

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 English for Commerce and Logistics A2 level course is designed for learners who can communicate in familiar work situations and are developing independence in English. The course focuses on practical language used in trade, logistics, and supply-chain contexts, including basic documentation, product descriptions, schedules, and routine communication with colleagues and partners. Learners practice understanding and producing short professional messages, asking and answering questions, and handling common work-related tasks with clarity and confidence.

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.

English for Commerce and Logistics (CEFR A2)

Audience: Entry-level employees in retail, delivery, and warehouse operations.

Level: A2 (Elementary)

Goal: Enable learners to participate in simple workplace communication, describe tasks and tools in more detail, and handle everyday work situations in transportation, logistics, and customer-facing roles.

Duration: 36 sessions × 3 hours = 108 synchronous hours

Unit	Title	Mini-Project
0	Student Success Introduction	Personal Development Plan
1	Roles and Routines in Commerce and Logistics	Job Description
2	Work Schedules and Times	Shift Schedule and Handover Note
3	Workplace Instructions and Safety	Safety Brief and Incident Report
4	Moving Goods and Packages	Inventory & Issue Report
5	Customer Service and Phone Communication	Sample Call Script
6	Shipping	Plan and Share a Shipment
7	Communication at Work	Team Talk Poster
8	Final Project and Reflection	Workplace Simulation and Feedback

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: Roles and Routines in Commerce and Logistics

Theme: Describing roles, responsibilities, tools, and how each position fits into the Supply Chain process

Mini-Project: “Job Description” - Students write and present a short job description for their role using a template. They need to fill in the name and responsibilities of the position, who they report to, the part of the process they work in, the tools and equipment they use, and the roles they interact with regularly.

CEFR A2 Goals:

- Can describe their job and responsibilities in simple terms
- Can talk about daily and weekly tasks using simple time expressions
- Can explain who they work with and what their coworkers do
- Can say who they report to and describe basic team structure
- Can describe the Supply Chain process in simple terms
- Can describe where they work in the Supply Chain process

Lesson 1: Describing Your Role in the Supply Chain Process

CEFR Mapping: A2 – Can describe their job and their role in the Supply Chain Process

Description:

Students learn to talk about their job, department, and who they report to. They use simple phrases to describe their place in their team. They learn about the stages of the Supply Chain process (at a high level) so they can say how their job and team fit in.

Learning Outcomes:

- I can describe what I do at work each day using simple verbs (like pack, check, deliver)
- I can describe who I report to and who I work with
- I can name the steps of the Supply Chain Process
- I can name the part of the Supply Chain I work in
- I can explain which department handles which task
- I can describe whom to talk to if there is a problem with a delivery/order
- I can write 2–3 sentences about my job and the work I do as part of the Supply Chain process

Lesson 2: Talking about Tasks and Routines

CEFR Mapping: A2 – Can describe the work they do and the tasks they complete as part of their job

Description:

Students learn to talk about their daily and weekly tasks within the context of the Supply Chain process. They use simple verbs and time expressions to explain when they do things. They also complete a short form to report the work they completed during the week.

Learning Outcomes:

- I can describe what I do at work every day and every week
- I can say when I do these tasks using time expressions like “in the morning” and “on Tuesdays”
- I can talk about how often I do these activities
- I can complete a simple job form with basic details about the work I completed

Lesson 3: Understanding Team Roles and Interactions

CEFR Mapping: A2 – Can describe who they work with and what their coworkers do

Description:

Students learn about other jobs within their team and department. They use simple phrases to ask co-workers what they do and have simple conversations with them.

Learning Outcomes:

- I can ask my coworkers what they do at work
- I can say who I work with and what they do
- I can start a conversation with my coworkers
- I can write a few sentences about what my coworkers do

Lesson 4: Tools and Equipment in Logistics

CEFR Mapping: A2 – Can name and talk about the workplace tools and equipment used in logistics.

Description:

Students learn to identify and describe basic workplace tools and equipment used in logistics (e.g., scanners, gloves, pallets). They also practice making polite requests (e.g., “Could I borrow? Could you teach me how to?”).

Learning Outcomes:

- I can name the workplace tools and equipment I use in my job
- I can describe what each tool is used for
- I can match tools to tasks and jobs
- I can make a polite request
- I can write a few sentences about the tools and equipment I use to do my work

Unit 2: Work Schedules and Time

Theme: Talking about shift schedules, availability, preferences, and shift patterns.

CEFR A2 Goals:

- Can talk about schedules using time expressions
- Can discuss shift schedules and availability
- Can write a simple schedule

Mini-Project: “Shift Schedule and Handover Note” - Students create a weekly shift schedule for themselves and 2–3 coworkers using a simple schedule table (days, shifts, and names). Then, they write and present a handover note with a short update for the next shift (e.g., “Today we finished packing orders. Please check the inventory in Zone B.”). *Optional: Students role-play explaining the schedule.*

Lesson 5: Talking about Work Hours and Breaks

CEFR Mapping: A2 – Can talk about time and daily schedule

Description:

Students learn to talk about their work hours and routines

Learning Outcomes:

- I can say when I start and finish work
- I can talk about break times

- I can describe what my day looks like
- I can write a short daily schedule using times and tasks

Lesson 6: Asking and Answering About Availability

CEFR Mapping: A2 – Can ask and answer questions about availability

Description:

Students practice asking and answering questions about their availability and inquiring about others' availability. They also learn to express preferences.

Learning Outcomes:

- I can ask when someone is free or busy
- I can answer questions about my schedule
- I can express preferences about my schedule
- I can write my weekly availability on a schedule

Lesson 7: Understanding Schedules and Rotations

CEFR Mapping: A2 – Can talk about time, schedules, and routines.

Description:

Students learn to read and explain a simple work schedule. Students practice discussing shift times, work schedules, and availability. They also learn how to have conversations about their schedule with their supervisors and respond to scheduling questions.

Learning Outcomes:

- I can understand a simple shift schedule
- I can explain my weekly schedule
- I can request changes to my schedule
- I can explain the reasons for requesting changes to my schedule

Lesson 8: Comparing and Explaining Weekly Schedules

CEFR Mapping: A2 – Can explain a simple schedule to someone else and compare schedules using basic expressions

Description:

Students first compare their weekly work schedules with a partner, identifying similarities and differences. Then, they explain their schedule to a new employee.

Learning Outcomes:

- I can ask about a coworker's schedule and when they start or finish work

- I can compare my schedule with a coworker's
- I can describe the differences between work schedules
- I can explain a schedule to a new employee using simple language
- I can ask and answer questions about a weekly schedule

Unit 3: Workplace Instructions and Safety

Theme: Following instructions, understanding safety signs and procedures, asking for clarification, and reporting workplace incidents.

CEFR A2 Goals:

- Can follow and give simple instructions
- Can name safety signs
- Can understand safety rules
- Can warn someone, or respond to a hazard
- Can report a workplace incident

Mini-project: "Safety Brief and Incident Report" - Students prepare and present a short Safety Brief about a task in their workplace (i.e., the task, 2-3 rules to follow, and instructions related to the task). Then, they write a simple incident report about a fictional or real event using a simple form (i.e., what happened, who was involved, what they did - using first, then, finally). *Optional: role-play with a prompt like: "Tell your supervisor what happened when a box fell in the hallway."*

Lesson 9: Following Instructions in the Workplace

CEFR Mapping: A2 – Can follow simple instructions.

Description:

Students practice understanding and responding to short written and spoken instructions commonly given in a workplace setting. They develop the ability to ask for clarification when instructions are unclear and to confirm their understanding through brief written notes using workplace-appropriate language. The lesson also includes activities to help students describe locations using prepositions of space and to give basic spoken or written instructions to others.

Learning Outcomes:

- I can follow short written or spoken instructions
- I can ask someone to repeat or explain an instruction
- I can write notes to confirm understanding using phrases like "Thanks – I will check," and "Noted."
- I can explain where something is located
- I can give a spoken instruction or write a brief note

Lesson 10: Asking for Clarification at Work

CEFR Mapping: A2 – Can ask simple, polite questions to check and clarify instructions

Description:

Students practice asking someone to repeat, explain, or confirm instructions using polite phrases.

Learning Outcomes:

- I can ask short questions to confirm details
- I can use polite questions to check understanding, like: “So just to check...” and “Did I understand it correctly? ”
- I can use polite expressions to ask someone to repeat or explain
- I can understand short workplace instructions
- I can respond when someone asks me for clarification
- I can write a short note asking for clarification

Lesson 11: Understanding Safety Signs

CEFR Mapping: A2 – Can explain safety signs and safety equipment used in the workplace.

Description:

Students learn the meaning of common safety signs used in the workplace and about standard safety equipment.

Learning Outcomes:

- I can understand basic safety signs and instructions
- I can name the safety equipment used in my workplace
- I can use phrases like “Watch out!” and “Be careful with...” to warn someone
- I can explain what is unsafe using simple phrases like “too heavy” or “wet floor”

Lesson 12: Reporting a Workplace Incident

CEFR Mapping: A2 – Can describe a simple safety procedure using sequencing language

Description:

Students learn to describe and report a workplace incident using short sentences and clear steps. They practice role-playing what to say to a supervisor and use sequencing words like *first*, *next*, and *finally*. They complete a simple incident report form.

Learning Outcomes:

- I can describe a basic safety reporting procedure
- I can use first, next, then, and finally

- I can tell a supervisor what happened and what I did
- I can complete an incident report form with basic information.
- I can ask for help or clarification in case of an emergency.

Unit 4: Moving Goods and Packages

Theme: Describing packages and items, using measurement vocabulary, filling basic documentation, reporting issues, and proposing solutions.

CEFR A2 Goals:

- Can describe goods and packages
- Can fill basic warehouse documentation
- Can report problems
- Can propose solutions

Mini-Project: “Inventory & Issue Report Simulation” - Students simulate a basic stock check and write a report for the issues they find. They need to select four inventory items and complete a Stock & Package Record Form, filling in the following key details: item name, type, size/weight, quantity, location (aisle/bin), and availability (in stock, low, or missing). Then they write a short report regarding missing, broken, or low items and suggest what to do. *Optional: Role-play reporting the findings to a supervisor.*

Lesson 13: Describing Packages and Creating a Packing List

CEFR Mapping: A2 – Can describe the contents, quantity, and measurements of a package using simple terms.

Description:

Students learn to describe packages in terms of contents, quantity, size, and weight. They use numbers and measurement terms, and practice writing a simple packing list with relevant details like item names, sizes, weights, and SKUs.

Learning Outcomes:

- I can describe the type, size, and content of a package
- I can describe the size, shape, and weight of a package using simple adjectives
- I can use measurement terms such as length and width
- I can explain how many items are in a box or order
- I can ask someone to check a quantity (e.g., ‘Can you count how many?’)

- I can write a basic Inventory Packing List with item details and quantities

Lesson 14: Giving and Following Location Directions

CEFR Mapping: A2 – Can understand and give basic location directions

Description:

Students learn how to give and follow directions inside a workplace or warehouse.

Learning Outcomes:

- I can understand basic verbs in delivery tasks (e.g., load, move, bring)
- I can understand basic location instructions
- I can say where to put or pick up something
- I can give short instructions for placing or moving boxes
- I can provide someone directions

Lesson 15: Talking About Inventory and Stock Levels

CEFR Mapping: A2 – Can describe stock status using simple vocabulary and short phrases

Description:

Students learn the vocabulary used in inventory and stock control. They are introduced to simple terms used with inventory systems and scanners (e.g., scan, update, enter, error). They practice describing whether items are in stock, out of stock, or low in quantity. They also learn how to report simple inventory information to a coworker or supervisor using numbers and time expressions.

Learning Outcomes:

- I can understand and use basic digital terms like scan and update
- I can say if an item is in stock, out of stock, or low
- I can describe how many items are left
- I can report basic inventory information to a coworker or supervisor
- I can write a simple note about stock availability

Lesson 16: Reporting Missing or Damaged Items

CEFR Mapping: A2 – Can report and respond to simple problems using basic vocabulary and short phrases.

Description:

Students learn to describe and report common inventory or delivery issues (e.g., broken packages, missing items, late deliveries). They practice short, spoken reports to a coworker or supervisor and suggest simple next steps using polite phrases.

Learning Outcomes:

- I can explain if something is wrong with a delivery (e.g., missing, broken, late)
- I can ask whom to talk to if there is a delivery problem
- I can report the issue clearly to a coworker or supervisor
- I can fill out a form reporting damages or returns
- I can suggest a simple solution or the next step
- I can use polite language when giving bad news

Unit 5: Customer Service and Phone Communication

Theme: Responding to customer and coworker requests, handling complaints, and using clear, polite phone communication.

CEFR A2 Goals:

- Can handle simple customer interactions
- Can take and give basic information on the phone
- Can describe common problems and offer simple solutions
- Can follow basic scripts and use polite expressions

Mini-Project: “Sample Call Script” - Students create and role-play a simple phone call script for one of the following workplace scenarios: receiving an order, answering a question about delivery, or responding to a complaint. They must include: a polite greeting, asking and answering simple questions, clarifying information, and ending the call appropriately.

Lesson 17: Greeting Customers and Identifying Needs

CEFR Mapping: A2 – Can greet and understand basic customer needs

Description:

Students learn how to greet customers and ask polite questions to identify their needs. They learn key vocabulary for customer interactions in person or on the phone.

Learning Outcomes:

- I can greet a customer politely
- I can ask simple questions to understand what the customer needs
- I can respond to common customer questions

Lesson 18: Asking and Answering Questions on the Phone

CEFR Mapping: A2 – Can ask for and give information over the phone

Description:

Students practice using phone-specific phrases and question forms to take and give basic information clearly over the phone.

Learning Outcomes:

- I can write down basic caller information (name, number, request)
- I can ask someone to wait or hold on
- I can ask and give simple information
- I can give short, polite answers to questions about products or orders
- I can say when something will be ready or delivered using simple time phrases
- I can write down a basic phone message
- I can leave a simple message for a colleague when they are not available

Lesson 19: Handling Complaints and Offering Solutions

CEFR Mapping: A2 – Can respond to simple complaints and offer help

Description:

Students learn polite phrases for responding to complaints and offering basic help. They role-play responding to common workplace issues, such as late deliveries or damaged items.

Learning Outcomes:

- I can listen to a complaint and respond politely
- I can apologize politely to a customer and offer help
- I can explain that I will tell a supervisor or check something
- I can suggest a solution using simple language

Lesson 20: Clarifying and Confirming Information on the Phone

CEFR Mapping: A2 – Can check and confirm details on a call

Description:

Students practice confirming information on the phone and using polite clarification phrases. They practice how to end a call appropriately.

Learning Outcomes:

- I can ask someone to repeat information
- I can confirm details during a phone call
- I can end a phone call politely
- I can write notes while confirming details

Unit 6: Shipping

Theme: Learning basic shipping terms, documents, and how to give and ask for shipping information.

CEFR A2 Goals:

- Can name common shipping methods and describe basic differences.
- Can understand simple shipping documents and labels.
- Can give and ask for basic shipping information.
- Can explain simple shipping delays and give tracking updates.

Mini-Project: “Plan and Share a Shipment.” Students choose a product, prepare a simple packing list, write a short update message, and present their shipment plan to the class.

Lesson 21 – Shipping Methods and Types of Shipments

CEFR Mapping: A2 - can use simple language to name common shipping methods and say basic information about a shipment.

Description:

Students learn words for common shipping methods and types of shipments.

Learning Outcomes:

- I can name common shipping methods (sea, air, road, rail).
- I can say if a shipment is domestic or international.
- I can say who sends and who receives a shipment (shipper, consignee).
- I can give a simple reason for choosing a shipping method.

Lesson 22 – Shipping Documents and Labels

CEFR Mapping: A2 - Can recognize basic shipping documents and labels and understand their simple purpose.

Description:

Students learn the names and purposes of basic shipping documents and labels.

Learning Outcomes:

- I can name common shipping documents (packing list, bill of lading).
- I can match documents to their use.
- I can understand basic shipping labels (fragile, this side up).
- I can complete a simple packing list with size, weight, and quantity.

Lesson 23 – Asking for and Giving Shipping Information

CEFR Mapping: A2

Description:

Students practice asking for, confirming, and giving basic shipping information.

Learning Outcomes:

- I can ask when a shipment will arrive.
- I can confirm simple shipping details (date, place, contents).
- I can give a short update about a shipment.
- I can write a short message about a shipment.

Lesson 24 – Delays and Tracking Updates

CEFR Mapping: A2 - Can ask for and give basic information about a shipment using simple language.

Description: Students learn to explain shipping delays, give new delivery times, and understand tracking updates.

Learning Outcomes:

- I can understand simple tracking updates (in transit, out for delivery, delayed).
- I can explain where a shipment is.
- I can say why a shipment is late (traffic, weather, customs).
- I can give a new estimated delivery date politely.

Unit 7: Communication at Work

Theme: Making requests, giving updates, reporting issues, and giving feedback to coworkers and supervisors.

CEFR A2 Goals:

- Can make and respond to polite requests
- Can report on task progress or simple problems
- Can give short workplace updates
- Can make basic suggestions or give peer feedback
- Can write short, simple messages or notes

Mini-Project: Team Talk Poster – Students create a simple poster with useful workplace communication phrases, such as how to ask for help, give an update, or make a suggestion. They include 2–3 sample sentences and are labeled with the person to whom each phrase is used (coworker, supervisor, dispatcher).

Lesson 25: Polite Requests – Speaking and Writing at Work

CEFR Mapping: A2 – Can make and respond to short, polite requests in spoken and written form

Description:

Students practice making polite requests to coworkers and supervisors and responding appropriately. They also learn to write concise, polite messages to confirm requests, request something in writing, or respond with brief notes. The focus is on everyday work communication using expressions like “Can you...?”, “Please let me know...”, and “Thanks for your help.”

Learning Outcomes:

- I can ask for help using polite language
- I can use polite phrases like “Please let me know,” and “Thanks for your help”
- I can understand a simple request
- I can respond to a request politely (e.g., “Sure,” “Sorry, I can’t right now”)
- I can respond when someone asks me for something
- I can respond to a request with a short written reply

Lesson 26: Talking to a Supervisor or Dispatcher

CEFR Mapping: A2 – Can give basic updates and ask short questions clearly at work

Description:

Students practice speaking with a supervisor or dispatcher about task progress, minor issues, or next steps. They learn simple phrases to report what they are doing, ask for clarification, or notify someone of a delay or request. Students learn to provide concise updates, both spoken and written, using workplace messaging tools. They also practice using both polite and direct English, depending on the situation and who they are talking to.

Learning Outcomes:

- I can say what I am doing or have finished
- I can ask short, polite questions (e.g., “What should I do next?”)
- I can report a minor issue or delay to my supervisor or dispatcher
- I can ask for help or clarification in a polite way
- I can write a short update to my supervisor in a message or note

Lesson 27: Making Suggestions to Coworkers

CEFR Mapping: A2 – Can give basic suggestions and respond to ideas from others

Description:

Students learn how to make simple suggestions during team tasks, such as in shift handovers or when something isn’t going well. They practice using phrases like “Let’s try...”, “Maybe we can...”, and “It might be better to...” and responding politely to new ideas. They also practice writing short suggestions in a message or note.

Learning Outcomes:

- I can suggest a different way to do something
- I can say if I agree or disagree politely
- I can respond to a coworker’s idea
- I can use “let’s,” “how about,” and “maybe we can” to make suggestions
- I can write a short suggestion to a coworker in a message or note

Lesson 28: Talking About Work Problems with the Team

CEFR Mapping: A2 – Can describe simple problems and ask for support or ideas

Description:

Students practice describing common work problems to coworkers, such as delays, confusion, or missing information. They learn short phrases to explain what’s wrong and ask for ideas or help during team conversations.

Learning Outcomes:

- I can describe a small problem at work
- I can say how it affects my task
- I can talk with a coworker about a work problem and ask for help or ideas
- I can explain what I think we should do next

Unit 8: Final Project and Reflection

Theme: Using learned language to complete a task-based simulation, give peer feedback, and reflect on progress

CEFR A2 Goals:

- Can communicate effectively in familiar workplace situations
- Can complete forms, give instructions, and respond to problems
- Can reflect on progress and describe personal learning

Mini-Project: “Workplace Simulation and Feedback”

Students complete a simulation activity that involves tasks from Units 1–7 (e.g., taking a phone message, giving a short update, reporting a delivery issue). They receive peer and teacher feedback and complete a self-reflection on their language use and growth during the course.

Lesson 29: Simulation Task Preparation and Role Assignment

CEFR Mapping: A2 – Can prepare for a workplace simulation and organize roles

Description:

Students prepare for the simulation by reviewing relevant vocabulary and planning their roles and responsibilities. They use checklists and sample forms.

Learning Outcomes:

- I can choose a workplace task I feel confident doing
- I can make notes about what I want to say
- I can plan and prepare with my group
- I can review the vocabulary and expressions I need

Lesson 30: Workplace Simulation – Part 1

CEFR Mapping: A2 – Can use English in a familiar workplace situation

Description:

Students participate in a role-play simulation where they complete a work-related task (e.g., report an incident, give delivery updates, answer a customer call).

Learning Outcomes:

- I can take part in a short workplace simulation
- I can communicate clearly in a workplace role-play
- I can respond to simple questions and follow instructions during a workplace exchange.
- I can work in a group to prepare and complete a workplace simulation in English.

Lesson 31: Workplace Simulation – Part 2 and Peer Feedback

CEFR Mapping: A2 – Can give and receive simple feedback

Description:

Students complete the simulation and provide structured peer feedback using a checklist (e.g., “Did they use polite language?” and “Did they describe the issue clearly?”).

Learning Outcomes:

- I can give helpful feedback to a partner
- I can listen to feedback and use it to improve
- I can identify what went well and what I can do better

Lesson 32: Final Reflection and Next Steps

CEFR Mapping: A2 – Can describe their progress and set future learning goals

Description:

Students reflect on their progress, complete a final self-assessment aligned with CEFR A2 goals, and discuss how they can continue learning English in their work or personal life.

Learning Outcomes:

- I can describe what I learned in this course
- I can talk about my strengths and challenges in English
- I can set goals for continuing to learn English