

Teacher Guide Introduction and Course Overview

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

This General Business English A2 level course is designed for learners who can communicate in familiar work situations and are ready to operate more independently in English. The course strengthens learners' ability to participate in meetings, describe processes, handle workplace problems, write short professional texts, and interact with a wider range of colleagues and clients. Instruction emphasizes functional communication, expanded vocabulary, and increased fluency, enabling learners to manage common professional tasks with greater confidence and precision.

Course Structure and Total Learning Hours

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

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

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

Student Success and Onboarding

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

Many adult learners are returning to education after years away from formal learning environments. These onboarding lessons provide essential time to build trust, lower anxiety, and establish classroom routines. Students learn basic interaction patterns in English, understand expectations for participation, and start developing the study skills that will support them throughout the course. Establishing this foundation early significantly improves learner engagement, motivation, and long-term success.

Understanding the CEFR Framework

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

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

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

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

Materials and Resources

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

For centers that incorporate digital learning, students may use an English-learning platform that is accessible to Hebrew-speaking learners and aligned with CEFR levels. These platforms

typically provide structured practice in listening, speaking, reading, and/or vocabulary, and support independent, self-paced learning outside the classroom. Teachers should periodically review student engagement and progress on the digital tool and help learners connect their online practice to the language skills and communicative goals addressed in class.

Assessment and Progress

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

This assessment plays a role in three critical areas:

1. Grouping and Placement:

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

1. Formative Assessment:

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

2. Summative Assessment:

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

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

Adapting the Lessons

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

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

Final Note for Teachers

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

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

Course: General Business English (CEFR A2)

Audience: Adults working or preparing to work in general business environments (administration, retail, service roles, etc.)

Level: CEFR A2 (Elementary)

Goal: Enable learners to use practical, everyday English in the workplace for tasks, basic communication, and confidence building in simple business contexts.

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

Unit and Project Overview

Unit	Title	Mini-Project
0	Student Success Introduction	Personal Development Plan
1	Starting at Work	“My Job Profile” Presentation
2	People and Communication at Work	Team Chart
3	Workplace Communication - Emails, Calls, and Messages	Workplace Communication
4	Handling Tasks and Problems	Problem Solving Work Task
5	Workplace Safety and Instructions	Safety Poster
6	Workplace Directions and Facilities	Office Tour
7	Everyday Interactions and Small Talk	Workplace Small Talk Skit
8	Final Project and Reflection	“My Workplace” Presentation

Unit 0 – Student Success Introduction

Unit: Succeeding in Business English

Theme: Developing ownership of the learning process through habits, strategies, reflection, and goal setting

CEFR A2 Goals:

- Can describe learning routines, strengths, and challenges
- Can follow and give basic study advice
- Can plan and explain short- and long-term English goals
- Can reflect on progress and study habits

Lesson 1: What Kind of Learner Are You?

CEFR Mapping: A2 – Can describe preferences and routines

Description:

Students explore their learning styles and reflect on how they prefer to study.

Learning Outcomes:

- I can describe how I learn best
- I can compare learning styles with a partner
- I can say what helps or doesn't help me

Lesson 2: Building Strong Habits

CEFR Mapping: A2 – Can describe routines and give suggestions

Description:

Learners identify good study habits and create a routine for their own learning.

Learning Outcomes:

- I can name 2–3 strong learning habits
- I can say how these habits help me
- I can make a plan to use one habit

Lesson 3: Setting SMART Goals

CEFR Mapping: A2 – Can express future intentions and plans

Description:

Students learn to create SMART goals (Specific, Measurable, Achievable, Relevant, Time-based) for English.

Learning Outcomes:

- I can name the parts of a SMART goal
- I can write a SMART goal about my English learning
- I can explain my SMART goal

Lesson 4: Recommending Learning Tools and Creating a Personal Development Plan

CEFR Mapping: A2

Description:

Learners explore and evaluate English-learning tools for professional use, recommend effective tools to others, and develop a personal development plan using SMART goals.

Can-Do Objectives:

- I can describe tools I use to learn English for work
- I can recommend a useful learning tool to others
- I can create a personal development plan with SMART goals

Mini-Project: Personal Development Plan

Students create a personal development plan that includes learning strategies, two SMART goals, time-management tools, and methods for evaluating progress. Students share selected goals and tools and give brief peer feedback.

Unit 1: Starting at Work (Lessons 1- 4)

Theme: Introducing yourself and others, talking about your job, and workplace routines

CEFR A2 Goals:

- Can introduce themselves and others, giving more detail (name, job, department, responsibilities)
- Can describe their own and others' work routines and roles
- Can ask and answer questions about jobs and companies

Lesson 1: Detailed Introductions

CEFR Mapping: A2 – Can introduce themselves and others, giving basic personal information and describing their job and department. Can ask and answer simple questions about personal details and work.

Description:

Students practice introducing themselves and colleagues, including job titles, departments, and main responsibilities.

Learning Outcomes:

- I can say: "My name is Anna. I work as an assistant in the sales department."
- I can introduce a colleague with details: "This is Mr. Lee. He is a manager in HR."
- I can ask: "What do you do at your company? Which department do you work in?"

Lesson 2: Describing Your Job and Company

CEFR Mapping: A2 – Can describe in simple terms their job, company, and main work tasks. Can ask and answer questions about work and responsibilities.

Description:

Students learn to describe their workplace, department, and daily tasks. They practice asking and answering questions about their jobs and companies in pairs and small groups.

Learning Outcomes:

- I can describe my workplace: “I work for ABC Ltd. It is a large company.”
- I can talk about my main tasks: “I answer emails and help customers.”
- I can ask: “What are your main tasks at work?”

Lesson 3: Talking about Daily Routines

CEFR Mapping: A2 – Can describe their daily work routine using simple sentences. Can ask about and understand others’ routines.

Description:

Students practice using time expressions and routine verbs, and interview classmates about their typical workday.

Learning Outcomes:

- I can describe my daily routine: “I start work at 9:00, check my emails, and attend meetings.”
- I can ask about someone’s routine: “What time do you usually start work?”

Lesson 4: Work Schedules and Timetables

CEFR Mapping: A2 – Can talk about and understand simple work schedules and timetables. Can ask and answer questions about working hours and breaks.

Description:

Students read and fill in simple work schedules, discuss their own working hours, and role-play asking about and explaining timetables.

Learning Outcomes:

- I can talk about my work schedule: “I work from Monday to Friday, from 9:00 to 5:00.”
- I can ask: “When do you have your lunch break?”
- I can understand and fill in a simple work timetable

Mini-Project: My Job Profile

Students prepare and present a short profile including:

- Name
- Job
- Department
- Main tasks
- Work schedule

Unit 2: People and Communication at Work (Lessons 5–8)

Theme: Describing people, relationships, and communicating in the workplace

CEFR Goals:

- Can describe colleagues and workplace relationships in more detail
- Can ask and answer questions about people's roles and responsibilities

Lesson 5: Describing Colleagues

CEFR Mapping: A2 – Can describe people's appearance, character, and job roles in simple terms. Can give basic information about colleagues.

Description:

Students learn vocabulary for describing colleagues' appearance and personality, and practice describing team members and their responsibilities.

Learning Outcomes:

- I can describe a colleague: "He is helpful and experienced. She is responsible for training."
- I can say: "He works in the logistics department."

Lesson 6: Talking about Teams and Departments

CEFR Mapping: A2 – Can describe teams and departments, including number of people and roles. Can ask and answer questions about team structure.

Description:

Students learn team and department vocabulary. They create and discuss charts of their teams, and practice asking about team members' roles.

Learning Outcomes:

- I can describe my team: “There are five people in my team. We work in marketing.”
- I can ask: “Who is your team leader?”

Lesson 7: Asking for and Giving Information

CEFR Mapping: A2 – Can ask and answer questions about people’s roles and responsibilities at work. Can give and receive simple factual information.

Description:

Students practice forming and answering questions about who does what in the workplace, using role cards and information gap activities.

Learning Outcomes:

- I can ask: “Who is responsible for this project?”
- I can answer: “Ms. Carol is in charge of the project.”

Lesson 8: Review and Role Plays

CEFR Mapping: A2 – Can describe colleagues and their roles in a simple way. Can participate in short role-plays about workplace relationships.

Description:

Students review vocabulary and structures from the unit through pair and group role-plays, describing teams and asking about roles.

Learning Outcomes:

- I can describe two colleagues and their roles
- I can describe workplace relationships
- I can ask and answer questions about team structure

Mini-Project: “Team Chart”

Students create a chart of their team or department which includes names and job titles:

- Students present on the roles and responsibilities of each member.

Unit 3: Workplace Communication - Emails, Calls, and Messages (Lessons 9–12)

Theme: Using English for basic written and spoken communication at work

CEFR Goals:

- Can write and respond to simple emails and messages
- Can make and answer simple work-related phone calls

Lesson 9: Writing Simple Emails

CEFR Mapping: A2 – Can write short, simple emails and messages related to work. Can use standard openings and closings.

Description:

Students practice writing short, polite work emails (requests, information, replies) and learn common email phrases and structure.

Learning Outcomes:

- I can write a short, polite email: “Dear Mr. Smith, I would like to ask about...”
- I can use standard openings and closings

Lesson 10: Making Phone Calls

CEFR Mapping: A2 – Can make and answer simple phone calls, stating name and purpose. Can ask to speak to someone and take simple messages.

Description:

Students role-play making and answering calls, introducing themselves, stating their reason for calling, and asking to speak to colleagues.

Learning Outcomes:

- I can answer the phone: “Good morning, Sales Department, Anna speaking.”
- I can ask: “Can I speak to Mr. Brown, please?”

Lesson 11: Leaving and Taking Messages

CEFR Mapping: A2 – Can leave and take simple spoken messages. Can write down basic information from a phone call.

Description:

Students practice leaving messages, taking notes, and confirming information in short telephone exchanges.

Learning Outcomes:

- I can leave a message: “Can you ask him to call me back?”
- I can take a simple message and write it down

Lesson 12: Review and Practice

CEFR Mapping: A2 – Can write and respond to simple emails and participate in basic phone conversations. Can use set phrases for workplace communication.

Description:

Students review and practice writing emails and making phone calls in realistic workplace scenarios.

Learning Outcomes:

- I can write and respond to a basic work email
- I can role-play a short phone call

Mini-Project: Workplace Communication

This mini-project is in two parts:

- Part 1: Students write a short email. The email should include providing information or responding to a request.
- Part 2: Students work in pairs to role-play a phone call, including leaving/taking a message.

Unit 4: Handling Tasks and Problems (Lessons 13–16)

Theme: Talking about tasks, making requests, and dealing with simple problems

CEFR Goals:

- Can describe and sequence work tasks
- Can make and respond to requests and suggestions
- Can describe simple workplace problems and solutions

Lesson 13: Describing Tasks

CEFR Mapping: A2 – Can describe a sequence of simple work tasks. Can ask and answer questions about what to do next.

Description:

Students practice describing steps in a process or task using sequencing language (first, then, next, finally).

Learning Outcomes:

- I can describe steps in a task: “First, I check the order. Then, I pack the items.”
- I can ask: “What do I do next?”

Lesson 14: Making Requests and Suggestions

CEFR Mapping: A2 – Can make and respond to simple requests and suggestions politely. Can ask for help or offer to help.

Description:

Students learn and practice polite phrases for making requests and suggestions in the workplace, using role-plays and dialogues

Learning Outcomes:

- I can say: “Could you help me with this report?”
- I can suggest: “Let’s have a meeting at 2p.m.”

Lesson 15: Talking about Problems

CEFR Mapping: A2 – Can describe simple workplace problems and ask for help. Can suggest basic solutions.

Description:

Students practice describing common workplace problems (broken equipment, missing items) and asking for and offering solutions.

Learning Outcomes:

- I can describe a problem: “The printer is not working.”
- I can ask for help: “Can you fix it, please?”

Lesson 16: Review and Problem Solving

CEFR Mapping: A2 – Can describe a work-related problem and suggest a solution in simple language. Can participate in short discussions about tasks and problems.

Description:

Students review and role-play handling tasks and problems, using language from the unit.

Learning Outcomes:

- I can describe a simple work problem
- I can suggest a solution

Mini-Project: Task and Problem Solving

Students work in pairs to:

- Describe a work task
- Identify a problem
- Present a solution

Unit 5: Workplace Safety and Instructions (Lessons 17–20)

Theme: Understanding and giving instructions, talking about safety

CEFR Goals:

- Can follow and give multi-step instructions
- Can understand and explain basic safety rules

Lesson 17: Giving and Following Instructions

CEFR Mapping: A2 – Can give and follow multi-step instructions in familiar contexts. Can check understanding of instructions.

Description:

Students practice giving and following instructions for simple workplace tasks, and checking understanding with clarification phrases.

Learning Outcomes:

- I can give instructions: “Please fill in this form and send it to HR.”
- I can follow a sequence of steps: “First, please print the form. Then, please give it to Carol.”

Lesson 18: Safety at Work

CEFR Mapping: A2 – Can understand and explain basic safety rules and signs. Can follow simple safety instructions.

Description:

Students learn vocabulary for common safety signs and rules, and practice discussing and explaining safety procedures.

Learning Outcomes:

- I can understand safety signs and instructions: “Wear a helmet in this area.”
- I can talk about simple safety rules

Lesson 19: Asking for Clarification

CEFR Mapping: A2 – Can ask for clarification and repetition when instructions are unclear. Can confirm understanding.

Description:

Students practice asking for clarification and repetition in the workplace and confirming instructions.

Learning Outcomes:

- I can say: “Could you explain that again, please?”
- I can check understanding: “Do you mean the blue folder?”

Lesson 20: Review and Safety Scenarios

CEFR Mapping: A2 – Can give and follow instructions in safety-related scenarios. Can explain basic safety procedures.

Description:

Students role-play safety scenarios, giving and following instructions and explaining rules.

Learning Outcomes:

- I can follow 2–3 instructions in a row
- I can give and follow instructions in a safety scenario

Mini-Project: Safety Poster

Students work in small groups to create a poster with simple safety rules and present it to the class:

- Classmates ask for clarifications and those presenting need to respond.
- At least four safety rules
- At least three clarification questions.

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

Theme: Describing workplace locations, facilities, and giving directions.

CEFR Goals:

- Can describe locations and facilities in more detail
- Can ask for and give directions with more complexity

Lesson 21: Describing Workplace Facilities

CEFR Mapping: A2 – Can describe workplace facilities and their locations in simple terms. Can ask and answer questions about facilities.

Description:

Students practice describing and asking about workplace facilities and their locations using prepositions and facility vocabulary.

Learning Outcomes:

- I can describe facilities: “There is a kitchen with a coffee machine and a fridge.”
- I can say: “The meeting room is on the second floor.”

Lesson 22: Asking for and Giving Directions

CEFR Mapping: A2 – Can ask for and give directions to locations in the workplace. Can use sequencing and location language.

Description:

Students practice giving and following directions around the workplace, using maps and role-plays.

Learning Outcomes:

- I can ask: “How do I get to the HR office?”
- I can give directions: “Go past the reception, take the stairs, and turn left.”

Lesson 23: Talking about Office Layout

CEFR Mapping: A2 – Can describe the layout of a workplace and say where things are located. Can ask about the location of people and objects.

Description:

Students use maps and diagrams to describe office layouts and practice asking and answering questions about locations.

Learning Outcomes:

- I can describe the office layout: “The sales department is opposite the main entrance.”
- I can ask: “Where is the photocopier?”

Lesson 24: Map Practice

CEFR Mapping: A2 – Can read and describe a simple workplace map. Can complete map-based tasks.

Description:

Students complete map-based activities, giving and following directions and describing locations.

Learning Outcomes:

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

Mini-Project: Office Tour

Students give a short guided tour of a workplace map that includes:

- Describing locations
- Describing facilities

Unit 7: Everyday Interactions and Small Talk (Lessons 25–28)

Theme: Social English, small talk, and polite workplace interactions

CEFR Goals:

- Can use and respond to common social phrases at work
- Can make simple small talk about familiar topics

Lesson 25: Starting Conversations

CEFR Mapping: A2 – Can start and respond to simple conversations and greetings. Can ask and answer questions about familiar topics.

Description:

Students practice starting conversations, using greetings, and asking about general well-being and daily life.

Learning Outcomes:

- I can start a conversation: “How was your weekend?”
- I can respond and ask follow-up questions

Lesson 26: Talking about Weather, Plans and Hobbies

CEFR Mapping: A2 – Can engage in simple small talk in familiar contexts. Can respond to questions about personal interests.

Description:

Students practice making small talk on familiar topics and asking and answering questions about plans and hobbies.

Learning Outcomes:

- I can make small talk: “It’s very hot today, isn’t it?”
- I can talk about simple plans: “I’m going to the cinema after work.”

Lesson 27: Polite Requests and Offers

CEFR Mapping: A2 – Can make and respond to polite requests and offers in the workplace. Can accept or decline offers politely.

Description:

Students practice making, accepting, and declining offers and requests, using role-plays and dialogues.

Learning Outcomes:

- I can offer help: “Can I help you with that?”
- I can accept or decline politely

Lesson 28: Role-Play and Review

CEFR Mapping: A2 – Can participate in short, structured workplace conversations. Can use greetings, small talk, and polite responses.

Description:

Students review and perform short workplace dialogues, using social and polite language from the unit.

Learning Outcomes:

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

Mini-Project: Workplace Small Talk Skit

Students work in pairs to create and perform a short dialogue skit that includes:

- Polite phrases
- Small talk
- Responding to work-related questions

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

Theme: Reviewing learning, presenting a project, and reflecting on workplace English

CEFR Goals:

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

Lesson 29: Vocabulary and Grammar Review

CEFR Mapping: A2 – Can recall and use new words and phrases from each unit. Can use simple grammar structures in context.

Description:

Students review vocabulary and grammar from the course through games, quizzes, and group activities.

Learning Outcomes:

- I can recall and use new words and phrases from each unit
- I can say and write them

Lesson 30: Speaking Practice

CEFR Mapping: A2 – Can introduce themselves, describe their job, and talk about their workplace in simple terms. Can answer simple questions from others.

Description:

Students practice giving short talks about themselves and their work, and answering questions from classmates.

Learning Outcomes:

- I can introduce myself and describe my job
- I can talk about my workplace

Lesson 31: Writing Practice

CEFR Mapping: A2 – Can write short, simple work-related texts (emails, forms, messages). Can fill in workplace forms with more detail.

Description:

Students write short emails, messages, and fill in forms, using language and structures from the course.

Learning Outcomes:

- I can write a short work-related email or message
- I can fill in a workplace form with more detail

Lesson 32: Final Presentations

CEFR Mapping: A2 – Can give a short presentation about themselves and their work. Can reflect on their learning and set future goals.

Description:

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

Learning Outcomes:

- I can give a short talk (3–4 minutes) about myself, my job, and my workplace
- I can answer simple questions from classmates
- I can reflect on what I learned and set a language goal

Mini-Project: My Workplace Presentation + Reflection

Each student prepares and delivers a short talk (3–4 minutes) that includes:

- Their name, job, department, daily routine, a workplace problem and solution, and a facility or location.
- Answers to at least two classmates' questions
- Simple reflection about what they learned during the course