 2–3 step path for a partner:
 - “Turn left at the reception. Then go straight to the kitchen.”
 - Classmate follows on the map or even moves in the classroom (stand up and walk a few steps).
 - Partner replies: “I’m here at the kitchen!” or offers a polite correction:
 - “Excuse me, I think this path leads to the office, not the kitchen.”
 - Short Writing Practice
 - Students each write two authentic sentences as if preparing for a visitor.
 - “Go straight, turn left at the kitchen.”
 - “The meeting room is near reception, on the right.”

- Extension: Students swap sentences with a partner, who must follow them on the map and then rephrase politely:
 - Original: “Go straight to reception.”
 - Rephrase: “Excuse me, could you go straight ahead to reception, please?”
- Teacher can model one “authentic announcement”:
 - “Attention staff: The delivery team is arriving. Please guide them—go past reception, turn right at the office, and you’ll find the store room on your left.”
 - Students then write one short note, announcement, or voicemail with directions for a colleague.

[20-Minute Break]

III. Production (30–40 mins)

- Director and Visitor Role Play and Design Activity
 - Step 1 – Pair Set-Up
 - Student A = Visitor (asks politely for a location).
 - “Excuse me, could you tell me how to get to the meeting room?”
 - Variation: “Is the store near the office?”
 - Student B = Director/Guide (gives a 2–3 step path):
 - “Go straight, turn left at the kitchen, and the meeting room is on your right.”
 - *Requirement:* Each exchange must use at least one direction verb (“go/turn”) and one position phrase (“on the right/next to/near”).
 - Step 2 – Switch Roles & Enrich
 - Students swap roles and repeat with a new route.
 - Encourage spiral review: Guides can add workplace context
 - “Could you go past reception, please? The receptionist is at the desk.”
 - “Turn right at the busy office. The manager’s meeting is there at 11:00.”
 - Step 3 – Volunteer Performances & Feedback
 - Volunteers act out for the class.
 - Audience listens for: accuracy of directions, polite language, and whether both roles were clear.
 - Step 4 – Mini-Map Design & Directions Creation
 - 1. Group Map Design
 - In small groups, students design a mini workplace map (realistic or imaginative). Must include at least 5 areas (e.g., office, kitchen, reception, restroom, store/meeting room).
 - 2 – Create Directions Cards
 - Each group writes 3 direction tasks/routes for their map, like a small “directions card.” Example:
 - Reception → Store Room
 - Office → Restroom

- Kitchen → Meeting Room
- Routes must have at least 2 steps and include polite phrasing:
 - “Please go down the hall and turn left at the office. The restroom is across from the store.”
- 3 – Map Swap Challenge
 - Groups exchange maps and direction cards with another group.
 - Each group must follow, trace, and act out the directions.
 - Option: If something is unclear, groups politely ask for clarification:
 - “Sorry, could you repeat that?”
 - “Do you mean turn left after the office?”
- Error Correction and Recap (5 mins):
 - Practice clear, simple pronunciation of direction phrases such as “turn right,” “turn left,” and “go straight.”
 - Model and drill prepositional phrases for location (“on the left,” “on the right,” “near the elevator”).
 - Emphasize word stress in prepositions and direction phrases for clearer rhythm and intelligibility:
 - TURN right
 - GO straight
 - at the END
 - aCROSS from
 - Highlight that A1 learners often flatten stress, making directions harder to understand. Encourage strong, natural stress patterns and rising intonation for polite or clarifying questions.
 - End by reviewing a few quick call-and-response exchanges (Teacher: “Where’s the meeting room?” / Students: “Go straight and turn left at the end”).

IV. Wrap-Up (15 mins)

- Review vocabulary and objectives (5 mins)
 - Drill: Teacher models a location; students give 2-step directions.
- Self-reflection: Pairs: Each shares one question and one answer for directions (e.g., “Is it near the kitchen?” “No, it’s on the right.”).
- Preview of Next Class + Assignment (5 mins)
 - Tell students the next lesson will focus on practicing describing simple workplace locations on a map. (Unit 6).
 - Homework: Write 3 direction questions and 3 full-sentence answers for places in your home/workplace.

Optional Independent Practice

- Homework / Practice / For next class:
 - Listen for and practice direction-giving phrases in daily life; draw your route on a real/imaginary map.
 - Use online resources to practice giving/understanding basic directions (“go straight, turn right...”).

Notes for the Instructor

- Use frequent teacher modeling and gestures for each directional phrase.
- Scaffold multi-step sequence language clearly for beginner learners.
- Reward clarity and politeness in all spoken/written directions.

Lesson prepared by Elisabeth Perrin

- **CEFR Level:** A1
 - **Lesson Number:** 24
 - **Topic:** Map Practice (Unit 6: Workplace Locations and Directions)
 - **Lesson Duration:** 3 hours (1hr20 - break 20mins - 1hr20)
 - **Can-Do Objectives:** (Aligned with CEFR descriptors)
 - I can describe a simple workplace map.
 - I can ask and answer location questions.
 - I can complete a map-based task.
-

Materials

- Handouts / Worksheets: [Download [at this link](#)]
 - [Printed Transcript \(Plan B\)](#)
- Audio/Video Files:
 - [Practice Listening and Reading English Exercises on Directions](#)
 - (Homework): [How to Ask for Directions Naturally | Daily English Podcast for Learners!](#)
- Required Tech / Supplies:
 - Whiteboard and markers (frontal/in-person lesson)
 - Blank papers and sticky notes for activities

Vocabulary

Review vocabulary from Unit 6 (Workplace Locations and Directions) in the course:

Lesson	Title
21	Workplace Areas
22	Asking for Directions
23	Giving Directions

Lesson Structure (PPP)

- Warm-Up Icebreaker (10 - 15 mins)
 - Step 1: Map Challenge “Walk”
 - Draw on the board a large office map with key rooms labeled (reception, meeting room, kitchen, restroom, supply room, manager’s office, open office area).
 - Volunteers’ students act as “the visitor.” The teacher gives step-by-step directions, e.g. “Go straight. Turn left at the restroom. Stop near the reception desk.”
 - Class repeats directions chorally and states where the visitor is after each step.

- Teacher prompts short job-related connections: “Who usually works in the reception area?” (Receptionist). “What objects do we find in the meeting room?” (Table, chairs, projector).
 - Step 2: Chain Q&A
 - Students form a circle for quick practice combining objects, jobs, and locations.
Example:
 - Student A: “Is the printer near the manager’s office?”
 - Student B: “Yes, it’s next to the door.” + asks a new question: “Do the cleaners work in the kitchen?”
 - Student C: “Yes, they usually clean it at night.”
 - Step 3: Quick Switch-Up
 - Teacher calls out fast questions mixing directions and context:
 - “Where is the supply room?” Students: “Across from the kitchen!”
 - “Who works in that office?” Students: “The manager.”
 - Transition to Today’s Lesson
 - Teacher highlights the goal: “Now that we’ve practiced jobs, workplace objects, work schedules, and directions, let’s use these skills to describe *workplace locations on a map*. You will practice giving and understanding simple directions in an office setting.”

I. Presentation (30–40 mins)

- Vocabulary Revision Game: “Direction Relay” (10 mins)
 - Setup: Teacher draws a different office map on the board (with reception, store, kitchen, restroom, office, meeting room, etc.).
 - Class reviews key vocabulary quickly (turn right/left, go straight, near, across from, at the end, etc.) with gestures.
 - Game Instructions: Teacher Models
 - The teacher gives an example route with big gestures: “Go straight, turn left at the kitchen, and stop at the restroom.”
 - Class repeats chorally, then identifies the final location together.
 - Relay Challenge
 - Students form two or three teams.
 - The teacher calls out a starting point (e.g. “Reception”).
 - The first student in each team gives one step of directions toward a mystery destination.
 - The next teammate continues with the next step, building a full route.
 - Example: Student A: “Go straight.” Student B: “Turn right at the restroom.” Student C: “The kitchen is on the left.”
 - The last student must say the final location correctly.
 - Switch Roles
 - Teams rotate so a different student begins each round.

- Bonus challenge: Instead of ending at a room, the teacher says, “Take me to where the manager works” (jobs) or “Where the printer is” (objects).
- Practice Listening and Reading English Exercises on Directions (20-30 mins)
 - Project this website on the screen and guide students to complete the step-by-step instructions: https://english4real.com/practice/a1_l1-directions.html
 - Note - Office Plan B: Use the [Printed Transcript \(Plan B\)](#) in case the website is blocked
 - Match each direction with a map.
 - Listening 1: Listen and check (✓) the correct map.
 - Listening 2: Task 1- Look at the map and listen to the directions. Write the number of each place on the map. Task 2- Listen again. Complete the statements for each set of directions.

II. Practice (30–40 mins)

- Controlled Practice Activities:
 - 1. Map Labeling & Q&A
 - Handouts/Setup: Get students to prepare a simple office map template: label only the walls and basic rooms (empty rectangles/boxes for rooms).
 - Provide a word bank on the board: reception, kitchen, meeting room, restroom, supply room, manager’s office, open office.
 - Instructions:
 - Students work in pairs or small groups to fill in missing labels on the map.
 - Partners then take turns asking and answering:
 - “Where is the ___?”
 - “It’s next to the ____.” / “It’s opposite the kitchen.”
 - Variation: After labeling, cover word bank—students must recall the vocabulary.
 - 2. Sticky Note Path Instructions
 - Handout/Materials: Give each student a set of sticky notes (or small slips of paper).
 - Use the same (now fully-labeled) map from the previous activity.
 - Instructions:
 - Each student writes a direction sequence (2–3 steps) on a sticky note.
E.g.:
 - “Go straight, then turn right at the kitchen.”
 - “Turn left at the restroom, go past the office.”
 - Students exchange notes with a partner, follow the route on their map, then announce the final location:
 - “I finished at the meeting room!”
 - 3. Short Writing Task
 - Handout/Instructions: On blank-lined paper, each student writes:

- Three questions about locations, e.g. “Is the supply room next to the kitchen?”
- Three corresponding answers, e.g. “No, it’s opposite the kitchen.”
- Students swap with a peer and answer each other’s questions using their maps.
- 4. “Find It” Challenge
 - Handout/Instructions: No extra handout needed—use the same office map.
 - Student A picks a location and describes its position (without naming it):
 - “It’s next to the reception and across from the restroom.”
 - Student B points to the room and says its name:
 - “It’s the manager’s office!”
 - Then switch roles.

[20-Minute Break]

III. Production (30–40 mins)

- Mini-Project: Office Map and Directions
 - Step 1: Create the Office Map
 - Group Setup:
Divide students into pairs or small groups (3–4).
 - Map Creation:
Each group draws an office map on a large sheet of paper. The map must include at least 5 labeled areas such as:
 - Reception
 - Kitchen
 - Meeting room
 - Restroom
 - Office
 - Supply room
 - Manager’s office
 - Encourage creativity: groups can make a real or imaginary office layout.
 - Step 2: Write Visitor Questions, Directions, and Answers
 - Visitor Questions (3):
Groups write simple questions visitors might ask, e.g.:
 - “Where is the meeting room?”
 - “Is the restroom near the kitchen?”
 - “Can you tell me where the office is?”
 - Step-by-step Directions (3):
Write clear directions using map-related vocabulary and prepositions, e.g.:
 - “Go straight past the reception, then turn left at the kitchen. The meeting room is on your right.”
 - “Turn right after the restroom. The office is at the end of the hall.”
 - “Go straight, cross the hallway, and the supply room is next to the manager’s office.”

- Answers/Key Sentences (3):
Provide short, clear answers or key phrases, e.g.:
 - “The meeting room is next to the kitchen.”
 - “No, the restroom is opposite the office.”
 - “Yes, it’s across from the reception.”
 - Step 3: Role-Play Practice (Visitor/Guide)
 - One student plays the visitor asking for a location.
 - The other is the guide who gives the directions step-by-step using their map and the vocabulary.
 - The visitor listens carefully and follows the directions on their map or notes.
 - Swap roles after each question/direction set.
 - Encourage polite expressions:
 - Visitor: “Could you tell me where the kitchen is?” / “Thank you very much.”
 - Guide: “Sure! Go straight, then turn left at the restroom.”
 - Step 4: Group Presentations
 - Each group presents their office map to the class.
 - They label the areas out loud and demonstrate at least one full direction set as a role-play.
- Error Correction and Recap (5 mins):
 - Teacher checks and reviews common errors (“on the left” vs. “left of,” misused prepositions).
 - Choral practice of tricky map sentences.

IV. Wrap-Up (15 mins)

- Review vocabulary and objectives (5 mins)
 - The teacher gives a direction, students repeat and act it out.
- Self-reflection: Partners share one clear direction/tip for map tasks: “Go straight to reception; it’s on the right.”
- Preview of Next Class + Assignment (5 mins)
 - Tell students the next lesson will focus on workplace greetings (Unit 7: Work Talk-Greetings and Small Talk).
 - Homework: [Watch this video: English Lesson: How to Ask for Directions Naturally | Daily English Podcast for Learners!](#) and take notes of new words.

Optional Independent Practice

- Homework / Practice / For next class:
 - Continue to practice direction-giving phrases in daily life.

Notes for the Instructor

- Model spatial language visually and physically with each map task.
- Scaffold complex direction sequences and support with sample phrases.
- Prioritize clarity, accuracy, and politeness in all production activities.

Lesson prepared by Elisabeth Perrin

- **CEFR Level:** A1
 - **Lesson Number:** 25
 - **Topic:** Workplace Greetings (Unit 7: Work Talk-Greetings and Small Talk)
 - **Lesson Duration:** 3 hours (1hr20 - break 20mins - 1hr20)
 - **Can-Do Objectives:** (Aligned with CEFR descriptors)
 - 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.
-

Materials

- Handouts / Worksheets: [Download [at this link](#)]
 - [Matching Greetings to Workplace Situations Handout](#)
- Required Tech / Supplies:
 - Whiteboard and markers (frontal/in-person lesson)
 - Sticky notes for activities

Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
Good morning*	greeting for the start of the day	"Good morning, Sam!"	N
Hello / Hi*	informal greetings	"Hello!" / "Hi Alex."	N
Nice to meet you*	polite meeting phrase	"Nice to meet you, Mr. Lee."	N
How are you?*	asking about health/feeling	"How are you?"	N
I'm fine, thank you	positive response	"I'm fine, thank you."	N

Nice to meet you too	polite response	"Nice to meet you too."	N
Good afternoon	midday greeting	"Good afternoon, everyone"	N
See you (later/soon)	informal goodbye	"See you later!"	N
Have a nice day	well-wishing phrase	"Have a nice day!"	N
Goodbye*	farewell	"Goodbye!"	N

*Good morning/ Hello/ Hi/ Nice to meet you/ How are you?/ Goodbye = review words

Lesson Structure (PPP)

- Warm-Up Icebreaker (10 - 15 mins)
 - Step 1: Quick Revision - Workplace Review
 - Begin by briefly reviewing key vocabulary from previous lessons:
 - Workplace objects (printer, desk, chair, computer)
 - Workplace places (reception, kitchen, meeting room, office)
 - Work schedules (morning shift, lunch break, cleaning time)
 - Ask quick oral questions for recall and speaking practice:
 - "Where is the printer?"
 - "When is the lunch break?"
 - "Who works in the meeting room?"
 - Encourage full-sentence answers to rehearse vocabulary in context:
 - "The printer is near the reception."
 - "Lunch break is at 12 o'clock."
 - "The manager works in the office."
 - Step 2: Greeting Relay Game
 - Arrange students into two lines facing each other.
 - The teacher greets each student individually: "Good morning!" / "Hello!"
 - The teacher calls out a greeting phrase, e.g., "Nice to meet you!"
 - Students turn to the partner opposite them and exchange the greeting:

- A: “Nice to meet you!”
- B: “Nice to meet you, too!”
- Step 3: Greeting Circle
 - Students stand or sit in a circle.
 - Each student turns to the neighbor and uses a greeting phrase, e.g., “Good morning, John.”
 - The chain continues around the circle, each person using a different greeting or introduction phrase learned.
 - Teacher models examples: “How are you?” “Nice to meet you,” “See you later.”
- Step 4: Transition to Today’s Lesson: Importance of Greetings and Introductions at Work
 - Lead a short class discussion:
 - “Why do we greet and introduce ourselves at work?”
 - “How do greetings help us get along with coworkers and visitors?”
 - Highlight practical reasons:
 - Shows respect and friendliness
 - Builds good relationships
 - Helps everyone feel welcome and comfortable
 - Makes teamwork and communication easier
 - Explain today’s lesson focus:
 - “Today, we will practice how to make simple introductions and use polite greetings and leave-taking expressions in the workplace. This is important to create a positive atmosphere and make a good impression.”

I. Presentation (30–40 mins)

- Vocabulary: Matching Greetings to Workplace Situations (15-20 mins)
 - Set the Scene with Workplace Context: Briefly remind students of common office situations where greetings are important, such as:
 - Meeting a new coworker
 - Starting or finishing a meeting
 - Arriving at or leaving work
 - Passing a colleague in the hallway
 - Introduce the Handout and Instructions (Provide the [Matching Greetings to Workplace Situations Handout](#))
 - Explain that each dialogue is missing greeting or leave-taking phrases (gaps marked by “_____”).
Students will:
 - Match the correct greeting or farewell from the phrase bank to each gap
 - Read the dialogues carefully to use the context for clues
 - Partner Work: Match and Fill In Gaps
 - Students work in pairs to discuss and decide on the best greeting phrase for each gap.
 - They fill in the blanks directly on their handout or share their answers orally.
 - Reading Aloud for Pronunciation and Fluency

- Pairs take turns reading their completed dialogues aloud.
 - Encourage clear pronunciation and natural intonation as if they were having a real office conversation.
 - Provide pronunciation or stress corrections as needed.
 - Class Discussion: Why Greetings Matter at Work
 - After reading, briefly discuss:
 - Why is it important to greet coworkers politely?
 - How do greetings affect workplace relationships and professionalism?
 - What are some good greetings or leave-taking phrases to remember and use?
- Workplace Greeting Dialogues: Writing Activity (10-15 mins)
 - Students write three short dialogues of greeting and responses for different workplace contexts. Each dialogue should have:
 - One greeting sentence (e.g., “Good morning, team!”)
 - One response sentence (e.g., “Good morning, Sarah!”)
 - Students should focus on these three situations:
 1. Morning Meeting Start

Example greeting: “Good morning, everyone. Let’s start the meeting.”

Example response: “Good morning, John! I’m ready to begin.”
 2. Visitor Arrives at the Office

Example greeting: “Hello! Welcome to our office. I’m Sarah.”

Example response: “Thank you! It’s nice to meet you, Sarah.”
 3. Leaving Work for the Day

Example greeting: “I’m off for today. Have a nice evening!”

Example response: “Thanks, you too! See you tomorrow.”
 - Optional: In pairs, students take turns to read what they have written

II. Practice and Production (30–40 mins)

- Controlled Practice/ Production Activities:
 - 1. Greeting Card Swap
 - Each student writes a short greeting or “nice to meet you” phrase on a sticky note (e.g., “Good morning, nice to meet you!”).
 - In pairs, students swap notes, read each other’s greeting aloud, and respond correctly with a suitable reply, such as “Nice to meet you too!” or “Good afternoon!”
 - Encourage adding workplace-relevant phrases: “Welcome to the team,” “How was your weekend?” “Glad you could join us.”
 - To recycle vocabulary, periodically introduce common workplace adjectives like “busy,” “productive,” “friendly,” and encourage their use in greeting replies (e.g., “It’s been a busy day, but good!”).
 - 2. Mini Dialogue Relay: Role-play Workplace Meetings

- In pairs, students role-play quick workplace meeting scenarios focusing on greetings, introductions, and polite small talk.
- Teacher prompts:
 - “Meet as if it’s your first day at work. Introduce yourself and ask about their role.”
 - “Say hello to a coworker after the lunch break.”
 - “Greet a visitor at the reception and introduce the meeting room location.”
- Formality cues:
 - For first meetings, use *title + last name* (e.g., “Nice to meet you, Mr. Chen.” / “Good afternoon, Ms. Lopez.”).
 - After initial introductions, shift to using first names (“Hi, Maya.” / “Hello, Alex.”) to model natural workplace register shifts.
- Register awareness – Quick Check:
 - Write three greetings on the board:
 - Hi
 - Hello
 - Good morning
 - Ask: “Which one fits each situation?”
 - Meeting your manager → “Good morning”
 - Talking to a friend at work → “Hi”
 - Greeting someone you know but not closely → “Hello”
 - Students discuss in pairs and decide which greeting is most polite or casual in context.
 - Encourage layered polite phrases and adjectives:
 - “Good morning, I’m Maya. It’s nice to meet you.”
 - “Welcome back! Was your morning busy?”
 - “I’m glad you made it on time; the meeting room is ready.”
 - Rotate roles so all students practice both greeting and responding, focusing on tone, body language, and appropriateness of formality.
- 3. Simple Greetings Q&A Practice
 - Practice pairs of greeting + question + answer using workplace-relevant contexts:
 - “Good afternoon. How are you today?” / “I’m fine, thank you. How about you?”
 - “Hello, my name is Marco. Which department do you work in?” / “Nice to meet you, Marco. I work in marketing.”
 - “Good morning! Did you have a good weekend?” / “Yes, it was relaxing, thank you.”
 - Gradually add workplace adjectives and polite phrases for richness:
 - “It’s a busy day in the office.”
 - “We have an important meeting later.”
- Error Correction and Recap (5 mins):
 - The teacher highlights and models clear greeting language and polite tone.

[20-Minute Break]

III. Digital Tool (45 mins)

- To provide students the opportunity to use the digital tool in class with teacher support.
- The teacher can demonstrate activities with the whole class and/or support students as they work individually.

IV. Wrap-Up (15 mins)

- Review vocabulary and objectives (5 mins)
 - Quick-fire: Teacher greets students; they reply or introduce a partner.
 - Self-reflection: Pairs share their favorite greeting or response.
 - Preview of Next Class + Assignment (5 mins)
 - Tell students the next lesson will focus on small talk at work (Unit 7).
 - Homework: Write 5 greetings and 5 responses from memory and practice introducing yourself to a family member or friend.
-

Optional Independent Practice

- Homework / Practice / For next class:
 - Watch basic English greeting videos; listen and record new greeting expressions.
 - Practice greetings and polite responses at home, work, or with someone new.

Notes for the Instructor

- Model friendly tone, positive body language, and a variety of greetings.
- Scaffold introductions and responses with clear sentence frames.
- Encourage open, confident use of social language.

Lesson prepared by Elisabeth Perrin

- **CEFR Level:** A1
 - **Lesson Number:** 26
 - **Topic:** Small Talk at Work (Unit 7: Work Talk-Greetings and Small Talk)
 - **Lesson Duration:** 3 hours (1hr20 - break 20mins - 1hr20)
 - **Can-Do Objectives:** (Aligned with CEFR descriptors)
 - I can ask: “How was your weekend?”
 - I can answer with a short phrase.
 - I can say 3–4 polite things in a dialogue.
-

Materials

- Handouts / Worksheets: [Download [at this link](#)]
 - [Small Talk Listening Activity Handout - Vocabulary Checklist & Dialogue](#)
 - [Small Talk Reading Activity Handout - Match Questions and Answers](#)
 - [Find Someone Who - Small Talk Bingo Handout](#)
- Required Tech / Supplies:
 - Whiteboard and markers (frontal/in-person lesson)
 - Sticky notes for activities

Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
How was your weekend?	question to ask about free time	“How was your weekend?”	N
Fine*	a simple positive answer	“I’m fine, thank you.”	N
Busy	having a lot to do	“It was busy, but good.”	N
Relaxing	calm or peaceful time	“It was relaxing, thank you.”	N
Nice to see you	polite phrase for greeting again	“Nice to see you this morning!”	N

What did you do?	question about actions	“What did you do on Saturday?”	N
I went to...	response format about activities	“I went to the park.”	N
Thanks for asking	polite response	“Thanks for asking.”	N

*Fine = review word

Lesson Structure (PPP)

- Warm-Up Icebreaker (10 - 15 mins)
 - Step 1: Quick Revision – Jobs Vocabulary Recall
 - Begin with a fast-paced Q&A to recycle job-related vocabulary from previous lessons. Use flashcards or pictures of common workplace roles ([from Lesson 5](#)): receptionist, manager, cleaner, IT technician, office assistant, etc.
 - Sample questions to the class:
 - “Who answers phone calls in the office?” (Receptionist)
 - “Who fixes computers here?” (IT technician)
 - “Who cleans the office after work?” (Cleaner)
 - “Who organizes meetings?” (Manager)
 - Encourage full-sentence replies to build fluency:
 - “The receptionist answers phone calls.”
 - “The manager organizes meetings.”
 - Step 2: Review Key Greetings and Work Context
 - Using prompts, quickly review workplace greetings and common phrases like:
 - “Good morning, how are you?”
 - “Hello! Nice to meet you.”
 - “Have a good day.”
 - Ask quick, interactive recall questions:
 - “How do you greet a coworker in the morning?”
 - “What do you say when you meet a new colleague?”
 - Step 3: Small Talk Practice - Weekend and Everyday Topics
 - Pair students up.
 - Student A asks a friendly small-talk question;
 - Student B responds with a short, polite answer.
 - Then they switch roles and change partners to keep conversations flowing.

- Model Example (Weekend Focus):
 - A: “How was your weekend?”
 - B: “Fine, thank you! I relaxed at home.”
- Encourage students to reply with short, positive phrases and polite expressions such as:
 - “Thank you for asking.” / “It was busy but good.” / “I had some rest.”
- Variation – Inclusive Small Talk Alternatives
 - As not everyone relates to weekend chat, broaden the topic to include accessible, everyday conversation starters:
 - Commute: “How was your bus/drive this morning?”
 - Weather: “Nice weather today!”
 - Schedule: “Busy morning?”
 - Lunch: “Did you eat yet?”
 - Students practice short exchanges using these alternative topics, adding polite openings or follow-ups such as:
 - “Good to see you!” / “Yes, it’s been a long day!” / “I’m glad it’s sunny today.”
- Extension Option:
 - After multiple rounds, students choose their favorite question and write one short small-talk dialogue to act out in front of the class.
- Step 4: Transition and Introduce Today’s Lesson – Engaging in Simple Small Talk
 - Explain the importance of small talk at work:
 - “Small talk is the friendly conversation we have with coworkers and visitors. It helps build good relationships and makes work more enjoyable.”
 - “Today, we will practice how to start simple conversations, ask questions, and respond politely in familiar workplace situations, like chatting about the weekend or saying hello after a break.”
 - Open a short discussion:
 - “Why do you think small talk is important in the workplace?”
 - “Can anyone share an example of small talk they have had at work or school?”
 - Emphasize that practicing these simple conversations makes work life friendlier and more professional.

I. Presentation (30–40 mins)

- Vocabulary Introduction and Modeling: Interactive Workplace Small Talk (10 mins)
 - Step 1: Introduce and Contextualize Phrases (5 mins)
 - Write these key phrases on the board or display on a slide:
 - “How was your weekend?”
 - “It was good, thank you.”
 - “I went to the beach.”
 - “It was busy but nice.”

- “Thanks for asking.”
 - Briefly discuss when and why coworkers might use these phrases in the workplace (e.g., casual conversations at the coffee machine, starting the day with a colleague).
 - Ask concept-checking questions:
 - “What do we say to ask about someone’s weekend?”
 - “How do we respond politely?”
 - Step 2: Model a Role-Play Dialogue
 - Act out a short dialogue with a student at the board, using the phrases naturally with gestures and intonation to show politeness and interest. For example:
A: “Hi, Carlos! How was your weekend?”
B: “It was good, thank you! I went to the beach. How about you?”
A: “It was busy but nice, thanks for asking.”
 - Write the dialogue on the board/slide as you perform it for visual support.
 - Step 3: Choral and Individual Repetition with Focus on Intonation (5 mins)
 - Have the whole class say the dialogue lines with you in a chorus, focusing on the natural flow and polite tone. Use prompts like “Say it like you mean it!” or “Friendly and interested.”
 - Ask individual students to repeat lines aloud, giving feedback on pronunciation and intonation.
- Listening Activity: Small Talk Dialogue (10 mins)
 - Step 1: Pre-Listening:
 - Introduce and review the target phrases (write on board):
 - “How was your weekend?”
 - “It was good, thank you.”
 - “I went to the beach.”
 - “It was busy but nice.”
 - “Thanks for asking.”
 - Focus attention on listening carefully for these phrases.
 - Step 2: Listening:
 - Provide students with the [Small Talk Listening Activity Handout - Vocabulary Checklist & Dialogue](#)
 - Read the dialogue with natural intonation:
 - Sample Small Talk Dialogue
 - A: Hi, Sam! How was your weekend?
 - B: It was good, thank you! I went to the beach on Saturday.
 - A: That sounds nice.
 - B: How was your weekend?
 - A: Mine was busy but nice, thanks for asking.
 - Students tick off the phrases they hear on the handout.
 - Step 3: Listening Extension – Jigsaw Micro-Audios
 - Read three short, two-line dialogues on different topics (e.g., weekend, commute, weather).

- Students listen and match each transcript or title card to the correct topic.
 - Example clips:
 - A: “Morning! How was your bus ride?” B: “Crowded, but quick!” → commute
 - A: “Nice weather today!” B: “Yes, finally some sun.” → weather
 - A: “How was your weekend?” B: “Busy, but fun.” → weekend
 - Play twice, then check answers together.
- Reading Activity: Match Questions and Answers (10 mins)
 - Provide students with the [Small Talk Reading Activity Handout - Match Questions and Answers](#)
 - Students work individually or in pairs to draw lines matching each question to the correct answer.
 - After matching, pairs take turns reading the question-answer pairs aloud to practice pronunciation and conversational intonation.

II. Practice (30–40 mins)

- Controlled Practice Activities:
 - 1. Find Someone Who - Small Talk Bingo
 - Give each student the [Find Someone Who - Small Talk Bingo Handout](#) which includes prompts such as visited family / watched a movie / stayed home / worked / went shopping / saw friends / cooked / relaxed / went to the park.
 - Students move around asking yes/no + one-detail questions:
 - “Did you watch a movie last weekend?” → “Yes, I watched a comedy.”
 - When they find someone who fits, they write the name in that square.
 - First to complete a line shouts “Bingo!”
 - Debrief by sharing one or two answers in full sentences.
 - 2. Scaffolded Mini Dialogue Writing
 - In pairs or small groups, students write a short, 3–4 sentence dialogue using the phrases practiced, for example:
 - A: “How was your weekend?”
 - B: “It was relaxing, thank you. How about you?”
 - A: “Busy, but good!”
 - Scaffold the writing by first brainstorming relevant phrases together, then constructing the dialogue line by line as a class or in groups.
 - Remind students to include polite responses and common workplace adjectives, such as “busy,” “productive,” “interesting,” “relaxing.”
 - 3. Writing Extension – Short Workplace Notes
 - Ask students to write a simple one-line note based on their dialogue, as if leaving a message for a coworker. Examples:
 - “Had a busy weekend, but all good.”
 - “Went to visit family.”

- “The break was relaxing, back now.”
- Alternatively, scaffold completing a very simple shift chart or schedule note:
 - “Monday: Meeting at 3 pm”
 - “Tuesday: Office closed”
- Use this as a model of how small talk and writing can connect in workplace communication.
- 4: Role-Play Practice – Speaking and Writing Combined
 - Students pair up and practice reading their mini dialogues aloud with natural intonation and polite tone.
 - Switch roles and repeat.
 - Encourage adding gestures and expressions typical of workplace politeness.
 - Optionally, ask pairs to switch partners and share their one-line notes, practicing reading and writing fluency.

[20-Minute Break]

III. Production (30–40 mins)

- Workplace Interview Small Talk Role-Plays
 - In groups, students create and perform a short informal workplace conversation designed like a casual interview or introductory chat between coworkers meeting for the first time or reconnecting after a break.
 - Key Components to Include:
 - Greetings
 - Start with polite, friendly greetings such as:
 - “Good morning!”
 - “Hello, it’s nice to meet you!”
 - “Hi, how are you today?”
 - Weekend or Recent Activity Small Talk
 - Exchange simple questions and answers about weekends or recent activities:
 - “How was your weekend?”
 - “It was great, thanks! I went hiking.”
 - “Nice! I had a busy but good weekend.”
 - Polite Phrases
 - Include commonly used polite expressions to sound professional and respectful:
 - “Please,” “Thank you,” “Sorry to bother you,” “Thanks for asking.”
 - Example: “Thanks for asking, I’m doing well.”
 - Step 1: Brainstorming & Planning
 - Groups brainstorm vocabulary and phrases learned previously: greetings, weekend small talk, polite expressions.

- Each group draws one topic card (Weekend / Commute / Weather / Lunch / Schedule) and one closing-line card (“See you later.” / “Have a nice day.” / “Nice to talk to you.”). They must include both in their mini-dialogue.
 - Use the board to jot down key phrases as a scaffold.
 - Each group writes a short dialogue of 6–8 lines (3–4 sentences each person), ensuring they include all key components.
 - Step 2: Rehearsal
 - Groups practice their dialogues, focusing on natural intonation, pacing, and polite tone.
 - Encourage them to add gestures and facial expressions typical of workplace communication.
 - Step 3: Performance and Listening
 - Groups perform their small talk role-plays for the class as if conducting a friendly interview or introducing themselves on the first day.
 - The audience listens attentively, noting use of key phrases and polite language.
 - Step 4: Feedback and Discussion
 - Teacher and classmates provide constructive feedback on:
 - Use of greetings and polite phrases
 - Naturalness of intonation and flow
 - Completeness of small talk content
 - Discuss why using polite small talk is important for building positive workplace relationships and making good impressions.
- Error Correction and Recap (5 mins):
 - Model and repeat key phrases.
 - Correct common pronunciation or intonation errors.

IV. Wrap-Up (15 mins)

- Review vocabulary and objectives (5 mins)
 - Quick-fire question and answer rounds on small talk phrases.
- Self-reflection: Share with a partner one new small talk phrase learned.
- Preview of Next Class + Assignment (5 mins)
 - Tell students the next lesson will focus on practicing simple interactions at work (Unit 7).
 - Homework: Write and practice 5 small talk questions and answers.

Optional Independent Practice

- Homework / Practice / For next class:
 - Practice small talk with colleagues or family.

Notes for the Instructor

- Emphasize natural intonation and polite social conventions.
- Support learners with sentence frames for questions and answers.
- Encourage relaxed, confident use of small talk to build workplace rapport.

Lesson prepared by Elisabeth Perrin

- **CEFR Level:** A1
 - **Lesson Number:** 27
 - **Topic:** Work Interactions (Unit 7: Work Talk-Greetings and Small Talk)
 - **Lesson Duration:** 3 hours (1hr20 - break 20mins - 1hr20)
 - **Can-Do Objectives:** (Aligned with CEFR descriptors)
 - I can say: "Can I help you?" / "Do you need anything?"
 - I can answer simple work-related questions.
-

Materials

- Handouts / Worksheets: [Download [at this link](#)]
 - [Workplace Help Checklist Handout](#)
 - [Workplace Note and Dialogue Practice Worksheet](#)
 - [Shift Chart Interaction Worksheet](#)
- Required Tech / Supplies:
 - Whiteboard and markers (frontal/in-person lesson)
 - Sticky notes and blank papers for activities

Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
Can I help you?	offer assistance politely	"Can I help you with that?"	N
Do you need...?	ask about needs	"Do you need anything from the meeting room?"	N
Yes, please*	accept a polite offer	"Yes, please. Could you send the email?"	N
No, thank you*	politely decline	"No, thank you. I'm fine."	N

Thank you*	express gratitude	“Thank you for your help.”	N
Sorry*	apologize	“Sorry, I didn’t catch that.”	N
What can I do?	offer help	“What can I do for you?”	N
ready	prepared or available	“The report is ready for you.”	N
report	a document of information	“Could you print the monthly report?”	Y
copy	a duplicate of a document	“Please make a copy of this file.”	Y

*Yes, please/ No, thank you/ Thank you/ Sorry = review words

Lesson Structure (PPP)

- Warm-Up Icebreaker (10 - 15 mins)
 - 1. Jobs Vocabulary Review
 - Begin with a quick Q&A drill to review common workplace roles.
 - Example prompts:
 - “Who answers calls at the reception?” → “The receptionist answers calls.”
 - “Who cleans the office?” → “The cleaner cleans the office.”
 - “Who manages the company?” → “The manager manages the company.”
 - Ensure students respond in full sentences for accuracy and fluency.
 - If students hesitate, provide first-word scaffolding (e.g., “The...” → “The cleaner cleans the office.”).
 - 2. Workplace Objects and Locations
 - Review vocabulary for objects and places found in typical workplaces.
 - Example prompts:
 - “Where is the printer?” → “The printer is in the office.”
 - “What is on your desk?” → “There is a computer on my desk.”

- “Where do you meet customers?” → “We meet customers in the meeting room.”
 - Encourage use of complete sentences to reinforce structures.
- 3. Greeting and Offering Practice
 - Teacher models short workplace interactions focused on greetings and offering help:
 - “Good morning. Can I help you?”
 - “Hello. How can I help you?”
 - Students practice these in pairs, one greeting and offering help, the other replying:
 - Accepting help: “Yes, please. I need...”
 - Declining help politely: “No, thank you. I’m fine.”
- 4. Transition to Today’s Lesson: Highlight how jobs, objects, and locations connect with the next focus: practicing short and polite workplace interactions. For example:

“Now that we remember the people in different jobs, the things in the workplace, and where they are, we can practice *talking politely at work*. Today we will learn how to ask for help, or respond when someone offers us help.”

I. Presentation (30–40 mins)

- Introduce Interaction Phrases (10-15 mins)
 - Step 1. Phrase Hunt
 - Write the phrases on the board: “*Can I help you?*”, “*Do you need anything?*”, “*Yes, please.*”, “*No, thank you.*”, “*Thanks for asking.*”
 - Instead of explaining directly, ask students:
 - “Which of these phrases is a question?”
 - “Which ones are polite answers?”
 - “Which one is positive? Which one is negative?”
 - Students come up and circle the questions, underline the responses.
 - Step 2. Context Match
 - Give quick workplace scenarios and ask which phrase fits. Examples:
 - Receptionist sees a visitor → “Can I help you?”
 - Colleague offers tea, the other wants it → “Yes, please.”
 - Colleague offers tea, the other doesn’t want it → “No, thank you.”
 - A manager checks if someone needs support → “Do you need anything?”
 - Students answer as a group or in pairs.
 - Step 3. Rapid-Fire Pair Practice
 - Students stand in two facing lines. One side asks the questions, the other responds.
 - Every 15–20 seconds, one line shifts so they have a new partner.
 - Encourage variety: sometimes answering “Yes, please” with an added detail (e.g., “Yes, please. I need a pen.”) and sometimes politely refusing.

- Listening Activity: Workplace Help (15-20 mins)
 - Step 1. Set the Scene
 - Tell students: “You will hear short messages and conversations from a workplace. Listen for the helpful phrases we learned.”
 - Provide the [Workplace Help Checklist Handout](#) with target phrases (*Can I help you? / Do you need anything? / Yes, please. / No, thank you. / Thanks for asking.*) and some workplace vocabulary (*reception, manager, printer, meeting room*).
 - Step 2. First Listening – General
 - Read three listening scripts:
 - 1. Reception Desk Interaction
“Good morning, this is the reception desk. Can I help you? ... Oh, you need the meeting room? It’s on the second floor. No problem.”
 - 2. Manager’s Voicemail Reminder
“Hello team, this is a reminder that our staff meeting starts at 10 a.m. Do you need any reports or materials before we begin? Please let me know. Thanks.”
 - 3. Staff Announcement
“Attention everyone, copies of the new schedule are now at the front desk. Do you need anything else before I finish the printing? If yes, please come by now. Thank you.”
 - Students only listen and tick any phrases or words they recognize on their checklist.
 - Step 3. Second Listening – Focused
 - Play the same audio again. This time, ask students to identify the *interaction type*: Was the person *offering help* or *responding*?
 - Example: In a voicemail: “This is a reminder about the staff meeting. Do you need any materials printed before we start?”
 - Students decide: *Offering help*.
 - Step 4. Quick Check & Pair Discussion (2 minutes)
 - The teacher briefly elicits from students which phrases they caught and where (e.g., “Which phrase did you hear in the voicemail?”).
 - In pairs, students share their checked items to compare answers before teacher feedback

II. Practice (30–40 mins)

- Controlled Practice Activities:
 - 1. Pair Practice
 - Give students scripted prompts (e.g., A: “Can I help you with the printer?” / B: “Yes, please. I need...”).
 - After practicing one set, students switch roles to cover offering and responding.
 - The teacher gradually removes the prompt support, encouraging freer recall.

- 2. Writing Task - [Workplace Note and Dialogue Practice Worksheet](#)
 - Mini Dialogues: Students write 3 short help exchanges in their notebooks, modeled after the listening phrases (e.g., “Do you need anything?” / “Yes, please. Can you bring me the schedule?”).
 - Fill-In Workplace Note
 - Students complete the blanks with realistic work situations (printer / meeting / reports / schedule).
- 3. Interactive Sticky Note Game
 - Every student writes one offer of help on a sticky note (e.g., “Can I help you with your phone calls?”) and one request (e.g., “Do you need anything from the meeting room?”).
 - They circulate, exchange notes, and perform each interaction aloud with partners.
 - Encourage them to add natural workplace gestures (smile, polite tone).
 - Optional: create a “Help Wall” where notes get posted, and students come to pick a random note to respond to.
- 4. Shift Chart Interaction - [Shift Chart Interaction Worksheet](#)
 - Hand out a simple weekly shift chart with empty boxes for “tasks” or “extra help.”
 - Students must *write short notes* into the chart, like:
 - Monday: “Can I help with reports?”
 - Tuesday: “Do you need anything for the meeting?”
 - Then, in pairs, they use their charts to *speak the offers aloud*:
 - A: “On Tuesday, I can help with printing.”
 - B: “Thanks for asking. No, thank you. I am already finished.”

[20-Minute Break]

III. Production (30–40 mins)

- Group Task: Workplace Help Board
 - Step 1: In small groups, students design a “*Help & Support Board*” for a workplace. Provide papers for design.
 - They must include at least:
 - 3 polite phrases for offering help.
 - 3 polite response options (accepting/declining).
 - At least 3 workplace-specific contexts (e.g., meeting prep, IT support, reception, printing).
 - The board can be laid out like a poster, with sections for “Offering Help” and “Responding.”
 - Groups can be creative: add symbols, small drawings, or sample sticky notes.
 - Step 2. Gallery Walk & Interaction
 - Each group posts their “Help & Support Board” around the room.

- Students walk around in pairs. At each board, one student plays the “employee” reading an offer from the board, and their partner must respond with one of the polite replies.
 - After a round, they switch roles. This way students practice *multiple phrase sets* from all groups.
 - 3. Reflection & Feedback
 - As a class, debrief with questions:
 - “Which polite phrase did you hear most often? Which was new to you?”
 - “Why is it important to offer and refuse help politely at work?”
 - The teacher highlights accurate phrases, good pronunciation/intonation, and points for improvement.
- Error Correction and Recap (5 mins):
 - Model and repeat key phrases.
 - Correct common pronunciation or intonation errors.

IV. Wrap-Up (15 mins)

- Review vocabulary and objectives (5 mins)
 - Quick-fire question and answer rounds on small talk phrases.
- Self-reflection: Pair reflection on favorite new interaction phrase.
- Preview of Next Class + Assignment (5 mins)
 - Tell students the next lesson will focus on practicing vocabulary learned and participating in short, structured work dialogues (Unit 7).
 - Homework: Practice conversations with family/friends and write 3 polite help dialogues.

Optional Independent Practice

- Homework / Practice / For next class:
 - Practice small talk with colleagues or family.

Notes for the Instructor

- Encourage authentic use of polite offers and responses.
- Model natural tone and body language.
- Scaffold responses with sentence frames for confidence.

Lesson prepared by Elisabeth Perrin

- **CEFR Level:** A1
 - **Lesson Number:** 28
 - **Topic:** Dialogue Practice (Unit 7: Work Talk - Greetings and Small Talk)
 - **Lesson Duration:** 3 hours (1hr20 - break 20mins - 1hr20)
 - **Can-Do Objectives:** (Aligned with CEFR descriptors)
 - I can participate in a short dialogue, using greetings, small talk and polite responses.
 - I can practice a short dialogue with a partner.
 - I can role-play a structured workplace conversation.
-

Materials

- Required Tech / Supplies:
 - Whiteboard and markers (frontal/in-person lesson)
 - Sticky notes for activities

Vocabulary

Review vocabulary from Unit 7 (Work Talk - Greetings and Small Talk) in the course:

Lesson	Title
25	Workplace Greetings
26	Small Talk at Work
27	Work Interactions

Lesson Structure (PPP)

- Warm-Up Icebreaker (10 - 15 mins)
 - Quick discussion and short pair activity:
 - “What jobs do you know in a company?” (Receptionist, manager, cleaner, IT support, accountant, etc.)
 - The teacher writes student ideas on the board, clarifying pronunciation.
 - Pair activity: Students ask and answer with “What do you do?” / “I am a ...” or “I work as a ...”
 - Jobs & Workplace Roles Review
 - Students practice in full sentences: “Who answers phone calls?” → “The receptionist answers phone calls.”
 - Students make their own questions for classmates to answer.
 - Objects and Location Practice
 - Review workplace objects: printer, desk, file cabinet, meeting room, kitchen, etc.
 - Drill: “Where is the printer?” → “The printer is in the office.”

- Pair practice: Students hide small classroom objects (pen, notebook, phone) and ask: “Where is the ...?” → “The ... is on the table / under the chair / in the bag.”
- Transition back to workplace: “Where is the coffee machine?” / “The coffee machine is in the staff kitchen.”
- Today’s Lesson
 - The teacher explains: “Now you’ll use everything—jobs, objects, locations, greetings, and offers—to create short dialogues for workplace situations.”
 - Discuss examples of situations at your workplace, e.g:
 - Checking in at reception.
 - Looking for an office object.
 - Offering help to a colleague.

I. Presentation (30–40 mins)

- Vocabulary Revision (10-15 mins)
 - 1. Polite Phrases Brainstorm
 - The teacher asks: “What do you say if you want to offer help at work?”
 - Students brainstorm, and teacher adds key target phrases on the board:
 - “Can I help you?”
 - “Would you like some coffee?”
 - “Do you need anything?”
 - “Yes, please.” / “No, thank you.” / “Thanks for asking.”
 - 2. Categorization Task
 - Students work in pairs or small groups.
 - They categorize phrases into: Questions, Polite Affirmatives, Polite Negatives.
 - Groups share, teacher circles/underlines categories on the board.
 - 3. Workplace Role Notes
 - Each student receives a sticky note (Receptionist, Visitor, Manager, Assistant, Colleague).
 - The teacher gives a workplace situation (staff kitchen, meeting room, reception).
 - Students act out mini-exchanges using the polite phrases in character.
 - Example:
 - Receptionist: “Can I help you?”
 - Visitor: “Yes, please. I have an appointment.”
- Speed Networking Practice (15-20 mins)
 - Step 1: Setup
 - Arrange the classroom into two concentric circles (or two facing lines).
 - Inner circle/line = *Helpers* (making offers).
 - Outer circle/line = *Receivers* (accepting or declining help).
 - Step 2: Teacher Demonstration
 - Teacher models with a student in front of the class.
 - T: “Hello, can I help you?”

- S: “Yes, please. I’m looking for the meeting room.”
 - Show both variations (accept and decline politely).
 - Emphasize using *full sentences*, polite intonation, and eye contact.
- Step 3: Round 1 - Controlled Practice
 - Students in the *helper* role use the basic phrase:
 - “Can I help you?” or “Do you need anything?”
 - Students in the *receiver* role give short replies:
 - “Yes, please.” / “No, thank you.”
 - Each interaction should last about 20–30 seconds.
 - After each mini-dialogue, the *receivers* rotate one spot so everyone gets a new partner.
- Step 4: Round 2 - Extended Replies
 - The teacher challenges receivers to extend their answers with workplace context.
 - Accepting: “Yes, please. I need to use the printer.” / “Yes, please. Can you help me carry these boxes?”
 - Declining: “No, thank you. I’m almost finished with my work.” / “No, thank you. I know the way already.”
 - Each round lasts about 1 minute, then rotation continues.
 - Encourage creativity but keep responses polite and work-related.
- Step 5: Round 3 — Scenario Notes
 - Teacher distributes small scenario sticky notes to receivers with prompts, e.g.:
 - “You are new to the office. Ask for directions.”
 - “You are waiting for a colleague.”
 - “You need help with heavy files.”
 - “You don’t need help because you are fine.”
 - Helpers still make polite offers, and receivers respond according to their card.
 - Rotate 2–3 times.
- Step 6: Debrief & Reflection
 - Stop the activity and ask:
 - “Which replies did you use most often?”
 - “Was it easy to accept help? Was it easy to decline politely?”

II. Practice (30–40 mins)

- Controlled Practice Activities:
 - 1. Reading Activity on the Board
 - Board Display: Teacher writes workplace prompts on the board, grouped by category:
 - Reception desk: A visitor arrives for a meeting.
 - Office kitchen: A colleague offers to make coffee.
 - Meeting room: Someone asks if you need help setting up.
 - Hallway: A manager sees you carrying heavy files.

- Front desk: Someone is waiting for directions.
- Silent Reading & Discussion
 - Students read the list silently.
 - The teacher chooses one prompt and models a short dialogue with a student.
Example:
 - Teacher (receptionist): “Good morning, can I help you?”
 - Student (visitor): “Yes, please. I have a meeting.”
 - Volunteers read the prompts aloud and suggest sample dialogues.
- Class Brainstorm
 - For each situation, the class builds one or two sample workplace dialogues together on the board.
 - The teacher highlights polite offers (“Can I help you?”), positive replies (“Yes, please. I need...”) and polite refusals (“No, thank you. I’m fine.”).
- 2. Writing Activity in Notebooks
 - Individual Writing Task: Teacher chooses 3–4 prompts from the board and asks students to copy them into notebooks. Examples:
 - Copier machine: It is out of paper.
 - Staff kitchen: Someone offers you a snack.
 - Team meeting: A coworker offers help with the agenda.
 - Phone desk: The receptionist asks if you need support.
 - Mini-Dialogue Writing
 - Students write a 2–3 line dialogue for each scenario. Example:
 - A: “Would you like me to refill the copier with paper?”
 - B: “Yes, please. That would help.”
 - Optional Extension
 - Teacher adds scheduling prompts to the board:
 - “Can you cover the front desk on Monday morning?”
 - “Would you like me to update the meeting notes for Thursday?”
 - Students write short exchanges in their notebooks around these workplace tasks.
 - Sharing & Practice
 - Students pair up, read their notebook dialogues aloud, and practice speaking them.
 - Teacher monitors, listening for correct use of polite language.

[20-Minute Break]

III. Production (30–40 mins)

- Mini-Project: Work Dialogue Skit
 - Step 1: Introduction & Task Setup
 - The teacher explains: “Now you will create your own workplace dialogue skit using all the polite language we have practiced.”

- Write the required components on the board:
 - A greeting
 - A small talk question (e.g., “How are you today?” / “How was your weekend?”)
 - A help offer or request (e.g., “Can I help you?” / “Could you help me with...?”)
 - At least one polite reply (“Yes, please.” / “No, thank you.” / “Thanks for asking.”)
- Step 2: Planning & Drafting
 - Students work in pairs to choose a workplace scenario (e.g., reception, office kitchen, meeting room, phone desk, hallway).
 - They brainstorm what the situation is about: *Who they are, where they are, and why help is needed.*
 - They draft a short skit (6–8 lines total) in their notebooks.
 - Example Outline:
 - A: “Good morning, welcome to our office.”
 - B: “Good morning. I have a meeting at 10 o’clock.”
 - A: “Can I help you find the meeting room?”
 - B: “Yes, please. I don’t know where it is.”
 - A: “It’s on the second floor. I’ll show you.”
 - B: “Thanks for your help.”
- Step 3: Rehearsal & Peer Feedback
 - Pairs practice their skit twice: first reading their written dialogue, then trying it without notes.
 - Students swap partners with another pair and perform for each other.
 - Feedback guide on the board:
 - Did they greet each other politely?
 - Did they make a clear help offer/request?
 - Did they respond politely?
 - Was the conversation clear and natural?
- Step 4: Performance to the Class
 - Pairs come to the front and perform their skits (or do them standing at their desks if time is short).
 - Teacher and students listen for:
 - Target phrases (greetings, help offers, polite replies).
 - Intonation, clear pronunciation.
 - Natural flow of conversation.
 - The teacher gives quick positive feedback after each performance.
- Step 5: Whole-Class Reflection
 - Teacher leads a final discussion:
 - “What made the dialogues sound polite and professional?”
 - “Which phrases did you hear used most often?”
 - “Why is it important to start with a greeting or small talk in the workplace?”

- Emphasize that effective workplace communication = polite language + clarity + appropriate social openings.
- Error Correction and Recap (5 mins):
 - Model and repeat key phrases.
 - Correct common pronunciation or intonation errors.

IV. Wrap-Up (15 mins)

- Review vocabulary and objectives (5 mins)
 - Choral drilling of key phrases (offers, requests, replies).
 - Self-reflection: Pairs share their favorite phrase/response.
 - Preview of Next Class + Assignment (5 mins)
 - Tell students the next lesson will focus on vocabulary review and practice (Unit 8: Final Project and Reflection).
 - Homework: Write two short work dialogues for extra practice; try one in real life.
-

Optional Independent Practice

- Homework / Practice / For next class:
 - Review vocabulary and worksheets completed in Units 1, 2 and 3.

Notes for the Instructor

- Model and scaffold as needed, support with sentence frames.
- Encourage friendly tone and clear, polite responses.
- Praise effort, clarity, and expressive performance.

Lesson prepared by Elisabeth Perrin

- **CEFR Level:** A1
 - **Lesson Number:** 29
 - **Topic:** Vocabulary Review (Unit 8: Final Project and Reflection)
 - **Lesson Duration:** 3 hours (1hr20 - break 20mins - 1hr20)
 - **Can-Do Objectives:** (Aligned with CEFR descriptors)
 - I can say 5 new words from each unit (Units 1, 2, and 3).
 - I can play a vocabulary game and show what I remember.
 - I can write 5 job-related words and use them in examples.
-

Materials

- Required Tech / Supplies:
 - Whiteboard and markers (frontal/in-person lesson)
 - Sticky notes for activities

Vocabulary

Review vocabulary from Units 1 - 3 in the course:

Unit	Title
1	Getting Started at Work
2	Job Titles and Roles
3	Workplace Equipment

Lesson Structure (PPP)

- Warm-Up Icebreaker (10 - 15 mins)
 - 1. Job Titles Brainstorm & Quick Pair Chat
 - Board Build: Teacher asks: “What jobs do you know in an office or company?” → Students call out while the teacher lists them on the board (receptionist, manager, cleaner, security guard, accountant, IT technician, HR officer). The teacher helps with spelling and models pronunciation.
 - Spiral Variation: Teacher circles key jobs and connects them to a function (e.g., “Receptionist → answers phones,” “IT technician → fixes computers”). This links to later role vocabulary.
 - Pair Chat: Students turn to a partner and ask:
 - A: “What do you do?”
 - B: “I work as a ...” / “I am a ...”
 - Switch roles.
 - 2. Job Role Q&A Challenge
 - Teacher starts:

- “Who answers phone calls?” → “The receptionist answers phone calls.”
- “Who organizes meetings?” → “The manager organizes meetings.”
- Student Generation: Volunteers invent new questions for the class:
 - “Who prepares reports?” → “The accountant prepares reports.”
 - “Who helps new employees?” → “The HR officer helps new employees.”
- Spiral Layer: Encourage students to add adverbs (*usually / sometimes*):
 - “The IT technician usually fixes computers.”
 - “The security guard sometimes checks IDs.”
- 3. Objects & Locations Game with a Workplace Twist
 - Review Language:
 - “Where is the printer?” → “The printer is in the office.”
 - “Where is the coffee machine?” → “The coffee machine is in the staff kitchen.”
 - Classroom Hunt: Teacher hides or points to real classroom items (pen, notebook, phone) and asks:
 - “Where is the notebook?” → “The notebook is on the desk.”
 - Spiral Layer: Move back to workplace vocabulary:
 - Staff kitchen, meeting room, photocopier area, reception desk.
 - Example Q&A:
 - A: “Where is the manager’s office?”
 - B: “The manager’s office is next to the meeting room.”

I. Presentation (30–40 mins)

- Vocabulary Brainstorm (10-15 mins)
 - The teacher leads a class brainstorming session for polite workplace phrases (offering help, responding, etc.) and job and equipment vocabulary from Units 1–3.
 - All key phrases/words written on the board under three headings: Work Roles, Equipment, Places.
 - Categorization Task: Students (in pairs/small groups) categorize vocabulary from three units (jobs, equipment, places) into columns: “Job Titles”, “Workplace Equipment”, “Places.”
 - Groups share their categories; teacher circles or underlines correct answers.
 - Extension - Categorize → use → write
 - Student sort 6–8 words → say 2 sentences → write 1 note (e.g., “Please call the accountant.”).
- Role Card Mini-Dramas (15-20 mins)
 - Step 1: Setup & Role Assignment
 - Teacher prepares and distributes role cards on sticky notes or written on the board:
 - Jobs: Receptionist, Manager, IT technician, Cleaner, Accountant, HR officer.

- Places: Kitchen, Meeting room, Reception desk, Office hallway, Copier area.
- Each student receives one role card (job or place).
- Teacher explains: “Today you will *become* your role and use workplace language to act out short scenes.”
- Step 2: Scenario Presentation
 - Teacher introduces a workplace scenario and models one quick example with a student:
 - Scenario: *Reception desk* – A visitor arrives for a meeting.
 - Receptionist: “Good morning! Can I help you?”
 - Visitor: “Yes, please. I have an appointment with the manager.”
 - Write target structures on the board as support:
 - Greetings (“Good morning...” “Hello...”)
 - Polite offers/requests (“Can I help you?” “Do you need anything?”)
 - Replies (“Yes, please...” “No, thank you...” “Thanks for asking.”)
- Step 3: Pair Mini-Dramas – Round 1
 - Students form pairs (job + place).
 - Teacher gives a scenario prompt aloud:
 - *Kitchen* – Someone offers coffee.
 - *Meeting room* – A team needs help setting up.
 - *Hallway* – A manager sees someone carrying heavy papers.
 - Pairs act out a 30-second mini-drama using their roles and scenario.
 - Encourage students to keep exchanges short but polite.
- Step 4: Pair Mini-Dramas – Round 2 with Rotation
 - Students rotate cards with new partners.
 - Teacher provides different scenarios:
 - *Copier area* – The copier is out of paper.
 - *Reception desk* – A visitor doesn’t know the way to the HR office.
 - *Office hallway* – Someone is late for a meeting and asks directions.
 - Students improvise again, aiming to recycle *greetings, offers, and replies*.
- Step 5: Quick Performances & Debrief
 - Ask for 2–3 volunteer pairs to perform their mini-drama for the class.
 - Teacher notes good use of language and highlights examples on the board:
 - “Good morning, can I help you?”
 - “Yes, please. I need directions to the meeting room.”
 - “No, thank you. I’m fine.”
 - End with group reflection: “Why are greetings, polite offers, and replies important in the workplace?”

II. Practice (30–40 mins)

- Controlled Practice Activities:
 - 1. Vocabulary Reading Game

- Set-Up: Teacher places words on sticky notes around the classroom (jobs: receptionist, manager, cleaner; places: meeting room, copier room, reception desk; objects: printer, files, phone, coffee machine).
- Round 1 – Find & Read
 - Teacher calls out a category or workplace cue:
 - “Find a job.” → The student looks for ‘*receptionist*’ card and reads it aloud: “Receptionist.”
 - “Find a place.” → The student finds ‘*meeting room*’ and reads aloud.
- Round 2 – Read in Context
 - When students find the card, they expand it into a full sentence drilled in class:
 - “Receptionist” → “The receptionist answers phone calls.”
 - “Printer” → “The printer is in the office.”
 - Encourage adding adverbs/adjectives: “The IT technician usually fixes computers.”
- Round 3 – Workplace Function
 - Teacher says a *workplace function* instead of a vocabulary word:
 - “Who answers the phone?” → Student runs to *Receptionist* and says: “The receptionist answers the phone.”
 - “Where do we drink coffee?” → Student finds *Staff kitchen* card and says: “The coffee machine is in the staff kitchen.”
- 2. Writing Practice with Workplace Scaffold
 - Step 1 – Word + Sentence List (5 mins)
 - Students choose 5 job/office/place words from today’s vocabulary.
 - Write a short example sentence for each.
 - “Receptionist – The receptionist answers phone calls.”
 - “Manager – The manager organizes meetings.”
 - Step 2 – Functional Note Task (5–6 mins)
 - On the board, teacher models writing a quick one-line workplace note:
 - “Please call the accountant this afternoon.”
 - “The IT technician fixed the printer.”
 - Students write 2–3 short notes in their notebooks using today’s words + polite tone.
 - Step 3 – Form / Shift Chart Fill-In
 - The teacher draws a simple chart on the board (days of the week with “Who covers reception?” / “Who cleans the office?”).
 - Students copy the chart into their notebooks and fill in with job words:
 - Monday – Receptionist: Anna.
 - Tuesday – Security guard: John.
 - Step 4 – Peer Check
 - Students swap notebooks and check each other’s sentences/notes/charts for spelling and clarity.
 - The teacher highlights 1–2 strong examples on the board.

[20-Minute Break]**III. Production (30–40 mins)**

- Workplace Vocabulary Challenge
 - Step 1: Small Group Competition
 - Each group receives a list of prompts (e.g., “Name 3 pieces of workplace equipment,” “Say a polite offer of help,” “Who works with money?”).
 - Groups race to write as many correct answers as they can on sticky notes.
 - Step 2: Dialogue Building
 - Groups or pairs create a very short workplace role-play using at least 5 vocabulary items (from jobs, places, equipment):
 - E.g., Receptionist greets visitor, manager asks for a report in the meeting room, IT offers to fix the printer, etc.
 - Perform dialogues for the class. Audience listens for vocabulary usage.
 - Step 3: Whole-Class Reflection
 - The teacher asks: “What new words did you use today?” “Which vocabulary is most useful for you at work?”
 - Class compiles a “Top 10 Most Useful Words” list on the board.

- Error Correction and Recap (5 mins):
 - Correct common vocabulary errors (e.g., job titles, equipment names, question formation) using board examples and choral repetition.

IV. Wrap-Up (15 mins)

- Review vocabulary and objectives (5 mins)
 - Quick-fire quiz—Teacher says a definition, students call out the word, or vice versa.
 - Self-reflection: Each student writes/decides on 1–2 words from today that are important for them and explains why to a partner.
 - Preview of Next Class + Assignment (5 mins)
 - Tell students the next lesson will focus on speaking practice (Unit 8).
 - Homework: Write five work-related sentences, each with a different word from Units 1–3.
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Optional Independent Practice

- Homework / Practice / For next class:
 - Review vocabulary and worksheets completed in Units 4 and 5.

Notes for the Instructor

- Model and scaffold as needed, encourage use of target vocabulary in all activities.
- Praise effort, peer support, and curiosity about new words.
- Use visuals and movement (games, role-play) to boost recall and confidence.

Lesson prepared by Elisabeth Perrin

- **CEFR Level:** A1
 - **Lesson Number:** 30
 - **Topic:** Speaking Practice (Unit 8: Final Project and Reflection)
 - **Lesson Duration:** 3 hours (1hr20 - break 20mins - 1hr20)
 - **Can-Do Objectives:** (Aligned with CEFR descriptors)
 - 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.
-

Materials

- Required Tech / Supplies:
 - Whiteboard and markers (frontal/in-person lesson)

Vocabulary

Review vocabulary from Units 4 and 5 in the course:

Unit	Title
4	Work Schedules
5	Instructions and Requests

Lesson Structure (PPP)

- Warm-Up Icebreaker (10 - 15 mins)
 - 1. Job Titles & Daily Tasks Dialogue
 - The teacher writes 4–5 common workplace jobs on the board (Receptionist, Manager, Cleaner, IT Technician, Accountant).
 - Then writes daily tasks related to schedules and instructions:
 - “Answers phones”
 - “Organizes meetings”
 - “Cleans the office”
 - “Fixes computers”
 - “Prepares reports”
 - Pair Talk: Students take turns asking and answering:
 - A: “What does the receptionist do every morning?”
 - B: “The receptionist answers phones and checks the schedule.”
 - Encourage adding simple schedule phrases:
 - “The manager organizes meetings in the afternoon.”
 - “The cleaner cleans the office after 5 PM.”
 - 2. Work Schedule Information Exchange

- The teacher draws a simple weekly schedule table on the board with days and tasks (e.g., Monday – Reception coverage, Tuesday – Meeting room setup).
- In pairs, students take turns asking and answering questions about the schedule:
 - A: “Who covers reception on Monday?”
 - B: “Anna covers reception on Monday.”
 - A: “What task happens on Wednesday afternoon?”
 - B: “There is a team meeting.”
- Variation: Students also make short requests or instructions about the schedule:
 - “Can you cover the reception on Friday?”
 - “Please set up the meeting room at 10 AM.”
- 3. Transition to Today’s lesson:
 - We will practice vocabulary learned to describe your job and workplace.

I. Presentation (30–40 mins)

- Vocabulary Review and Categorization (10-15 mins)
 - Word Webs on the Board:
 - Begin by writing key categories at the top or center of the board:
 - Workplace Roles (e.g., receptionist, manager, cleaner, IT technician)
 - Work Schedules / Tasks (e.g., answers phones, organizes meetings, cleans office, fixes computers)
 - Workplace Equipment & Places (e.g., printer, meeting room, reception desk, staff kitchen)
 - Building the Word Web:
 - Brainstorm vocabulary with students and add related words clustered under each category on the board, drawing connecting lines.
 - For example, under "Workplace Roles," write jobs; under "Schedules / Tasks," write actions associated with roles; under "Equipment & Places," list tools and locations.
 - Pair/Group Activity:
 - Students work in pairs or small groups to sort a mixed list of words (prepared on cards or orally from the board) into categories from the word web.
 - Groups then report their sorting and justify choices briefly to the class, reinforcing vocabulary meaning and connection.
- Model Sentences and Dialogue Using Vocabulary (15–20 mins)
 - Teacher Modeling:
 - Say and write sample sentences on the board using vocabulary from the word web, focusing on describing jobs and workplaces:
 - “I am a receptionist. I answer the phones every morning.”
 - “The IT technician fixes computers in the office.”
 - “I use the printer to make copies.”
 - “The meeting room is next to the manager’s office.”

- Include examples describing daily tasks and where things happen in the workplace, incorporating simple adverbs to add detail (usually, sometimes).
 - Choral Repetition & Drilling:
 - Lead students in repeating sentences chorally, emphasizing natural sentence intonation and rhythm.
 - Drill key phrases that students will use in later speaking tasks to build fluency and confidence.
 - Mini Dialogue Demonstration:
 - Role-play a short dialogue with a volunteer student, for example:
 - A: “What do you do?”
 - B: “I’m a manager. I organize meetings.”
 - A: “Where do you work?”
 - B: “I work in the meeting room.”
 - Highlight question forms, answers, and workplace vocabulary.
 - Student Practice:
 - In pairs, students practice short dialogues using the vocabulary and sentence structures just modeled.
 - Circulate and provide corrective feedback and praise fluency and correct intonation.

II. Practice and Production (30–40 mins)

- Controlled Practice/ Production Activities:
 - Office Introduction Role Play
 - Step 1: Teacher Modeling
 - Write or project a sample introduction dialogue on the board:
 - A: “Hello! I’m Maria. I’m the receptionist here.”
 - B: “Nice to meet you, Maria. I’m John. I work in IT.”
 - A: “Great! I use the printer and phone a lot in my job.”
 - B: “Me too! I also fix the computers in the office.”
 - Break down the structure with students:
 - Greeting and name
 - Job title and workplace role
 - Equipment or workspace description
 - Model polite tone and clear pronunciation.
 - Repeat chorally and drill intonation to build fluency.
 - Step 2: Brainstorm & Prepare
 - Ask students to think about:
 - Their own pretend or real job title (or assign roles: receptionist, manager, cleaner, IT technician, accountant).
 - What their job involves (tasks or equipment used).
 - Where they work (office, meeting room, kitchen).

- In pairs, students list simple phrases for each point to prepare their dialogue:
 - “I’m a ____.”
 - “I work in the ____.”
 - “I use the ____ to ____.”
 - “I organize ____ in the ____.”
- Step 3: Partner Role Play Practice
 - Students form pairs and create a short dialogue incorporating:
 - A polite greeting and introduction.
 - Description of their workplace, job role, or tools/equipment used.
 - Encourage them to use full sentences and natural intonation.
 - Example starter:
 - “Hi! I’m... How about you?”
 - “I’m the ____ . I work in ____ . I use the ____ for ____.”
 - Circulate and support pairs with vocabulary and pronunciation.
- Step 4: Pair Performances & Feedback
 - Invite several pairs to perform their dialogues for the class.
 - After each, offer positive feedback and highlight effective language use:
 - Clear greetings
 - Accurate job and workplace vocabulary
 - Smooth flow between speakers
 - Encourage classmates to notice polite expressions and ask questions.
- Optional Extension
 - Add a follow-up question for deeper interaction, such as:
 - “What do you like most about your job?”
 - “How often do you use the printer/meeting room?”
- Error Correction and Recap (5 mins):
 - Correct common vocabulary errors using board examples and choral repetition.

[20-Minute Break]

III. Digital Tool (45 mins)

- To provide students the opportunity to use the digital tool in class with teacher support.
- The teacher can demonstrate activities with the whole class and/or support students as they work individually.

IV. Wrap-Up (15 mins)

- Review vocabulary and objectives (5 mins)
 - Review key vocabulary and sentences through fast practice rounds.
- Self-reflection: Students reflect on what they learned and set personal speaking goals.

- Preview of Next Class + Assignment (5 mins)
 - Tell students the next lesson will focus on writing practice (Unit 8).
 - Homework: Write and rehearse a 3-4 sentence self-introduction and workplace/tool description to share with a family member or friend.
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Optional Independent Practice

- Homework / Practice / For next class:
 - Practice describing your job and workplace to a partner or record yourself speaking.

Notes for the Instructor

- Scaffold sentence structures as needed.
- Encourage fluency alongside accuracy.
- Provide lots of positive feedback to build confidence.

Lesson prepared by Elisabeth Perrin

- **CEFR Level:** A1
 - **Lesson Number:** 31
 - **Topic:** Writing Practice (Unit 8: Final Project and Reflection)
 - **Lesson Duration:** 3 hours (1hr20 - break 20mins - 1hr20)
 - **Can-Do Objectives:** (Aligned with CEFR descriptors)
 - I can write a short email or message.
 - I can fill in a simple workplace form.
 - I can use vocabulary about workplace locations, directions, greetings, and small talk.
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Materials

- Handouts / Worksheets: [Download [at this link](#)]
 - [Workplace Working Practice Worksheet](#)
- Required Tech / Supplies:
 - Whiteboard and markers (frontal/in-person lesson)
 - Sticky notes and blank papers for activities

Vocabulary

Review vocabulary from Units 6 and 7 in the course:

Unit	Title
6	Workplace Locations and Directions
7	Work Talk: Greetings and Small Talk

Lesson Structure (PPP)

- Warm-Up Icebreaker (10 - 15 mins)
 - 1. Greetings and Places Rapid Fire
 - Greet the class with different phrases (formal and informal), and students must quickly respond or add a short follow-up. For example:
 - Teacher: “Good morning, how are you today?”
 - Student: “I’m fine, thank you. How are you?”
 - To make it fun, keep the rhythm fast, almost like a “verbal ping-pong.” Add little twists like:
 - Introduce greetings from different times of the day (“Good afternoon!” / “Good evening!”).
 - Mix in emojis or quick expressions on the board for students to match with a greeting.
 - 2. Quick Map Drill

- Draw a simple map of the workplace (reception, kitchen, office, meeting room).
Teacher points and asks:
 - “What is this?” → Students respond: “That’s the meeting room.”
- The teacher asks: “Where is the kitchen?” → Students reply: “The kitchen is next to reception.”
- To add challenge, give rapid turns: Students pass the question to the next person, keeping everyone on their toes.
- 3. Location and Directions Game
 - Turn it into a mini “treasure hunt” with language practice:
 - A teacher or a volunteer gives simple directions using Unit 6 phrases: “Go straight. Turn left. What’s here?”
 - Students listen carefully and point to or circle the correct place on the map.
 - For variation: divide the class into two teams, and points go to the team that answers first.
 - Transition: “Today we will practice *writing* in real workplace situations: short sentences, polite messages, and filling in basic forms.

I. Presentation (30–40 mins)

- Vocabulary Review and Categorization (10-15 mins)
 - Step 1: Set up categories in notebooks
 - Students open their notebooks and draw three columns with the headings:
 - Places
 - Directions
 - Greetings/Small Talk
 - Step 2: Guided brainstorm into writing
 - Instead of only calling out words, students write down the vocabulary as it comes up.
 - The teacher prompts with questions: “What are some places we find in a workplace?” / “What words help us give directions?” / “How do we say hello in English?”
 - Students copy useful words directly into their columns as they listen and contribute.
 - Step 3: Add-and-Expand activity
 - Once some basic words are collected:
 - The teacher challenges students to add one or two *new* words to each category on their own (independent thinking).
 - Example: Under *Places*, a student might add “meeting room.” Under *Directions*, “next to.”
 - Step 4: Writing mini-practice
 - Students now use their lists to build short sentences in their notebooks:
 - From *Places*: “The reception is near the entrance.”
 - From *Directions*: “Go straight and turn left.”

- From *Greetings*: “Good morning, how are you?”
 - Encourage them to write at least one sample sentence per category.
- Step 5: Quick share-out
 - Ask a few volunteers to read one of their sentences aloud. The teacher writes strong examples on the board to highlight form and accuracy.
- Model Writing: Messages (15–20 mins)
 - Teacher models writing two short examples on the board:
 - Email/message:

“Hello Alex,
Can you please set up the meeting room at 9 a.m.?
Thank you,
Sam”
 - Workplace form:

Name: _____
Department: _____
Task: _____
Location: _____
 - Choral reading and analyzing the structure/phrasing together.

II. Practice (30–40 mins)

- Controlled Practice Activities:
 - 1. [Workplace Working Practice Worksheet](#):
Students complete:
 - Part 1: Writing a Message
 - Part 2: Filing in a Form
 - Part 3: Practicing Sentences
 - 2. Short Message Writing:
 - The teacher gives prompts (“Ask a colleague to help in the kitchen,” “Invite someone to a meeting,” “Tell your coworker you are at reception”).
 - Students write 2–3 sentence workplace emails/messages on sticky notes.
 - In pairs, read each other’s message and check for correct use of vocabulary/politeness.

[20-Minute Break]

III. Production (30–40 mins)

- Workplace Writing Portfolio
 - Step 1: Portfolio Task Setup
 - Each student prepares three short written items for their “workplace writing portfolio” (Provide blank papers):

- A filled workplace form for themselves or a role (“Name: Anna, Job: Receptionist, Location: Reception, Task: Welcome visitors”)
- A polite short message/email relevant to this week’s unit
- A written greeting/small talk note for a new colleague
- Step 2: Drafting and Revising
 - Students write drafts, then revise for spelling/clarity with teacher or partner support.
 - Encourage use of location and direction words, greetings, and workplace requests.
- Step 3: Portfolio Sharing
 - Students share one item with a partner, reading aloud.
 - Volunteers share a message or form with the whole class. Class guesses the main message and gives feedback on polite language, clarity, and target vocabulary.
- Summary Reflection: Class compiles a list of useful writing phrases. Discuss: Which written phrases are useful every day at work? Which were new?
- Error Correction and Recap (5 mins):
 - Model and repeat correct phrases and sentences as a class. Correct common errors with spelling/politeness on the board.

IV. Wrap-Up (15 mins)

- Review vocabulary and objectives (5 mins)
 - Quick-fire: Teacher calls out a function, students write a one-line message
- Self-reflection: Students share one type of workplace writing they feel confident about now.
- Preview of Next Class + Assignment (5 mins)
 - Tell students they will deliver their final presentations in the next lesson (Unit 8).
 - Homework: Write a real or imaginary email about a location or greeting for extra practice.

Optional Independent Practice

- Homework / Practice / For next class:
 - Review writing samples from Units 6 and 7 at home.

Notes for the Instructor

- Scaffold with sentence frames and model examples.
- Encourage accuracy but especially clarity and politeness.
- Praise original and correct workplace writing.

Lesson prepared by Elisabeth Perrin

- **CEFR Level:** A1
 - **Lesson Number:** 32
 - **Topic:** Final Presentations (Unit 8: Final Project and Reflection)
 - **Lesson Duration:** 3 hours (1hr20 - break 20mins - 1hr20)
 - **Can-Do Objectives:** (Aligned with CEFR descriptors)
 - 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 and learned during the course.
-

Materials

- Handouts / Worksheets: [Download [at this link](#)]
 - [Reflection Sheet](#)
- Required Tech / Supplies:
 - Whiteboard and markers (frontal/in-person lesson)

Vocabulary

Review vocabulary from all the Units in the course.

Lesson Structure (PPP)

- Warm-Up Icebreaker (10 - 15 mins)
 - Review game: Step 1: Quick Setup
 - Students fold their notebook page into six boxes and label each box with the categories:
 - Job Titles & Roles
 - Workplace Equipment
 - Work Schedules
 - Instructions/Requests
 - Locations/Directions
 - Work Talk/Greetings
 - Step 2: Rapid Recall Challenge
 - The teacher calls out a category name (e.g., “Workplace Equipment”) and students write down as many words as they can remember in that category in 30 seconds.
 - Move quickly through all six categories, one by one.
 - Step 3: Sharing & Speaking
 - After the writing recall, pairs take turns asking each other:
 - “What word did you write in Workplace Equipment?”
 - “What words do you have for Work Schedules?”
 - Step 4: Bonus Sentence Challenge (2 mins)

- The teacher picks 2 random categories (e.g., Job Titles & Instructions). Students must create a short sentence combining them in writing.
- Example: “The manager, can you please check the file cabinet?”
- A few volunteers share aloud.
- Transition: “Today we’ll use all the vocabulary learnt during the course to prepare your final presentations.”

I. Presentation (30–40 mins)

- Personal Introduction Brainstorm (15-20 mins)
 - Teacher guides students in making a final presentation planning sheet:
 - Name, role/job, daily/weekly routine, tool they use, favorite workplace location, greeting or “small talk” phrase.
 - Skeleton model:
 - Show six-line skeleton on board (Greeting → Name → Job → Schedule → Tools → Place → Thank you). Students copy as outline.”
 - Paragraph model:
 - “Hello, my name is Anna. I am a receptionist. I work Monday to Friday in the morning. Every day, I answer the phone and help visitors. I use the phone and computer a lot. The kitchen is my favorite place because I like coffee breaks. Good morning, everyone!”
 - Choral reading, then students make lists/notes in their notebooks.
- Question and Answer Preparation + Reflection Model (10–15 mins)
 - Question & Answer Preparation
 - Review simple questions classmates might ask:
 - “What is your job?”
 - “Where do you work?”
 - “What tool do you use at work?”
 - “What time do you start?”
 - Quick partner practice: Student A presents an intro, Student B asks two questions; swap roles.
 - Reflection Model
 - Teacher models a simple reflection:
 - “I liked learning new words and practicing dialogues. My goal is to speak more English at work.”
 - Students note one thing enjoyed/learned in the course.

II. Practice (30–40 mins)

- Controlled Practice Activities:
 - 1. Presentation Practice in Groups
 - Small groups: Students give their 2–3 minute talk using a planning sheet, partner asks 1–2 questions after each.

- Peer feedback: Each student gives positive feedback (“Good job!”)
 - 2. Writing a Reflection
 - Distribute the [Reflection Sheet](#) for students to write 2–3 sentences about their achievement, favorite lesson/topic, and one English goal for the future.
 - Example Prompts for Students
 - What I Learned:
 - "I learned how to give polite instructions at work."
 - "I understood how to ask for help with office tasks."
 - What I Can Do Now:
 - "I can say ‘Could you please...?’ clearly in conversations."
 - "I can write short office notes with polite phrases."
 - My Next Goal:
 - "I want to learn more words for office equipment."
 - "I will practice asking questions more confidently."
 - The teacher collects and/or shares a few aloud.
 - Supportive Rehearsal
 - Volunteers present to the whole class for rehearsal; classmates listen and note a new word or phrase used.

[20-Minute Break]

III. Production (30–40 mins)

- Mini-Project: Final Personal Presentation
 - Step 1: Preparation & Rehearsal
 - Students take 5 minutes to organize their ideas into a short presentation (2–3 minutes). Encourage them to use key elements from all units:
 - Name and role/job title
 - Workplace routine (schedule or tasks)
 - Tools/equipment they use
 - Workplace locations/directions they know
 - Greetings and polite requests
 - A simple reflection (“I like working with people.” / “I want to improve my English for work.”)
 - Teacher supports by giving a checklist on the board: *Have I included my greeting? My job? My routine? A tool? A location?*
 - Students rehearse in pairs or trios, helping each other with pronunciation and intonation. The teacher circulates to offer feedback and encouragement.
 - Step 2: Presentation Delivery
 - Create a supportive stage atmosphere to make it fun:
 - Arrange seats facing the front like a mini-audience.
 - Optional: Call it a “Workplace English Conference” and introduce each student as a speaker.
 - Each student presents for 2–3 minutes:
 - Greet the class.
 - Introduce themselves and their role.

- Describe one routine task or schedule.
- Mention one tool/equipment they use.
- Describe a location or give a direction clue.
- End with one reflection or personal statement.
- Example:

“Hello, my name is Maya. I am a receptionist. I usually start work in the morning shift and answer phone calls. I use the computer to check schedules. The meeting room is next to the reception. I enjoy helping visitors, and I want to improve my English.”
- Step 3: Interactive Q&A
 - After each presentation, classmates must ask at least two simple questions (teacher can prompt with sentence starters on the board: “Where...?”, “What...?”, “Do you...?”).
 - The presenter answers briefly to practice thinking on the spot.
 - To keep engagement high, assign rotating roles:
 - One student will be the “Question Starter.”
 - Another can be the “Vocabulary Spotter” (listening for unit words).
- Step 4: Peer and Teacher Feedback
 - Applause after each presentation.
 - Audience members give one positive comment each round: “I liked your clear greeting.” / “Good use of directions.”
 - The teacher highlights strong points: clear pronunciation, polite tone, good vocabulary range.
 - End with a quick reflection: “What new thing did you include today that you couldn’t say at the beginning of the course?”
- Error Correction and Recap (5 mins):
 - Model and repeat key presentation vocabulary and phrases as a group.
 - Give gentle pronunciation and sentence structure corrections.
 - Class choral practice on any tricky/important words from the day.

IV. Wrap-Up (15 mins)

- Review vocabulary and objectives (5 mins)
 - Quick group game or quiz: Teacher says a topic, class says as many target words as possible.
- Self-reflection: Pairs discuss one thing they learned and one English goal for next time.
- Teacher’s Closing:
 - Briefly highlight the group’s progress, thank everyone, and encourage them to keep learning and practicing English.
- Optional Extras:
 - Group photo (with permission) to remember the class.
 - Challenge: Deliver your presentation to a colleague or friend this week.

- Next Steps: Write down three new things you want to learn in English (can be homework or a quick class activity).
-

Optional Independent Practice

- Homework / Practice / For next class:
 - Record yourself giving your presentation one more time for extra practice.
 - Set one English goal to work on after the class finishes.

Notes for the Instructor

- Scaffold and support all speaking turns with prompts, applause, and positive encouragement.
- Celebrate all progress; make the class feel proud of finishing the course.
- Invite students to keep using English in real work and life situations.

Lesson prepared by Elisabeth Perrin

Certificate of Completion

At the end of the course, students who complete the final feedback form and end-of-course CEFR assessment will receive a Certificate of Completion.

Use the certificate template provided. Click File —> Make a Copy, then you will be able to edit your own. Before printing or sending digitally, update the following fields and then send as a PDF:

- Number of hours completed
- Name of the course provider
- Student's full name

Distribute certificates promptly to recognize students' achievement.

Link to certificate template -

https://docs.google.com/document/d/1drLQHfULCfOoN9HtrAZiu_WJC5wy_NZ/edit?usp=sharing&ouid=118059093709259566991&rtpof=true&sd=true

A1 Vocab List General Business English

UNIT 1: Getting Started at Work

Word Group 1: Workplace Introductions

Term	Definition	Example Sentence	Profession-Specific (Y/N)
name	a word by which a person is known	"My name is Alex."	N
work	to do a job	"I work in a hospital."	Y
manager	a person who leads a team or office	"He is a manager."	Y
introduce	to tell someone who you or another person is	"Let me introduce Mr. Lee."	N
colleague	a person you work with	"She is my colleague."	Y
What...?	to ask questions about someone's name or profession	"What is your name?"	N
do (job)	to ask about someone's work or profession	"What do you do?"	Y
is (job)	used to say what someone's job is	"He is a manager."	Y

Word Group 2: Numbers, Spelling and Forms

Term	Definition	Example Sentence	Profession-Specific (Y/N)
number	a symbol or word for counting	"My office number is 12."	N
spell	to say or write the letters of a word	"I spell my name A-L-E-X."	N
phone	a device or number for calling	"My phone number is 123-4567."	N
form	a paper with blanks to write info	"Please fill out this form."	Y
address	the place where you live or work	"My address is 24 King Street."	N
alphabet	letters A-Z	"The alphabet starts with A."	N
complete	to finish or fill in	"Complete the form, please."	Y
How do you spell...?	to ask for spelling	"How do you spell your name?"	N

Word Group 3: Greetings and Polite Phrases at Work

Term	Definition	Example Sentence	Profession-Specific (Y/N)
Good morning	polite greeting in the morning	"Good morning, Maria!"	N
Hello / Hi	standard informal greetings	"Hello, Sam!"	N
Goodbye / Bye	polite/friendly way to end a meeting	"Goodbye! See you tomorrow!"	N
How are you?	polite question about well-being	"How are you?"	N
Nice to meet you	polite phrase when meeting someone new	"Nice to meet you, Mr. Lee."	N
Please	polite word when asking or requesting	"Please write your name."	N
Thank you	used to show appreciation	"Thank you for your help."	N
Sorry	polite phrase for apologizing	"Sorry, I am late."	N

Word Group 4: Understanding Instructions

Term	Definition	Example Sentence	Profession-Specific (Y/N)
Please sit	instruction to take a seat	"Please sit down."	N

down			
Sign here	instruction to write your name for approval	"Please sign here."	Y
Go to the office	instruction to move to a location	"Go to the office."	Y
Stand up	instruction to rise from sitting	"Stand up, please."	N
Repeat	to say something again	"Can you repeat that, please?"	N
Listen	to pay attention to a sound or instruction	"Listen to the teacher."	N
Fill in	to write information in a blank or form	"Fill in your name here."	Y
Follow	to do what someone says	"Follow me, please."	N

UNIT 2: Job Titles and Roles

Word Group 5: Job Titles and Departments

Term	Definition	Example Sentence	Profession-Specific (Y/N)
manager	a person who leads a team or office	"He is a manager."	Y

cleaner	a person who keeps places clean	"She is a cleaner in Maintenance."	Y
driver	a person who drives a vehicle	"He works as a driver in Logistics."	Y
receptionist	a person who greets/helps people	"She is a receptionist in HR."	Y
department	a part/section of a company	"HR is a department."	Y
HR	Human Resources (company department)	"She works in HR."	Y
Sales	company department for selling things	"He is a manager in Sales."	Y
Maintenance	company department for fixing/cleaning	"I work in Maintenance."	Y
as	in the role of	"He works as a cleaner."	Y
works in	to be employed in a place or area	"She works in Reception."	Y

Word Group 6: Describing Colleagues

Term	Definition	Example Sentence	Profession-Specific (Y/N)
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friendly	someone who is kind and pleasant	"She is friendly."	N
new	someone who is just starting	"He is new."	N
helpful	someone who gives help	"She is helpful."	N
busy	someone with a lot to do	"He is busy."	N
tall	someone who is not short	"She is tall."	N
works in	to have a job in a place	"He works in the warehouse."	Y
colleague*	a person you work with	"This is my colleague."	Y
warehouse	a place to store things at work	"He works in the warehouse."	Y
She/He is	describe a person with an adjective	"She is new. He is friendly."	N

*colleague = review word

Word Group 7: Workplace Relationships

Term	Definition	Example Sentence	Profession-Specific (Y/N)
supervisor	person who oversees work	"This is my supervisor"	Y

manager*	person who leads a team/department	"Who is your manager?"	Y
colleague*	a person you work with	"She is my colleague."	Y
team leader	person who leads a small group	"He is the team leader."	Y
staff	workers/employees at a workplace	"All staff must attend."	Y
boss	the head of a team or workplace	"The boss is very helpful."	Y
department	part of a company	"She works in the HR department."	Y
works in*	to be employed in a place	"He works in the warehouse."	Y

*colleague / works in / manager = review words

Word Group 8: Review and Role Cards

Term	Definition	Example Sentence	Profession-Specific (Y/N)
What does...do?	asks about someone's job	"What does she do?"	Y
Where does...work?	asks about workplace location	"Where does he work?"	Y

UNIT 3: Workplace Equipment

Word Group 9: Workplace Equipment

Term	Definition	Example Sentence	Profession-Specific (Y/N)
phone	a device to make calls	"This is a phone."	Y
broom	a tool used for sweeping	"She uses a broom."	Y
computer	an electronic device for work	"This is a computer."	Y
stapler	device to fasten papers together	"He has a stapler on his desk."	Y
clipboard	a board to hold papers for writing	"She carries a clipboard."	Y
printer	machine that prints documents	"Our office has a printer."	Y

Word Group 10: What Is It For?

Term	Definition	Example Sentence	Profession-Specific (Y/N)
clean	remove dirt	"We use a broom to clean."	Y

type	write using a keyboard	"We use a computer to type."	Y
call	to speak to someone by phone	"We use a phone to call clients."	Y
write	to make words on paper	"We use a pen to write."	N
staple	to join papers	"A stapler is for stapling papers."	Y
cut	to divide with scissors	"We use scissors to cut paper."	N
for	to explain the use of something	"This is for cleaning."	N
We use	start of a function sentence	"We use a printer to print documents."	Y
This is for	start of a purpose sentence	"This is for cleaning windows."	Y

Word Group 11: Where Is It?

Term	Definition	Example Sentence	Profession-Specific (Y/N)
desk	a table for working	"The stapler is on the desk."	N

chair	something to sit on	"The chair is in the store."	N
in	inside a place	"The printer is in the office."	N
on	on the surface of something	"The stapler is on the desk."	N
next to	beside or adjacent to something	"The computer is next to the printer."	N
Where is...?	question about location	"Where is the stapler?"	N

Word Group 12: Review and Inventory

Term	Definition	Example Sentence	Profession-Specific (Y/N)
printer	machine to print documents	"The printer is in the office."	Y
stapler	tool to fasten papers together	"Where is the stapler?"	Y
broom	tool for sweeping	"The broom is in the store."	Y
phone	device for making calls	"Where is the phone?"	Y
notebook	small book for writing notes	"My notebook is on the	N

		desk."	
next to	beside or adjacent to something	"The phone is next to the computer."	N
in	inside a place	"The computer is in the office."	N
on	on the surface of something	"The stapler is on the desk."	N
use	a function or reason for an item	"A broom is used for cleaning."	N
inventory	a list of things	"Let's make an inventory of tools"	Y

UNIT 4: Work Schedules

Word Group 13: My Workday

Term	Definition	Example Sentence	Profession-Specific (Y/N)
start	to begin work or an activity	"I start at 8:00."	N
finish	to end work or an activity	"I finish at 5:00"	N
task	a job you do at work	"I answer emails. That is my task."	Y

lunch	mid-day meal	"I have lunch at 12"	N
meeting	people discuss work together	"We have a meeting at 10:00."	Y
routine	a regular set of activities	"My routine: start at 8:00, finish at 5:00."	N
every day	something you do all days	"I call clients every day."	N
break	a short stop from working	"I have a break at 11:00."	N
morning	early part of the day	"I clean in the morning."	N
afternoon	later part of the day	"I help in the afternoon."	N

Word Group 14: Days and Shifts

Term	Definition	Example Sentence	Profession-Specific (Y/N)
Sunday	first day of the week	"I work on Sunday."	N
Monday	second day of the week	"Monday is my busy day."	N

Tuesday	third day of the week	"I finish at 13:00 on Tuesday."	N
Wednesday	fourth day of the week	"I have meetings on Wednesday."	N
Thursday	fifth day of the week	"I start at 7:00 on Thursday."	N
Friday	sixth day of the week (weekend day)	"I am off on Friday."	N
Saturday	seventh day of the week (weekend day)	"I rest on Saturday."	N
shift	set work hours	"My shift is at 7:00."	Y
off	not working	"I am off on Friday."	N
at	used for time	"I start at 9:00."	N
work	to do a job	"I work every day."	Y

Word Group 15: Talking About Time

Term	Definition	Example Sentence	Profession-Specific (Y/N)
time	when something happens	"What time is lunch?"	N

o'clock	exact hour marker	"The meeting is at 2 o'clock."	N
morning*	early part of the day	"I work in the morning."	N
afternoon*	middle/late part	"I finish at 4 o'clock in the afternoon."	N
evening	late in the day	"We meet in the evening."	N
at*	used for clock time	"I come at 9 o'clock."	N
meeting	work event	"What time is the meeting?"	Y
lunch	midday meal	"Lunch is at 12:00 o'clock."	N

*morning / afternoon / at = review words

Word Group 16: Sharing Schedules

Review vocabulary from Unit 4 (Work Schedules) in the course:

Lesson	Title
13	My Workday
14	Days and Shifts
15	Talking about Time

UNIT 5: Instructions and Requests

Word Group 17: Basic Instructions

Term	Definition	Example Sentence	Profession-Specific (Y/N)
wait	to stop and stay in one place	"Please wait here"	N
go	to move from one place to another	"Go to the meeting room."	N
sign	to write your name	"Sign here, please."	Y
sit	to rest on a chair	"Please sit down."	N
come	to move towards	"Come here, please."	N
open	to make something not closed	"Open the door."	N
close	to make something closed	"Close the window."	N
speak	to say words out loud	"Speak to your manager."	N
listen	to hear and pay attention	"Listen, please."	N
meeting room	a place for group work talks	"Go to the meeting room."	N

paper	material for writing or printing	“Bring me a piece of paper.”	N
folder	a cover for holding papers	“Pass me the blue folder, please.”	N

Word Group 18: Asking for Assistance

Term	Definition	Example Sentence	Profession-Specific (Y/N)
help	to give aid	“Can you help me?”	N
assistance	formal word for help	“I need assistance with the printer.”	N
need	require	“I need help with this task.”	N
please	polite request word	“Can you help me please?”	N
printer*	machine that prints	“I need help with the printer.”	Y
problem	something not working	“There is a problem with the copy machine.”	N
with	shows that you need help for	“I need help with my email.”	N

could you	polite request phrase	"Could you show me?"	N
show	to demonstrate	"Could you show me how to do it?"	N
sure	positive answer	"Sure, I can help you."	N

*printer = review word

Word Group 19: Polite Words for the Workplace

Term	Definition	Example Sentence	Profession-Specific (Y/N)
please*	polite request word	"Can you help me, please?"	N
thank you*	to show appreciation	"Thank you for your help."	N
excuse me	To get attention/apologize	"Excuse me, where is the printer?"	N
sorry	To apologize	"Sorry, I'm late."	N
could you*	polite request starter	"Could you tell me the time?"	N
would you	another request starter	"Would you open the window, please?"	N

no problem	to accept/agree politely	“Can you help? - No problem!”	N
of course	polite positive response	“Of course, I can help you.”	N
you’re welcome	polite reply after thanks	“Thank you for the file.” - “You’re welcome”	N
may I	very polite way to ask for permission	“May I use the printing?”	N
tell	to give information	“Could you tell me the Wi-Fi password, please?”	N

*please / thank you / could you = review words

Word Group 20: Practice Giving Instructions

Term	Definition	Example Sentence	Profession-Specific (Y/N)
turn off	to stop a machine/light	“Can you turn off the lights, please?”	N
send	to transmit/give something	“Can you send this email, please?”	Y
say again	to repeat	“Can you say that again?”	N
forward	to send something received	“Please forward this file	Y

	to another person	to Alex.”	
pass	to hand something to someone	“Please pass me the folder.”	N
check	to look at something to make sure it is correct	“Can you check the schedule, please?”	N
lock	to close with a key	“Please lock the office door before you leave.”	N
unlock	to open with a key	“Could you unlock the cabinet, please?”	N
file	a folder or set of documents	“Bring the green file to my desk.”	N
agenda	a list of meeting topics	“Please print the meeting agenda.”	N

UNIT 6: Workplace Locations and Directions

Word Group 21: Workplace Areas

Term	Definition	Example Sentence	Profession-Specific (Y/N)
office	place to do desk/computer work	“She is in the office.”	Y
kitchen	room to make/eat food	“The kitchen is next to	N

		the reception.”	
store	room for storing materials	“The store is behind the kitchen.”	Y
restroom	entrance/help desk area	“Reception is near the front door.”	Y
meeting room*	room for group discussions	“The meeting room is upstairs.”	Y
next to	beside, adjacent to	“The office is next to the kitchen.”	N
behind	at the back of something	“The restroom is behind the kitchen.”	N
between	in the middle of two things	“Reception is between the office and kitchen.”	N
in front of	before/preceding something	“The office is in front of the kitchen.”	N

*meeting room = review word

Word Group 22: Asking for Directions

Term	Definition	Example Sentence	Profession-Specific (Y/N)
directions	information on how to get somewhere	“Can you give me directions to the meeting room?”	N

entrance	a way into a place	"The entrance is next to the reception desk."	N
exit	a way out of a place	"The fire exit is at the end of the hallway."	N
upstairs	on or to a higher floor	"The manager's office is upstairs."	N
downstairs	on or to a lower floor	"The staff room is downstairs."	N
floor	the level of a building	"The meeting is on the second floor."	N
corner	the place where two walls or streets meet	"The printer is in the corner near the window."	N
hallway	a long passage inside a building	"Turn left at the hallway to get to the conference room."	N

Word Group 23: Giving Directions

Term	Definition	Example Sentence	Profession-Specific (Y/N)
turn right	go to the right side	"Turn right at the kitchen."	N
go straight	continue in the same	"Go straight to the	N

	direction	office.”	
turn left	go to the left side	“Turn left after the reception.”	N
on the right	located to the right	“It’s on the right.”	N
on the left	located to the left	“The kitchen is on the left.”	N
near	close by	“Is it near the office?”	N
at the end	final point of a route	“It’s at the end of the hall.”	N
across from	on the other side	“The store is across from reception.”	N

Word Group 24: Map Practice

Review vocabulary from Unit 6 (Workplace Locations and Directions) in the course:

Lesson	Title
21	Workplace Areas
22	Asking for Directions
23	Giving Directions

UNIT 7: Work Talk - Greetings and Small Talk

Word Group 25: Workplace Greetings

Term	Definition	Example Sentence	Profession-Specific (Y/N)
Good morning*	greeting for the start of the day	"Good morning, Sam!"	N
Hello / Hi*	informal greetings	"Hello!" / "Hi Alex."	N
Nice to meet you*	polite meeting phrase	"Nice to meet you, Mr. Lee."	N
How are you?*	asking about health/feeling	"How are you?"	N
I'm fine, thank you	positive response	"I'm fine, thank you."	N
Nice to meet you too	polite response	"Nice to meet you too."	N
Good afternoon	midday greeting	"Good afternoon, everyone"	N
See you (later/soon)	informal goodbye	"See you later!"	N
Have a nice day	well-wishing phrase	"Have a nice day!"	N

Goodbye*	farewell	“Goodbye!”	N
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*Good morning/ Hello/ Hi/ Nice to meet you/ How are you?/ Goodbye = review words

Word Group 26: Small Talk at Work

Term	Definition	Example Sentence	Profession-Specific (Y/N)
How was your weekend?	question to ask about free time	“How was your weekend?”	N
Fine*	a simple positive answer	“I’m fine, thank you.”	N
Busy	having a lot to do	“It was busy, but good.”	N
Relaxing	calm or peaceful time	“It was relaxing, thank you.”	N
Nice to see you	polite phrase for greeting again	“Nice to see you this morning!”	N
What did you do?	question about actions	“What did you do on Saturday?”	N
I went to...	response format about activities	“I went to the park.”	N
Thanks for asking	polite response	“Thanks for asking.”	N

*Fine = review word

Word Group 27: Work Interactions

Term	Definition	Example Sentence	Profession-Specific (Y/N)
Can I help you?	offer assistance politely	“Can I help you with that?”	N
Do you need...?	ask about needs	“Do you need anything from the meeting room?”	N
Yes, please*	accept a polite offer	“Yes, please. Could you send the email?”	N
No, thank you*	politely decline	“No, thank you. I’m fine.”	N
Thank you*	express gratitude	“Thank you for your help.”	N
Sorry*	apologize	“Sorry, I didn’t catch that.”	N
What can I do?	offer help	“What can I do for you?”	N
ready	prepared or available	“The report is ready for you.”	N
report	a document of information	“Could you print the monthly report?”	Y

copy	a duplicate of a document	"Please make a copy of this file."	Y
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*Yes, please/ No, thank you/ Thank you/ Sorry = review words

Word Group 28: Dialogue Practice

Review vocabulary from Unit 7 (Work Talk - Greetings and Small Talk) in the course:

Lesson	Title
25	Workplace Greetings
26	Small Talk at Work
27	Work Interactions