

- **Course Title:** General Business English (**Student Success Introduction**)
- **CEFR Level:** A2
- **Lesson Number:** 1
- **Topic:** What Kind of Learner Are You?
- **Lesson Duration:** 3 hours (1hr20 - break 20mins - 1hr20)
- **Can-Do Objectives:** (Aligned with CEFR descriptors)
  - 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.

**Materials**

- Handouts:
  - [Learning Style Vocabulary](#)
  - [Learning Style Checklist](#)
  - [Partner Interview](#)
  
- Required Tech / Supplies:
  - Whiteboard and markers

**Vocabulary**

Term	Definition	Example Sentence	Profession-Specific (Y/N)
visual	Related to seeing or reading	I am a visual learner. I like to read and watch videos.	N
auditory	Related to hearing	I learn best when I listen to podcasts.	N
kinesthetic	Related to moving and doing	I remember better when I write or move.	N
strategy	A plan or method to reach a goal	My strategy is to study 10 minutes every morning.	Y
focus	Concentration on a task	I need a quiet place to focus.	Y

**Lesson Structure (PPP)**

- **Warm-Up / Review: Learning Routine (10–15 mins)**
  - Step 1: Write on board: "I learn by..." and "I usually..."
  - Step 2: Students turn to a partner and say two sentences using these prompts.
  - Step 3: Volunteers share with class. Teacher records variety of strategies on board.
  - Teacher Prompt: "What do you do to learn English? Do you watch videos? Listen to music?"
  - **Materials:** Whiteboard and markers

## I. Presentation (30–40 mins)

- **Vocabulary Introduction (10 mins)** – Learning style vocabulary
  - Step 1: Distribute handout or write “Visual / Auditory / Kinesthetic / Strategy / Focus” on the board.
    - Give oral examples, and refer to visuals on handout:
      - “Visual: I read. I look at pictures.”
      - “Auditory: I listen to podcasts.”
      - “Kinesthetic: I move or write.”
      - “Strategy: A plan. My strategy is to study every day.”
      - “Focus: To concentrate. I need a quiet place to focus.”
      - Students repeat after the teacher.
  - Step 2:
    - Teacher asks comprehension checks:
      - “If you like to listen, are you auditory or kinesthetic?”
      - “If you read a book, what kind of learner are you?”
  - Teacher Prompt: “If you like to read, what kind of learner are you?”
  - **Materials:** Whiteboard and markers, Learning Style Vocabulary handout
  
- **Grammar/Function Focus (10–15 mins)** – Using “I learn best when...” and “I prefer to...”
  - Step 1: Model several examples using sentence frames:
    - “I learn best when I listen to English music.”
    - “I prefer to study in the evening.”
  - Step 2: Using the sentence frames, students write three sentences with their preferences.
  - Step 3: Pair-share to compare answers.
  - Teacher Prompt: “Say: ‘I learn best when I \_\_\_\_.’ Ask: ‘What about you?’”
  - **Materials:** Whiteboard and markers
  
- **Mini-Lecture & Guided Discussion (10–15 mins)** – Exploring learning preferences
  - Step 1:
    - Teacher says: “Some people learn by reading. Some by listening. Some by doing.”
    - Write three columns on board: Visual / Auditory / Kinesthetic.
    - Students suggest activities for each type; teacher writes on board.
  - Step 2:
    - Pair discussion: “What type are you? Why?”
  - Teacher Prompt: “She says she listens to songs. Is she visual or auditory?”
  - **Materials:** Whiteboard and markers

## II. Practice (30–40 mins)

- **Controlled Activities (20 mins)** – Learning Style Checklist
  - Step 1: Students complete checklist of habits and preferences.

- Step 2: Count totals for each category and circle the one with the most checks.
- Step 3: Write two sentences: “I am a \_\_\_ learner. I like to \_\_\_.”
- Teacher Prompt: “Look at your list. What kind of learner are you?”
- **Materials:** Learning Style Checklist handout

- **Reflection (10–15 mins)**

- Step 1: Share your learning style on the whiteboard using sentence starters: “I am a \_\_\_ learner. I like to \_\_\_.”
- Step 2: Read classmates’ responses/posts and like or comment on two.
- Step 3: Discuss one new idea you saw.
- Teacher Prompt: “What did you learn from a classmate’s post?”

**[20-Minute Break]**

**III. Production (30–40 mins)**

- **Partner Interview & Report (30–40 mins)**

- Step 1: Students use interview sheet to ask a partner about their learning style.
- Step 2: Fill in answers and write 2–3 summary sentences.
- Step 3: Share your partner’s learning style with a group.
- Teacher Prompt: “Ask your partner: ‘How do you learn best?’ Then say: ‘She learns best when she \_\_\_.’”
- **Materials:** Partner 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)**

- Volunteer challenge: orally describe a learner type, and class guesses it

- **Self-Reflection (7–10 mins)**

- Students answer: “What kind of learner are you?” “What will you try next week?”
  - Write on a strip of paper and give it to the teacher
  - **Materials:** strip of paper
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### Optional Independent Practice

- Observe your learning this week. Write 3 things that help you.
- Use Quizlet at home to review new words.

### Notes for the Instructor

- **Pacing Tip:** Use a timer during Padlet and interview segments to stay on track.
- **Corrections Tip:** Encourage use of full sentence frames. Recast one-word answers into full thoughts.
- **Differentiation:** Pair students with different styles to promote reflection. Use translated terms or images if needed.

- **Course Title:** General Business English (**Student Success Introduction**)
- **CEFR Level:** A2
- **Lesson Number:** 2
- **Topic:** Building Strong Habits
- **Lesson Duration:** 3 hours (1hr20 - break 20mins - 1hr20)
- **Can-Do Objectives:** (Aligned with CEFR descriptors)
  - 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.

### Materials

- Handouts:
  - [Habit Brainstorm Chart](#)
  - [Habit Planning Template](#)
- Audio/Video Files:
  - [How a student changed her study habits by setting goals and managing time | Yana Savitsky | TEDxLFHS](#)
- Required Tech / Supplies:
  - Whiteboard and markers
  - Projector

### Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
habit	Something you do often or every day	Studying at night is a good habit.	N
routine	The usual way you do things each day	My routine is to study before work.	N
improve	To get better at something	I want to improve my writing.	Y
consistent	Doing something the same way every time	I am consistent—I practice speaking every day.	Y
plan	A list of actions to reach a goal	I have a plan to learn 10 new words this week.	Y

### Lesson Structure (PPP)

- **Warm-Up / Review: Review of Learning Styles (10–15 mins)**  
*Students recall their learning styles and share one example.*
  - Step 1: Ask students: “What kind of learner are you?” Write answers on board.
  - Step 2: Prompt students to recall one thing that helps them.

- Step 3: In pairs: “I am a \_\_\_ learner. I learn by \_\_\_.”
- Teacher Prompt: “Tell your partner one way you like to learn.”
- **Materials:** Whiteboard and markers

## I. Presentation (30–40 mins)

- **Vocabulary Introduction (10 mins)** – Habits and Learning Routines
  - Step 1: Write vocabulary words on the board: Habit, Routine, Improve, Consistent, Plan.
  - Step 2: Say each word, have students repeat.
  - Step 3: Students write one example sentence for each word in their notebook:
    - Habit: I read one English work email every day. (example)
    - Routine: \_\_\_\_\_
    - Improve: \_\_\_\_\_
    - Consistent: \_\_\_\_\_
    - Plan: \_\_\_\_\_
  - Teacher Prompt: “Which word means doing something every day?”
  - **Materials:** Whiteboard and markers
  
- **Grammar/Function Focus (10–15 mins)** – Talking about frequency (always, usually, sometimes)
  - Step 1: Write sentence frames on the board, and give a few examples aloud:
    - I always join one English Zoom call each week. (example)
    - I usually \_\_\_
    - I sometimes \_\_\_
  - Step 2: Students complete 3–4 sentences with their own routines.
  - Step 3: Pair-share with a partner; check for complete sentences.
    - Example: “I always write my weekly task list in English.”
    - Ask your partner: “What do you usually do?”
  - **Materials:** Whiteboard and markers
  
- **Mini-Lecture & Guided Discussion (10–15 mins)** – Why habits matter
  - Step 1: Show short video clip of a student describing their habits.
  - Step 2: Ask: “What habits do they use? How does it help?”
  - Step 3: Students discuss: “What is one strong habit you want to try?”
  - Teacher Prompt: “Do you want to try this? Why or why not?”
  - **Materials:** Projector, [How a student changed her study habits by setting goals and managing time | Yana Savitsky | TEDxLFHS](#)

## II. Practice (30–40 mins)

- **Controlled Activities (20 mins)** – Habit Brainstorm Chart
  - Step 1: Students receive a handout with list of strong habits.
  - Step 2: Circle 3 they already do and 2 they want to try.

- Step 3: Write TWO full sentences: “I already \_\_\_\_.” “I want to \_\_\_\_.”
- Teacher Prompt: “What habit do you do now? What do you want to try?”
- **Materials:** Habit Brainstorm Chart handout

- **Reflection (10–15 mins)**

- Step 1: Students share their new habit with a partner.
- Step 2: Discuss: “Why did you choose this habit?”
- Teacher Prompt: “Read your partner’s habit. Ask: ‘Why is it helpful?’”
- **Materials:** Habit Brainstorm Chart handout

**[20-Minute Break]**

**III. Production (30–40 mins)**

- **Habit Plan Presentation (30–40 mins)** – Create a habit plan
  - Step 1: Use template to write: What habit, how often, and why.
  - Step 2: Present to a small group.
  - Teacher Prompt: “Say: ‘My habit is \_\_\_\_ . I will do it \_\_\_\_ because \_\_\_\_.’”
  - **Materials:** Habit Planning Template handout

**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)**
  - Oral quiz on board: teacher says word, students give definition and example.
    - Example:
      - Teacher says “Routine,” students respond: “The usual way I do things each day. My routine is to study before work.”
- **Self-Reflection (7–10 mins)**
  - Write: “What habit will you try this week? How will it help you?”
  - Share with partner or small group

**Optional Independent Practice**

- Try your new habit every day this week. Track with a checklist.

**Notes for the Instructor**

- **Pacing Tip:** Keep brainstorming short and visual to maintain energy.
- **Corrections Tip:** Model complete answers; guide use of frequency words.
- **Differentiation:** Offer sentence frames and visual aids for lower-level learners.

- **Course Title:** General Business English (**Student Success Introduction**)
- **CEFR Level:** A2
- **Lesson Number:** 3
- **Topic:** Setting SMART Goals
- **Lesson Duration:** 3 hours (1hr20 - break 20mins - 1hr20)
- **Can-Do Objectives:** (Aligned with CEFR descriptors)
  - 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.

**Materials**

- Handouts:
  - [SMART Goal Framework Chart](#)
  - [SMART Goal Planning Sheet](#)
  - [Sorting Worksheet](#)
- Audio/Video Files:
  - [How to Set SMART Goals | Goal Setting for Students](#)
- Required Tech / Supplies:
  - Whiteboard and markers
  - Projector

**Vocabulary**

Term	Definition	Example Sentence	Profession-Specific (Y/N)
specific	Clear and exact	I want to learn 20 new words.	Y
measurable	Can be counted or checked	I will take a quiz to see my score.	Y
achievable	Can be reached with effort	I can study for 10 minutes a day..	Y
relevant	Connected to my goal	Speaking better helps my job.	Y
time-bound	Has a deadline or end date	I will finish my goal in 2 weeks.	Y

**Lesson Structure (PPP)**

- **Warm-Up / Review: Review of Strong Learning Habits (10–15 mins)**  
*Students recall learning habits they discussed and practiced.*
  - Step 1: Ask: “What habit did you try this week?”
  - Step 2: Students share in pairs and write one habit on the board.
  - Step 3: Class reads list and discusses: “Which habit helped the most?”

- Teacher Prompt: “Did your habit help you study? Why or why not?”
- **Materials:** Whiteboard and markers

## I. Presentation (30–40 mins)

- **Vocabulary Introduction (10 mins)** – SMART goal terms
  - Step 1: Write each term and definition on the board: **Specific, Measurable, Achievable, Relevant, Time-bound.**
  - Step 2: Students match example sentences (provided on the handout) to each SMART term in writing.
  - Step 3: After checking answers, ask guiding questions to help students explain **why** each example fits the term.
    - Teacher Prompts:
      - “Why is this goal *Specific*?”
      - “How can we *measure* this goal?”
      - “Is this goal *Achievable*? Why or why not?”
  - Step 4: Emphasize understanding, not just labeling.
  - Teacher Note: Some students may identify the correct category without full understanding. Take a moment to highlight **why** a goal is or isn’t SMART by discussing real examples from their work or study context.
- **Grammar/Function Focus (10–15 mins)** – Goal-setting sentence frames
  - Step 1: Present examples: “My goal is to \_\_\_ by \_\_\_.”
  - Step 2: Students complete 3 goals using sentence starters.
  - Step 3: Peer feedback: check for SMART parts in each goal.
  - Teacher Prompt: “Is this goal SMART? What’s missing?”
  - **Materials:** SMART Goal Planning handout
- **Mini-Lecture & Guided Discussion (10–15 mins)** – What makes a goal SMART?
  - Step 1: Play video explaining SMART goals.
  - Step 2: Students write in their notebooks: one example goal per letter.
  - Step 3: Discuss in groups: “What makes a goal not SMART?”
  - Teacher Prompt: “What is a SMART goal you’ve had before?”
  - **Materials:** Projector, [How to Set SMART Goals | Goal Setting for Students](#)

## II. Practice (30–40 mins)

- **Controlled Activities (20 mins)** – SMART goal sorting activity
  - Step 1: Students receive mixed goal statements.
  - Step 2: Sort goals into SMART and Not SMART columns.
  - Step 3: Rewrite one “not SMART” goal to improve it.
  - Teacher Prompt: “Why is this not SMART? How can we fix it?”
  - **Materials:** SMART Goal Sorting handout

- **Reflection (10–15 mins)**
  - Step 1: Write one SMART goal for the week.
  - Step 2: Comment on a classmate’s goal: “That’s achievable!”
  - Teacher Prompt: “Which SMART part is strongest in your goal?”

### [20-Minute Break]

### III. Production (30–40 mins)

- **Goal Presentation (30–40 mins)** – Share and explain your SMART goal
  - Step 1: Fill out SMART Goal Planning Sheet with a full goal.
  - Step 2: Practice saying goal to a partner using full sentences.
  - Step 3: Join small groups and explain: “My goal is... It is SMART because...”
  - Teacher Prompt: “Use all 5 parts. Say why your goal is SMART.”
  - **Materials:** SMART Goal Planning handout

### 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)**
  - Oral quiz: “What does the ‘M’ in SMART mean?”
  - Students respond aloud or write answers on board.
- **Self-Reflection (7–10 mins)**
  - Students write: “What will help me reach my goal?”
  - Share one idea aloud or in pairs.

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### Optional Independent Practice

- Review your SMART goal each day. Check your progress.

### Notes for the Instructor

- **Pacing Tip:** Keep sorting activity moving, use timers for transitions.
- **Corrections Tip:** Check that students don’t confuse “specific” with “simple.”
- **Differentiation:** Give weaker students sentence models; allow stronger students to set multiple goals.

- **Course Title:** General Business English (**Student Success Introduction**)
- **CEFR Level:** A2
- **Lesson Number:** 4
- **Topic:** Recommending Learning Tools and Creating a Personal Development Plan
- **Lesson Duration:** 3 hours (1hr20 - break 20mins - 1hr20)
- **Can-Do Objectives:** (Aligned with CEFR descriptors)
  - 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.

### Materials

- Handouts:
  - [Tool Evaluation Matrix Part 1](#)
  - [Tool Evaluation Matrix Part 2](#)
  - [Tool Recommendation Pitch – Planning Form](#)
  - [Mini-Project: Personal Development Plan](#)
- Audio/Video Files:
  - [The Best Language Learning Apps \(Reviewed & Ranked\)](#)
- Required Tech / Supplies:
  - Whiteboard
  - Markers
  - Printed or digital handouts

### Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
platform	A digital system or website used for work or learning	I use an online platform to practice business English.	Y
feature	A function or option that helps users do something	The best feature of this app is the automatic feedback on writing.	Y
recommend	To suggest something as useful or effective	I recommend Grammarly because it improves my professional emails.	Y
evaluate	To look at something carefully and decide how good or useful it is	We will evaluate different learning tools before choosing one.	Y
feedback	Information or comments that help you improve	My tutor gives me feedback on my pronunciation every week.	Y
efficient	Doing something well without wasting time or effort	Using this platform is an efficient way to learn vocabulary.	Y

relevant	Connected or important to your work or learning goal	The lessons on this website are relevant to my business communication needs.	Y
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### Lesson Structure (PPP)

- **Warm-Up / Review: Review of SMART Goals (10–15 mins)**

Students recall and discuss the SMART goals they wrote in Lesson 3.

- Step 1: Ask: “What was one SMART goal you wrote last time?”
- Step 2: Students share in pairs: “My goal was to improve my email writing.”
- Step 3: Volunteers share with class.
- Teacher Prompt: “Does your goal include all five SMART parts?”
- **Materials:** Whiteboard and markers

### I. Presentation (40–45 mins)

- **Vocabulary Introduction (10 mins) – Learning Tools for English**

- Step 1: Write 4–5 examples of learning platforms on the board (Quizlet, Grammarly, YouTube, Duolingo, BBC Learning English).
- Step 2: Match tool names to their features and purposes (grammar, listening, business vocabulary).
- Step 3: Practice pronunciation and example sentences.
- **Teacher Prompt:** “Which platform do you use most often? What feature helps you learn efficiently?”
- **Materials:** Whiteboard and markers

- **Video Introduction (10 mins) – Digital Tools for Learning English**

- Step 1: Play a short video ([The Best Language Learning Apps \(Reviewed & Ranked\)](#)) introducing language-learning platforms (2–3 minutes).
- Step 2: Students take notes while watching: “What tools do they mention?” “What skills do they help with?”
- Step 3: Brief class discussion: “Which of these tools could help you with business English?”
- Teacher Prompt: “Which platform seems most relevant to your goals?”

- **Grammar / Function Focus (10–15 mins) – Giving Recommendations**

- Step 1: Model structure: “I recommend \_\_\_ because it helps me \_\_\_.”
- Step 2: Elicit short examples: “I recommend YouGlish because it shows real pronunciation examples.”
- Step 3: Controlled practice in pairs:
  - Student A: “What tool do you recommend?”
  - Student B: “I recommend Grammarly because it checks my business writing.”
- Teacher Prompt: “Use full sentences when giving your recommendation.”

- **Mini-Lecture & Guided Discussion (10–15 mins) – Evaluating Learning Tools**
  - Step 1: Model how to evaluate a learning tool (purpose, best feature, relevance to business English).
  - Step 2: Ask students: “What makes a learning tool efficient and relevant for professionals?”
  - Step 3: Discuss in pairs, then collect ideas on the board.
  - Teacher Prompt: “Which tool gives the most useful feedback? Why?”

## II. Practice (40 mins)

- **Controlled Activity 1 – Tool Evaluation Matrix (20 mins)**
  - Step 1: Distribute the Tool Evaluation Matrix handout.
  - Step 2: Students list one tool they use to learn English and complete the table (purpose, favorite feature, rating, why).
  - Step 3: Students share and compare in pairs.
  - Teacher Prompt: “Which platform do you recommend? Why?”
  - Instructor Note: Encourage students to explain why a tool is effective, not just tick boxes.
  - **Materials:** Tool Evaluation Matrix Parts 1 & 2 handouts
  
- **Controlled Activity 2 – Tool Recommendation Pitch (20 mins)**
  - Step 1: Distribute the Tool Recommendation Pitch – Planning Form.
  - Step 2: Students prepare a short 1-minute pitch recommending one tool.
  - Step 3: Partners listen and write one follow-up question.
    - Example:
      - Presenter: “My tool is Grammarly. It helps professionals check their writing.”
      - Listener: “Would you recommend it for beginners?”
  - Teacher Prompt: “Say your idea clearly: ‘I recommend \_\_\_\_\_. It is for \_\_\_\_\_.’”
  - **Materials:** Pitch Planning handout

## [20-Minute Break]

## III. Production (45 mins)

- **Mini-Project: Personal Development Plan**
  - Step 1: Explain: “Now you will make your personal development plan. Use what you learned in Lessons 1–4.”
  - Step 2: Distribute the Personal Development Plan Template.
  - Students complete:
    - Learning Strategies (What helps you learn)
    - SMART Goals (2 goals for English learning)
    - Time Management Tools (apps, calendars)
    - Evaluation Methods (how to measure progress)

- Step 3: Pair Work – Students exchange plans and give feedback using Partner Questions.
- Step 4: Volunteers share one goal or tool with the class.
- Teacher Prompt: “Which goal is most relevant to your work? Why?”
- **Materials:** Mini-Project Personal Development Plan handout

#### IV. Wrap-Up (15 mins)

- **Reflection (7–8 mins)**
  - Step 1: Students write: “The most efficient tool for me is \_\_\_\_\_. It helps me improve \_\_\_\_\_.”
  - Step 2: Share with a partner.
  - Teacher Prompt: “Ask your partner: ‘Why do you recommend that tool?’”
- **Vocabulary Review (7–8 mins)**
  - Step 1: Quick review game – teacher reads definitions, students say the word.
  - Step 2: Match vocabulary words to example sentences on the board.
  - **Materials:** Whiteboard and markers

#### Optional Independent Practice

- Try using one new English learning platform this week.
- Write 2–3 sentences about how it helps you learn and share at the start of next class.

#### Notes for the Instructor

- **Pacing Tip:** Allow extra time for the video discussion and Mini-Project sharing.
- **Correction Tip:** Focus on full-sentence recommendations and correct use of “because.”
- **Differentiation:**
  - Stronger students: expand their pitch to include pros and cons.
  - Lower-level students: use sentence frames (“I recommend \_\_\_\_ because \_\_\_\_\_.”).
- **Reflection Note:** Remind students that the goal is not only to identify a tool, but to evaluate why it is efficient and relevant for their professional learning needs.

- **Course Title:** General Business English
  - **CEFR Level:** A2
  - **Lesson Number:** 1
  - **Topic:** Detailed Introductions (Unit 1: Starting at Work)
  - **Lesson Duration:** 3 hours (1hr20 - break 20mins - 1hr20)
  - **Can-Do Objectives:** (Aligned with CEFR descriptors)
    - I can introduce myself and say my name, job, department, and my main responsibilities.
    - I can introduce a colleague and give extra 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?"
    - I can answer questions about my job, colleagues, and company.
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**Materials**

- Handouts / Worksheets: [Download them [at this link](#)]
  - ["Find Someone Who" Worksheet](#)
  - [Workplace Introductions Handout](#)
  - [Email Introduction Worksheet](#)
- Audio/Video Files:
  - Video clip: [Business English: Introduce Yourself and Your Job](#)
- Required Tech / Supplies:
  - Whiteboard and markers (frontal/in-person lesson)
  - Blank paper cards for introductions activity

**Vocabulary**

Term	Definition	Example Sentence	Profession-Specific (Y/N)
department	part of a company	"I work in the sales department"	Y
responsibility	duty, main work task	"My responsibilities include managing client accounts."	Y
assistant	person who helps with office work	"She is an assistant in marketing."	Y

introduce	to present someone to others	"Let me introduce my colleague from finance."	N
HR	human resources	"He is a manager in the HR department."	Y
team	a group of people working together	"I work in the IT team."	Y
What do you do?	ask about a job	"What do you do at your company?"	N
company	organization that provides jobs	"Our company makes software."	Y
supervisor	person who checks others' work	"My supervisor is Mrs. Singh."	Y

### Lesson Structure (PPP)

- Warm-Up Icebreaker (10 - 15 mins)
  - Step 1: Welcome and Introduction
    - The teacher introduces himself/herself, then ask one or two easy questions to students:
      - "What is your name?"
      - "Where do you work?"
  - Step 2: Student Introductions
    - Students work in pairs. Write below prompts on the board and give students blank paper cards:
      - "My name is \_\_\_\_."
      - "I am a \_\_\_\_."
      - "I work in \_\_\_\_ department."
      - "My responsibility is \_\_\_\_."
    - Example: "My name is Amir. I'm an assistant in the HR department. My responsibility is writing reports."

- Encourage them to practice and then introduce themselves to another pair (student mingling).
  - Step 3: Find Someone Who
    - Give each student the [“Find Someone Who” worksheet](#) with prompts such as:
      - “Find someone who works in the finance department.”
      - “Find someone who talks on the phone at work.”
      - “Find someone who manages a team.”
      - “Find someone who uses Excel.”
    - Students walk around and ask classmates:
      - “Do you work in the finance department?”
      - “Do you use Excel?”
    - If the answer is “Yes,” they write the student’s name in the box.
    - Encourage simple follow-up questions once they say “Yes”:
      - “Which company do you work for?”
      - “What do you do exactly?”
    - The game ends when students complete the full worksheet.

## I. Presentation (30–40 mins)

- Vocabulary Introduction and Practice (15 mins)
  - Step 1: Brainstorm and Categorization: Set the context
    - 1: “Today, we are talking about jobs, departments, and responsibilities at work.”
      - Write 3 big columns on the board: *Jobs, Departments, Responsibilities.*
    - 2. Class brainstorm
      - Ask students to shout out ideas while you write them in the correct column.
      - Give hints if needed:
        - Jobs → *manager, assistant, accountant, engineer*
        - Departments → *finance, IT, HR, marketing*
        - Responsibilities → *writing reports, helping customers, sending emails, making phone calls*
      - Stop occasionally to highlight multi-word answers (“*writing reports*”, “*managing a team*”) and check meaning with simple questions:
        - “Who here writes reports at work?”
        - “Who manages a team?”
    - 3. Quick peer check
      - Students turn to a partner and give one example of their job, department, and responsibility using words from the board.
      - Example: “*I work in HR. I’m responsible for helping staff. I’m an HR assistant.*”
  - Step 2: Grammar & Function Focus
    - 1. Teacher input & repetition
      - Write 4 target structures on the board:

- “I am a/an \_\_\_\_.”
    - “I work as a \_\_\_\_.”
    - “I’m responsible for \_\_\_\_.”
    - “He/She works in \_\_\_\_.”
    - Read them aloud clearly. Have the class repeat chorally (and then a few individual students).
  - 2. Pair practice
    - Students practice short dialogues in pairs:
      - A: “What do you do?”
      - B: “I’m an assistant. I work in finance. I’m responsible for writing reports.”
    - Switch roles. Encourage them to use real information from their job.
  - 3. Wrap-up
    - Randomly ask 2–3 students to introduce a partner to the class:
      - “This is Mariam. She works in IT. She is responsible for solving computer problems.”
- Model Dialogues Activity (Refer to the [Workplace Introductions Handout](#)) (10-15 mins)
    - Step 1: Listening & Reading
      - Read aloud the short dialogue from the handout.
        - Use clear, natural speed, and repeat once.
        - Students follow the text from their handout.
        - Dialogue:
          - Anna: “Hello, my name is Anna. I work in sales. I am an assistant. I organize meetings and send emails.”
          - Mr. Lee: “Nice to meet you, Anna. I’m Mr. Lee. I’m a manager in HR. I supervise a team of ten people.”
      - Comprehension check questions:
        - What is Anna’s job? (Assistant)
        - Which department does she work in? (Sales)
        - What does Mr. Lee do? (Manager in HR / supervises ten people)
    - Step 2: Reading Practice
      - Students complete the gap-fill profiles:
        - “This is Maria. She works as a \_\_\_ in \_\_\_\_\_. Her responsibilities include \_\_\_\_\_.”
        - “This is Ahmed. He is a \_\_\_\_\_. He works in the \_\_\_\_\_ department. His job is \_\_\_\_\_.”
        - Students use a word bank: assistant, finance, HR, manager, IT, marketing, write reports, answer phone calls, organize meetings.
      - Students fill in the blanks, then read aloud to a partner.
    - Step 3: Personal Practice
      - Students write two sentences about themselves using the model:
        - “I work as a \_\_\_\_\_ in \_\_\_\_\_. I am responsible for \_\_\_\_\_.”
      - In pairs, they introduce themselves in role-play.
      - Optional: Ask 2–3 volunteers to introduce a partner to the whole class.

## II. Practice (30–40 mins)

- Controlled Practice Activities:
  - [Email Introduction Worksheet](#)
    - Step 1: Context: “In many jobs, we write short emails to introduce ourselves and our colleagues. Today, you will write and check an introduction email.”
    - Step 2: Model Email (2 mins)
      - Refer to Part 1 of the Worksheet (Model Email):  
Dear Team,  
My name is Anna. I am an assistant in the sales department. My main responsibility is organizing meetings.  
This is my colleague, Mr. Lee. He is a manager in HR. He supervises ten people.  
Best regards,  
Anna
      - Check comprehension: *Who is writing? What is her job? Who is her colleague?*
    - Step 3: Writing Practice
      - Students complete a short email template (Part 2 of the Worksheet):
      - Dear [\_\_\_\_],  
My name is \_\_\_\_\_.  
I am a/an \_\_\_\_\_ in the \_\_\_\_\_ department.  
My main responsibility is \_\_\_\_\_.  
This is my colleague \_\_\_\_\_.  
He/She is a/an \_\_\_\_\_ in \_\_\_\_\_.  
He/She is responsible for \_\_\_\_\_.  
Best regards,
      - Encourage them to use real information if comfortable, or invent details.
    - Step 4: Pair Work
      - Students swap emails with a partner.
      - Partner checks for detail (Did they write about themselves *and* a colleague?).
      - Partner gives one positive comment: “*Good job, your email is clear!*”
    - Step 5: Optional Sharing
      - Ask 2–3 volunteers to read their introduction email aloud.

### [20-Minute Break]

## III. Production (30–40 mins)

- Meet & Greet Role Play
  - Step 1: Set the Scene



- Review and drill key vocabulary and structures. Check: “Can you introduce yourself and a colleague with more detail now?”
  - Self-reflection: Personal “exit ticket”: students write and share one detail about their department or job responsibility.(5 mins)
  - Preview of Next Class + Assignment (5 mins)
    - Tell students the next lesson will focus on describing your job and company (part of the same unit).
    - Homework: Write one paragraph introducing yourself and a colleague using at least 3 details (job, department, responsibility).
- 

### **Optional Independent Practice**

- Homework / Practice / For next class:
  - Watch this short video: [Business English: Introduce Yourself and Your Job](#) and write a sentence introducing yourself.
  - Prepare questions to ask about someone else’s role, department, and daily work.

### **Notes for the Instructor**

- Scaffold upward for richer responses and multi-part answers.
- Use real-world examples and role cards.
- Model longer sentences, but keep questions simple for practice.

*Lesson prepared by Elisabeth Perrin*

- **Course Title:** General Business English
  - **CEFR Level:** A2
  - **Lesson Number:** 2
  - **Topic:** Describing Your Job and Company (Unit 1: Starting at Work)
  - **Lesson Duration:** 3 hours (1hr20 - break 20mins - 1hr20)
  - **Can-Do Objectives:** (Aligned with CEFR descriptors)
    - I can describe my workplace/company: "I work for ABC Ltd. It is a large company."
    - I can describe my main daily tasks: "I answer emails and help customers."
    - I can ask about and answer questions on work tasks: "What are your main tasks at work?"
    - I can participate in a short workplace conversation about routines and responsibilities.
- 

**Materials**

- Handouts / Worksheets: [Download them [at this link](#)]
  - [Personalized Dialogue Practice Worksheet](#)
- Required Tech / Supplies:
  - Whiteboard and markers (frontal/in-person lesson)
  - Blank paper cards
  - Sticky notes

**Vocabulary**

Term	Definition	Example Sentence	Profession-Specific (Y/N)
tasks	duties performed at work	"My tasks include answering emails."	Y
main responsibility	most important duty	"My main responsibility is managing the team."	Y
colleague	someone you work with	"My colleagues work in HR."	Y
service	help or activity offered	"We provide customer service."	Y

product	thing made or sold by a company	"Our main product is furniture."	Y
daily routine	regular work activities	"My daily routine includes writing reports."	N
support	help provided to staff/customers	"I support the marketing team."	Y
What are your main tasks?	ask about responsibilities	"What are your main tasks at work?"	N

### Lesson Structure (PPP)

- Warm-Up Icebreaker (10 - 15 mins)
  - Step 1: Company Quick Quiz
    - Teacher writes two example sentences on the board:
      - "I work for Coca-Cola. I am in the marketing department."
      - "I work for Google. I am responsible for IT support."
    - Ask students: *"What is the company? What is the job? What is the department?"*
    - Then give students sticky notes with short role prompts (real or made-up):
      - *"Samsung – finance – accountant"*
      - *"Amazon – logistics – delivery manager"*
      - *"Bank – HR – assistant"*
    - In pairs, they introduce themselves using full sentences:
      - *"I work for Samsung. I am an accountant in the finance department."*
  - Step 2: Job-Department Match Game
    - On the board, show a mixed list of jobs and departments. Example:
      - Jobs → engineer, receptionist, assistant, manager, driver
      - Departments → sales, IT, HR, logistics, marketing
    - Students in teams match: *"An engineer works in IT," "A receptionist works in administration."*
    - Encourage students to add responsibilities:
      - *"A receptionist answers phone calls."*
  - Introducing today's topic: At work, we often introduce ourselves and explain what our company does. Let's learn to describe and talk about our own companies.

## I. Presentation (30–40 mins)

- Vocabulary Introduction and Practice (10-15 mins)
  - Draw three columns on the whiteboard: Jobs/Departments, Companies, Tasks/Responsibilities.
  - Brainstorm as a class: add words and sample sentences under each heading.
  - Example:
    - Jobs: accountant, sales manager
    - Companies: ABC Ltd, Global Finance
    - Tasks: reply to emails, organize meetings
    - Products/Services: consulting, web design
  - The teacher checks comprehension by asking: “Who manages reports in your company?” “Who provides customer service?”
  - Grammar & Function Focus
    - Key structures on the board:
      - “I work for \_\_\_\_.” / “It is a \_\_\_\_ company.”
      - “My main tasks are \_\_\_\_ and \_\_\_\_.”
      - “I help customers every day.”
      - “What are your main responsibilities?”
    - Class repeats together and then practices in pairs.
  
- Grammar and Function Focus (15-20 mins)
  - Instructor Note:
    - Present simple describes routines and repeated tasks with base verbs (work, help) or -s/-es endings for he/she/it (works, helps).
    - Use frequency words like every day to signal habits.
    - Monitor for errors like forgetting -s (e.g., "She work" → "She works").
  - Step 1: Introduce Key Structures
    - Write these on the board in two sections:
      - Talking about yourself
        - “I work for \_\_\_\_.”
        - “It is a \_\_\_\_ company.”
        - “My main tasks are \_\_\_\_ and \_\_\_\_.”
        - “I help customers every day.”
      - Asking a colleague
        - “Where do you work?”
        - “What are your main responsibilities?”
        - “What does your company do?”
    - Briefly give 2–3 examples about yourself or an imaginary role:
      - “I work for a training company. It is an education company. My main tasks are teaching and preparing lessons. I help students every day.”
  - Step 2: Class Repetition

- Read each sentence aloud and have the whole class repeat.  
Then nominate individual students to repeat, to check pronunciation and rhythm, especially -s endings (e.g., "works," "helps").
- Step 3: Pair Practice – Substitution
  - In pairs, students practice the model sentences but change at least one detail (company, job, or task).
  - Example:
    - A: "Where do you work?"
    - B: "I work for a bank. It is a financial company. My main tasks are writing reports and making phone calls."
  - Switch roles. Encourage adding frequency: "every day" or "usually."
- Step 4: Real/Invented Information Role Play
  - Students write 2–3 short sentences using the patterns, about themselves or a made-up person.
  - In new pairs, they ask and answer using the question forms:
    - A: "What are your main responsibilities?"
    - B: "My main tasks are helping customers and sending emails."
  - Encourage them to add one follow-up: "Do you enjoy it?" or "Who do you work with?"
- Optional Extension (if time)
  - Ask 2–3 volunteers to introduce their "company and job" to the class: "I work for X. It is a Y company. My main tasks are \_\_ and \_\_."

## II. Practice (30–40 mins)

- Controlled Practice Activities:
  - 1. Writing & Speaking Drills
    - Step 1: Sentence Frames (Writing)
      - Write the following frames on the board:
        - "I work for \_\_\_\_\_."
        - "It is a \_\_\_\_\_ company."
        - "I am a \_\_\_\_\_ in the \_\_\_\_\_ department."
        - "My main tasks are \_\_\_\_\_ and \_\_\_\_\_."
      - Students write in their notebook using either real information (preferred) or invented details.
    - Step 2: Sentence Sharing (Speaking)
      - Students pair up and read their sentences to each other.
      - Encourage them to *really listen*—the partner must repeat back one detail to check accuracy.
      - Example:
        - A: "I work for a bank. It is a financial company."
        - B: "Oh, you work for a bank. Nice!"
  - 2. [Personalized Dialogue Practice Worksheet](#)
    - Students complete the Workplace Introduction Script on the worksheet.

- A: “Hello, I’m \_\_\_\_\_. I work for \_\_\_\_\_. I am a \_\_\_\_\_ in the \_\_\_\_\_ department.”  
B: “Nice to meet you. I’m \_\_\_\_\_. I work in \_\_\_\_\_ and my tasks are \_\_\_\_\_.”
- In pairs, students replace blanks with *real* or *fictional* details.
- Practice both roles twice, swapping turns.
- Extension: After practice, encourage natural questions like:
  - “What is your company like?”
  - “Do you like your job?”
- 3. Group Speaking Game – “Company Circle”
  - Step 1: Sharing Round - Students sit in small groups of 4. One person starts:
    - “I work for \_\_\_\_\_. It is a \_\_\_\_\_ company. My main tasks are \_\_\_\_\_ and \_\_\_\_\_.”
  - Step 2: Follow-Up Questions
    - Each student in the group must ask 1–2 questions:
      - “How big is your company?”
      - “How many people are in your team?”
      - “Do you like your department?”
  - Step 3: Circulation
    - After 2–3 minutes, groups change partners (e.g., two students move to another group) and repeat.

**[20-Minute Break]**

**III. Production (30–40 mins)**

- Describing Your Job and Company Activities
  - Activity 1: Writing Task – Company Profile Card
    - Students create a “Job & Company Profile Card” (like a company directory entry). Provide blank paper cards.
    - Template on board:
      - Name: \_\_\_\_\_
      - Job Title: \_\_\_\_\_
      - Department: \_\_\_\_\_
      - Company: \_\_\_\_\_
      - Main Tasks: \_\_\_\_\_ and \_\_\_\_\_
      - Fun Fact about my company: \_\_\_\_\_
    - After writing, students pair up, swap cards, and introduce each other to the group:
      - “*This is Ali. He works for a logistics company. He is a driver in the transport department. His main tasks are delivering goods and checking trucks.*”
  - Activity 2: Workplace Networking Role Play
    - Scenario: “*You are at a company networking event. You don’t know anyone. Walk around, introduce yourself, and ask about other people’s jobs and companies.*”
    - Useful phrases on the board:

- “Hello, I’m \_\_\_\_\_. I work for \_\_\_\_\_.”
  - “What does your company do?”
  - “What are your main tasks?”
  - “What department do you work in?”
  - Students mingle (or in breakout groups), speak to at least 3 people, and collect 2 details about each person.
  - Wrap up: report back quickly – *“I met Sara. She works in IT. She is responsible for fixing computers.”*
  - Activity 3: Company Meeting Simulation
    - Small groups role-play a weekly staff meeting.
    - Teacher sets the meeting agenda: *“Today’s meeting: Introduce your role and say one update about your work.”*
      - Example:
        - *“I’m Daniel, a sales assistant. My department’s main task this week is preparing a new presentation.”*
        - *“I’m Maria, I work in HR. I am responsible for training sessions. This week I’m organizing interviews.”*
    - Peers ask at least one follow-up: *“How many people are in the training?” / “Who are the new clients?”*
  - Activity 4: Mini-Presentations & Q & A (Optional - if time left)
    - Selected volunteers prepare a 1-minute introduction of their real or imaginary job.
    - Class listens and asks 1–2 targeted questions using frames:
      - “What does your company do?”
      - “What do you enjoy most about your job?”
      - “What are the biggest challenges?”
- Error Correction and Recap (10 mins):
    - The teacher writes common mistakes from the class on the board (company structure, job description, verb tense or vocabulary).
    - Model and repeat correct forms chorally as a group.
    - Encourage peer and self-correction where possible.

#### **IV. Wrap-Up (15 mins)**

- Review vocabulary and objectives (5 mins)
    - Spot-check: “Who works for a small company?” “Who manages reports?”
  - Self-reflection (5 mins): Students share with a partner: one new word/phrase, and one question they can now ask a co-worker.
  - Preview of Next Class + Assignment (5 mins)
    - Tell students the next lesson will focus on everyday work routines (part of the same unit).
    - Homework: Write a paragraph (4-5 sentences) describing your job, your company, and your main tasks.
-

### **Optional Independent Practice**

- Homework / Practice / For next class:
  - Write 3 questions to ask a new colleague about their company and job.
  - Practice describing your daily routine at work, or record a short spoken introduction.

### **Notes for the Instructor**

- Scaffold up for complete answers and additional detail at A2 level.
- Model richer “why/how” follow-up questions.
- Encourage students to personalize with real examples where possible.

*Lesson prepared by Elisabeth Perrin*

- **Course Title:** General Business English
  - **CEFR Level:** A2
  - **Lesson Number:** 3
  - **Topic:** Talking about Daily Routines (Unit 1: Starting at Work)
  - **Lesson Duration:** 3 hours (1hr20 - break 20mins - 1hr20)
  - **Can-Do Objectives:** (Aligned with CEFR descriptors)
    - I can describe my daily routine: "I start work at 9:00, check my emails, and attend meetings."
    - I can use time and frequency expressions (always, usually, sometimes, never, every day, etc.).
    - I can ask about someone's routine: "What time do you usually start work?"/"How often do you have meetings?"
    - I can understand and respond to questions about workday routines.
- 

### Materials

- Handouts / Worksheets: [Download them [at this link](#)]
  - [Listening Worksheet: My Daily Routine \(Emma\)](#)
- Audio/Video Files:
  - Video clip: [Listening Activity: My Daily Routine \(Emma\)](#)
  - Optional Independent Practice/ Homework: [My Working Day](#)
- Required Tech / Supplies:
  - Whiteboard and markers (frontal/in-person lesson)
  - Sticky notes

### Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
routine	regular sequence of actions	"My routine at work includes checking emails."	N
start work	begin the day	"I start work at 9:00"	N
check emails	look at work messages	"I always check emails in the morning."	Y

attend	to go to or join	"I attend meetings every Friday."	Y
report	work document, or reporting	"I write a sales report once a week."	Y
often	frequently, many times	"I often have lunch with my team."	N
sometimes	not regularly, occasionally	"I sometimes work from home."	N
never	not at any time	"I never travel for work."	N
usually	most of the time	"I usually start at 8:00."	N
What time...?	asking about time	"What time do you start work?"	N

### Lesson Structure (PPP)

- Warm-Up Icebreaker (10 - 15 mins)
  - Step 1. Routine Charades
    - The teacher models a common daily action with gestures (e.g., drinking coffee, answering the phone, checking a watch).
    - Students guess the action by saying full sentences: *"You are checking your emails."*
    - Then, in pairs, students take turns acting and guessing daily or workplace routines.
    - The teacher highlights useful routine verbs along the way (wake up, commute, check messages, attend meetings, etc.).
  - Step 2. Find Someone Who – Daily Routines Edition
    - Teacher prepares a list of prompts connected to daily habits (show on the board), such as:

- “Find someone who starts work before 8:30.”
- “Find someone who never works on weekends.”
- “Find someone who always has coffee in the morning.”
- Students circulate (use sticky notes to note down answers as required), asking each other questions:
  - “*What time do you usually start work?*”
  - “*Do you ever work on weekends?*”
  - “*Do you usually have breakfast before work?*”
- After circulating, students share short findings with the class (“Maria usually starts work before 8:30.”).
- Step 3. Today’s Topic Quick Discussion
  - In small groups, students compare routines: “*What’s the first thing you do in the morning?*” / “*Do you usually plan your day or just start working?*”
  - Encourage them to notice similarities and differences in their daily routines.

## I. Presentation (30–40 mins)

- Vocabulary and Expressions (10-15 mins)
  - Step 1. Board Setup
    - Teacher draws three columns on the board:
      - Action Verbs: check, write, call, attend, wake up, have lunch, finish
      - Time Expressions: at 7:00, at midday, before lunch, in the afternoon, after work
      - Frequency Words: always, usually, sometimes, never
  - Step 2. Brainstorm & Build
    - As a class, brainstorm more examples for each column.
    - Encourage students to suggest *realistic daily/workplace actions* from their own routines.
  - Step 3. Model Sentences
    - Teacher writes and reads aloud:
      - “I start work at 8:30.”
      - “I usually have meetings on Mondays.”
      - “I finish work at 5 o’clock.”
    - Students repeat chorally and then create a few sentences of their own using the new vocabulary.
- Grammar and Practice: Present Simple & Questions (15 mins)
  - Step 1. Board Prompts
    - Teacher writes question starters on the board:
      - “Do you ...?”
      - “What time do you ...?”
      - “How often do you ...?”
  - Step 2. Choral Drilling Practice
    - Students repeat after model questions for accuracy:

- “What time do you have lunch?”
- “How often do you have meetings?”
- Step 3. Pair Practice
  - Students practice asking and answering in pairs using their own routines.
  - Example exchanges:
    - A: “What time do you start work?”
    - B: “I start work at 9:00.”
    - A: “How often do you work from home?”
    - B: “I sometimes work from home.”

## II. Practice (30–40 mins)

- Controlled Practice Activities:
  - [My Daily Routine \(Emma\)](https://www.youtube.com/watch?v=reKqQh0E9kg): <https://www.youtube.com/watch?v=reKqQh0E9kg>
    - Step 1. Pre-Listening
      - On the board, write:
        - wake up – brush teeth – have breakfast – go to work – eat lunch – go home – make dinner – relax – go to bed
      - Ask pairs: Which activities do you do? When? Quick student predictions: “What time do you think Emma does these things?”
    - Step 2. First Listening: General Understanding
      - Play the first half of the video (0:00–6:20, up through the end of Emma’s workday).
      - Ask students:
        - What is Emma’s job?
        - What time does Emma wake up?
        - What does she do before she leaves her house?
        - Does she like her job?
      - Pairs discuss and then share answers. The teacher quickly confirms.
    - Step 3. Second Listening: Details & Note-taking
      - Give students the [Listening Worksheet: My Daily Routine \(Emma\)](#) with these questions:
        - What does Emma eat for breakfast?
        - How does Emma get to work?
        - What time does she start work?
        - Who does she eat lunch with?
        - What does she do to relax after work?
        - What time does she go to bed?
      - Play the whole video again (students can watch from 0:00–end or you may pause after each section for students to write answers).
      - Go over answers as a class.
    - Step 4. Post-Listening Discussion
      - Small groups compare their routines to Emma’s.

- “What is the same? What is different?”
- “Do you relax in the evening like Emma?”
- “What time do you usually go to bed?”
- Encourage the use of target language: time expressions, verbs, and frequency words.

**[20-Minute Break]**

**III. Production (30–40 mins)**

- Writing and Speaking about Daily Routines using Time and Frequency Expressions
  - Step 1. Writing Task: My Typical Workday
    - Students write a short paragraph (4–5 sentences) describing their own daily routine.
    - Encourage use of time expressions (e.g., "at 7:30," "in the morning," "after lunch") and frequency words (always, usually, sometimes, never).
    - Provide sentence starters to support weaker writers, for example:
      - “I usually wake up at \_\_.”
      - "I go to work/school at \_\_."
      - "I sometimes have meetings in the afternoon."
    - Circulate and assist with vocabulary or grammar as needed.
  - Step 2. Peer Check and Feedback
    - Students exchange paragraphs with a partner.
    - Each reads their partner’s work, checking for correct use of time and frequency expressions and verbs.
    - Partners give positive feedback and gentle correction if needed.
    - Teacher models or provides a checklist with key language points to guide peer review.
  - Step 3. Mini-Presentations and Q&A
    - Volunteers present their daily routine to the class briefly (about 1 minute each).
    - After each presentation, classmates ask 1–2 questions using target structures, such as:
      - “What time do you finish work?”
      - “How often do you have meetings?”
      - “Do you usually have lunch at home or outside?”
    - Presenters answer using full sentences, reinforcing grammar and vocabulary.
  - Step 4. Interview Project (Optional extension if time)
    - Students pair up and interview each other about their daily routines using prepared questions (e.g., "What time do you get up?", "How often do you exercise?").
    - They take brief notes during the interview.
    - Each student writes a short 3–4 sentence summary about their partner’s routine.

- Students share their summaries in small groups or with the whole class, practicing speaking and listening.
- Error Correction and Recap (10 mins):
  - The teacher writes common errors heard or seen on the board (verb tense, time expression, question order).
  - Choral correction and quick peer editing of written work.
  - Classroom practice: repeat key routines, phrases and Q&A.

#### IV. Wrap-Up (15 mins)

- Review vocabulary and objectives (5 mins)
    - Teacher rapid-fire—“How often do you...?”, “What time do you...?”, “Who eats lunch at 1:00?”
  - Self-reflection (5 mins): Students say one useful sentence from today and what they want to practice next time.
  - Preview of Next Class + Assignment (5 mins)
    - Tell students the next lesson will focus on work schedules (part of the same unit).
    - Homework: Write your partner’s daily routine (5 sentences).
- 

#### Optional Independent Practice

- Homework / Practice / For next class:
  - Practice talking about your daily routine with a friend or voice recording app.
  - Create a timetable of your typical work week and label with new vocabulary.
  - Watch the video about work habits and write 3 new sentences about routines: [My Working Day](https://www.youtube.com/watch?v=-sQPZZ0G5Lg) <https://www.youtube.com/watch?v=-sQPZZ0G5Lg>

#### Notes for the Instructor

- Scaffold use of detailed time/frequency expressions.
- Model complete, clear sentences and positive body language.
- Encourage students to ask follow-up or clarification questions in routines interviews.

*Lesson prepared by Elisabeth Perrin*

- **Course Title:** General Business English
  - **CEFR Level:** A2
  - **Lesson Number:** 4
  - **Topic:** Work Schedules and Timetables (Unit 1: Starting at Work)
  - **Lesson Duration:** 3 hours (1hr20 - break 20mins - 1hr20)
  - **Can-Do Objectives:** (Aligned with CEFR descriptors)
    - 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.
    - I can prepare and present a short job profile, including working hours.
- 

**Materials**

- Handouts / Worksheets: [Download them [at this link](#)]
  - [Reading Practice Worksheet: Anna's Weekly Work Timetable.](#)
- Audio/Video Files:
  - Optional Independent Practice/ Homework: [Schedules and Plans](#)
- Required Tech / Supplies:
  - Whiteboard and markers (frontal/in-person lesson)

**Vocabulary**

Term	Definition	Example Sentence	Profession-Specific (Y/N)
schedule	planned times for work/tasks	"My work schedule is 9am to 5pm."	N
timetable	table showing times for activities	"Check the meeting timetable on the wall."	Y
working hours	when you start and finish work	"My working hours are 8am to 4pm."	N
lunch break	time to eat lunch at work	"Our lunch break is at 1pm."	N

shift	regular period of work	"I work the evening shift on Thursdays."	Y
department*	group or section in a company	"She works in the finance department."	Y
main tasks	most important daily routines	"My main tasks are answering calls and reports."	Y
Sunday-Thursday	days in a typical work week	"I work Sunday to Thursday."	N
weekend	Friday and Saturday	"I don't work on weekends."	N
break	short rest during work	"We have two coffee breaks in the morning."	N
When do you...?	question about schedules/time	"When do you have meetings?"	N

\*department = review word

### Lesson Structure (PPP)

- Warm-Up Icebreaker (10 - 15 mins)
  - Schedule Charades
    - The teacher acts out different schedule-related actions without speaking, such as: starting work, taking a break, ending a shift, attending a meeting, or having lunch.
    - Students guess each "time" action by saying full sentences:
      - "You start work at 9:00."
      - "You have a meeting at 11:00."
      - "You take a lunch break at 12:30."
    - Highlight and write these phrases on the board as students say them
  - Partner Practice

- In pairs, students take turns acting out and guessing daily work schedules or break times using full sentences similar to the modeled ones.
- Encourage variety and creativity with times and activities (e.g., “You finish work at 6:00,” “You start your lunch break at 1:00.”).
- Quick Schedule Comparison in Small Groups
  - Divide students into small groups (3-4).
  - Each student shares their usual working hours and break times with their group, using the target language.
  - Group members discuss similarities and differences, for example:
    - “I work weekends, but Maria only works Monday to Friday.”
    - “I usually have lunch at 12:00, but John has lunch at 1:00.”
- Introducing the topic: *“Today we will talk about work schedules and daily timetables. Many jobs have set times to start and finish work, breaks like lunch, and meetings. Understanding and talking about these times is important for organizing our day.”*
  - Brief discussion: Ask a few concept-checking questions to the class:
    - “What time do you usually start work or school?”
    - “When do you take your lunch break?”
    - “Do your work times change every day or are they the same?”
  - Encourage a few student answers to get them thinking and sharing.

## I. Presentation (30–40 mins)

- Vocabulary and Expressions
  - Step 1. Board Setup and Brainstorming
    - Draw three columns on the board labeled: Days/Times, Events, and Frequency Words.
    - Start a lively brainstorm with the class to fill each column with relevant words. For example:
      - Days/Times: Monday, Tuesday, 8:30, 12:00, afternoon
      - Events: lunch break, meeting, shift, start work, finish work
      - Frequency: always, sometimes, never, usually
    - Encourage students to suggest their own words and phrases from their daily life or work experience. Write everything on the board with enthusiasm.
  - Step 2. Modeling and Timetable Creation
    - Model a full sentence to the class:
      - *“I work Monday to Friday, 9 a.m. to 5 p.m.”*
    - Invite the class to help create an example weekly timetable on the board.
    - Assign events and times to different days collaboratively: *“Anna has a meeting on Tuesday at 3 p.m.”*
    - Use color or symbols to make the timetable visually appealing.
  - Step 3. Reading Practice: Timetable Filling Activity
    - Hand out the [Reading Practice Worksheet: Anna’s Weekly Work Timetable](#).
    - Students read the text and complete the timetable accordingly, filling in times, breaks, and events.

- Encourage them to visualize the day as they fill in the grid.
- 4. Peer Check and Compare
  - Have students swap their completed timetables with a partner.
  - Partners check each other's schedules for accuracy and ask questions if something is unclear.
  - Optionally, students can discuss differences if filling in their own schedules instead of Anna's, promoting communication.
- 5. Grammar Focus: Present Simple and Question Forms
  - On the board, write common question forms for schedules:
    - "When do you start work?"
    - "When is your next break?"
    - "Do you ever work weekends or nights?"
  - Conduct choral drilling of these questions and answers, reinforcing pronunciation and rhythm.
  - Students practice in pairs by asking and answering about their own or Anna's schedule using full sentences.

## II. Practice (30–40 mins)

- Controlled Practice Activities:
  - Sentence Frames for Writing and Speaking
    - Provide students with simple, clear sentence frames on the board that they can use to describe their workday. Encourage them to fill in the blanks with their own information (students write in their notebook):
      - "I work from \_\_\_\_ to \_\_\_\_."
      - "My shift starts at \_\_\_\_ and finishes at \_\_\_\_."
      - "I usually have my lunch break at \_\_\_\_."
      - "On \_\_\_\_ I have meetings."
      - "I sometimes work on weekends."
    - Students write their sentences individually.
    - Then, they read their sentences aloud to a partner to practice pronunciation and fluency.
  - Pair Timetable Interview
    - In pairs, students interview each other about their work schedules and breaks. Provide these sample questions for guidance:
      - "What time do you start work?"
      - "When do you take your lunch break?"
      - "How long is your break?"
      - "Do you have meetings every day?"
      - "Do you ever work weekends or night shifts?"
    - Encourage students to use full sentences in their answers, for example:
      - "I start work at 9:00 a.m."
      - "My lunch break is at 12:30 and lasts 30 minutes."

- After interviewing, students share one interesting fact about their partner's schedule with the class to promote engagement and listening practice.

**[20-Minute Break]**

**III. Production (30–40 mins)**

- Mini-Project: My Job Profile
  - Preparation
    - Provide a simple job profile template on the board with prompts:
      - Name:
      - Job Title:
      - Department/Team:
      - Main Tasks: (e.g., answering emails, attending meetings, serving customers)
      - Work Schedule: (days, start & finish times, breaks)
    - Explain each prompt and give examples to guide students.
    - Students write their own mini-job profile, using simple sentences and vocabulary from the lesson.
  - Peer Interview
    - In pairs, students interview 1–2 classmates about their job profiles.
    - Provide key questions for the interviews:
      - “What is your job?”
      - “Which department do you work in?”
      - “When do you start and finish work?”
      - “Do you work on weekends?”
      - “What are your main tasks?”
    - Encourage students to take brief notes during the interview and practice using complete sentences in their questions and answers.
  - Presentations and Q&A
    - Each student gives a short spoken presentation (1–2 minutes) on their own job profile, including their work schedule and main tasks.
    - After each presentation, classmates ask 1–2 simple questions using the language learned, e.g.:
      - “When is your next break?”
      - “How many hours do you work each week?”
      - “Do you like your job?”
    - Encourage positive feedback and gentle correction if needed.
- Error Correction and Recap (10 mins):
  - The teacher writes common errors on board (verb tense, schedule vocabulary, question order).
  - Choral repetition of correct forms and spoken schedule questions.

- Peer and self-editing of written profiles.

#### **IV. Wrap-Up (15 mins)**

- Review vocabulary and objectives (5 mins)
    - The teacher does quick-fire Q&A on working hours, breaks, shift patterns.
  - Self-reflection (5 mins): Students say the most useful phrase or question they learned and share with a partner.
  - Preview of Next Class + Assignment (5 mins)
    - Tell students the next lesson will focus on describing colleagues (Unit 2: People and Communication at Work).
    - Homework: Write a short schedule for yourself or a fictional worker, including work days, hours, and breaks.
- 

#### **Optional Independent Practice**

- Homework / Practice / For next class:
  - Practice asking questions about work schedules with a friend or coworker.
  - Watch the video about everyday schedules and plans, and write new words in your notebook: [Schedules and Plans https://www.youtube.com/watch?v=XSJ1iNQ8NiE](https://www.youtube.com/watch?v=XSJ1iNQ8NiE)

#### **Notes for the Instructor**

- Clearly model time and schedule-related question forms.
- Scaffold with examples and sentence starters.
- Encourage corrections and peer feedback after each productive task.

*Lesson prepared by Elisabeth Perrin*

- **Course Title:** General Business English
  - **CEFR Level:** A2
  - **Lesson Number:** 5
  - **Topic:** Describing Colleagues (Unit 2: People and Communication at Work)
  - **Lesson Duration:** 3 hours (1hr20 - break 20mins - 1hr20)
  - **Can-Do Objectives:** (Aligned with CEFR descriptors)
    - I can describe a colleague's appearance, personality, and job: "He is helpful and experienced. She is responsible for training."
    - I can say where my colleagues work: "He works in the logistics department."
    - I can answer and ask questions about responsibilities and team roles.
- 

**Materials**

- Handouts / Worksheets: [Download them [at this link](#)]
  - [Colleague Profile Gap Fill Worksheet](#)
- Audio/Video Files:
  - Video clip: [Describing Personality at Work Adjectives](#)
- Required Tech / Supplies:
  - Whiteboard and markers (frontal/in-person lesson)

**Vocabulary**

Term	Definition	Example Sentence	Profession-Specific (Y/N)
helpful	always ready to help	"She is helpful and friendly."	N
experienced	has lots of experience	"He is an experienced technician."	Y
responsible for	job duty	"She is responsible for training new staff."	Y
team	group working together	"Our team has five people."	Y

personality	the way someone acts/feels	"He has a positive personality."	N
appearance	what someone looks like	"My colleague is tall and has dark hair."	N
punctual	always on time	"She is punctual and never late."	N
polite	respectful and well-mannered	"He is polite to everyone."	N
creative	good at new ideas	"Our designer is very creative."	Y

### Lesson Structure (PPP)

- Warm-Up Icebreaker (10 - 15 mins)
  - Revision: Daily Routines at Work
    - Quick Check-in: Ask students questions like "What time do you usually start work?" or "What do you do first when you arrive at the office?"
    - Pair Activity: Students share 3–4 things they typically do during their workday (e.g., write emails, attend meetings, have lunch at noon).
  - Icebreaker Game 1: Guess Who? Descriptions
    - The teacher describes a famous person or a well-known colleague in simple terms: "He is tall and has short hair. He is very helpful."
    - Students guess who it is, practicing listening for details.
    - Students then take turns describing classmates (appearance + personality: "She has curly hair and she is very kind").
  - Introduce today's lesson with a whole-class reflection:
    - Each student briefly describes one colleague at work, combining personality, appearance, and job role.  
Example: "My colleague Anna is very organized. She has long brown hair and works as a project manager."

## I. Presentation (30–40 mins)

- Vocabulary Brainstorm:
  - Step 1: Watch and Listen: Play the video “[Describing Personality at Work Adjectives.](#)”
    - Ask students to listen carefully to how Sam describes his colleagues, focusing on personality adjectives and examples.
  - Step 2. Vocabulary and Ideas
    - After the video, elicit and write key adjectives from the transcript on the board (e.g., kind, helpful, funny, honest, friendly, selfish, argumentative, talkative).
    - Brainstorm a range of adjectives and their meaning.
    - Invite students to match each adjective to the colleague in the video:
      - Who is kind and helpful? (Li)
      - Who is funny? (Rebecca)
      - Who is selfish? (Catherine), etc..
  - Step 3. Personalization – Describe a Colleague
    - Students think of a real colleague at work.
    - In pairs, students describe their colleague using at least two adjectives from the board, with examples:
      - “My colleague Anna is very honest and friendly. She always helps me when I have a problem.”
  - Step 4. Group Sharing
    - Invite several students to share their descriptions with the class.
    - Teacher highlights accurate use of adjectives and corrects mistakes or pronunciation
  
- Vocabulary Categorization:
  - Step 1: Set Up Board Columns
    - Write three columns on the board: Appearance | Personality | Department/Job Role .
  - Step 2: Class Brainstorm
    - Ask students to suggest words for each group.
      - *Appearance*: short, tall, brown hair, glasses, etc.
      - *Personality*: creative, helpful, polite, honest, energetic, etc.
      - *Department/Job Role*: HR, logistics, assistant, manager, marketing, etc.
    - Write student contributions under each heading.
  - Step 3: Model Example Sentences
    - Demonstrate how to use vocabulary in sentences:
      - “My colleague is tall and has brown hair.”
      - “He is creative and very friendly.”
      - “She works in the marketing department.”
    - Ask pairs to create two sentences about a real colleague using words from each category.
  - Step 4: Quick Sharing

- Invite 2–3 students to read their sentences to the class.
- Correct pronunciation and grammar, highlight accurate categories and context

## II. Practice and Production (30–40 mins)

- Controlled Practice Activities:
  - [Colleague Profile Gap Fill Worksheet](#) (10 mins)
    - Students complete the worksheet by filling in the blanks and answering the practice questions.
  - Production: My Colleague Profile (15-20 mins)
    - Part 1: Write a Profile
      - Each student writes a 5-sentence profile about a colleague, using these sentence starters displayed on the board:
        - “My colleague’s name is \_\_\_\_.”
        - “He/She is \_\_\_\_ and \_\_\_\_.” (appearance + personality)
        - “He/She works as a \_\_\_\_ in the \_\_\_\_ department.”
        - “He/She is responsible for \_\_\_\_.”
      - Encourage students to include details that show understanding of both personality and job role.
    - Part 2: Peer Interview and Feedback
      - Students pair up and interview each other about the colleague they wrote about.
      - They practice asking and answering full sentences with follow-up questions, e.g.:
        - “What does your colleague look like?”
        - “What personality traits does he/she have?”
        - “What is his/her main responsibility?”
      - Partners read each other’s profiles aloud, check for missing details, and give constructive feedback on grammar and clarity.
    - Part 3: Oral Presentations
      - Volunteers present their colleague profiles to the whole class.
      - After each presentation, classmates ask questions to practice spontaneous speaking and listening, examples:
        - “Who does he/she work with?”
        - “Is your colleague creative?”
        - “What is his/her key responsibility?”
      - The teacher monitors, corrects errors gently, and praises accurate language use and presentation skills.
- Error Correction and Recap (10 mins):
  - Common errors (adjective order, present simple, department vocabulary) are written on the board.
  - Choral drills and peer correction of profile sentences.

- Review new adjectives and clear role/job descriptions.

### **[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)
    - Rapid Q&A: “Who is helpful in your group?” “Who works in logistics?”
  - Self-reflection (5 mins): Students list one new adjective or question phrase learned today and share it with a partner.
  - Preview of Next Class + Assignment (5 mins)
    - Tell students the next lesson will focus on talking about teams and departments (Unit 2: People and Communication at Work).
    - Homework: Write a profile for a different colleague (real or imaginary), using five detailed sentences.
- 

### **Optional Independent Practice**

- Homework / Practice / For next class:
  - Write a short paragraph describing two colleagues using appearance, personality, and job.

### **Notes for the Instructor**

- Model adjective order and clear descriptions consistently.
- Scaffold sentences and encourage specificity.
- Praise effort, creative sentences, and positive group work.

*Lesson prepared by Elisabeth Perrin*

- **Course Title:** General Business English
- **CEFR Level:** A2
- **Lesson Number:** 6
- **Topic:** Talking about Teams and Departments (Unit 2: People and Communication at Work)
- **Lesson Duration:** 3 hours (1hr20 - break 20mins - 1hr20)
- **Can-Do Objectives:** (Aligned with CEFR descriptors)
  - I can describe my team or department: “There are five people in my team. We work in marketing.”
  - I can ask and answer questions about team structure: “Who is your team leader?” “How many people are in your department?”
  - I can describe roles and responsibilities of team members.

**Materials**

- Handouts / Worksheets: [Download them [at this link](#)]
  - [Company Team Chart Listening Activity Worksheet](#)
- Required Tech / Supplies:
  - Whiteboard and markers (frontal/in-person lesson)
  - Large paper for posters for production activity

**Vocabulary**

Term	Definition	Example Sentence	Profession-Specific (Y/N)
team*	group working together	"My team has six members."	Y
department*	part of a company	"We work in the finance department."	Y
team leader	person who manages a team	"Jessica is our team leader."	Y
manager	person who organizes and supervises	"The manager leads the marketing department."	Y

member	individual in a group or team	"There are four members in my group."	Y
project	planned activity with a goal	"Our team is working on a new project."	Y
responsible for*	main duty or job	"Carlos is responsible for scheduling meetings."	Y
organize	put in order, arrange	"I organize our team's work schedule."	Y
report to	to have as a boss or supervisor	"I report to the head of my department."	Y
How many...?	asks about number/quantity	"How many people are in your team?"	N

\*team / department / responsible for = review words

### Lesson Structure (PPP)

- Warm-Up Icebreaker (10 - 15 mins)
  - 'My Team' Quick-Share
    - The teacher asks: "How many people are in your team or department? What are their jobs?"
    - Students share short answers: "There are six people. I am a designer, and we have a manager, two marketers, and two assistants."
  - Team Role Game
    - Hand out role sticky notes (team leader, member, project manager, accountant, etc.).
    - Students mingle, find classmates with the same or different roles, and form small groups: "Who is your team leader?" "Who works in the same department?"
  - Introduce Today's Topic with a Team Structure Brainstorm
    - On the board, display a sample company chart: CEO > Managers > Departments > Teams.

- Brief class discussion: “Which departments are in your company?” “Which teams do you know?” “Who do you report to?”

## I. Presentation (30–40 mins)

- Team and Department Vocabulary Focus (10-15 mins):
  - Draw two columns on the board: Teams | Departments.
  - Class brainstorm (Sales, IT, Logistics, Marketing, HR, Finance, “design team,” “product team”).
  - Add hierarchy language to the board: “reports to,” “manages,” “is responsible for,” “works with,” “collaborates with.”
  - Introduce and drill model sentences:
    - “We have five people in our team.”
    - “Our department has a manager and three assistants.”
    - “Our team leader is responsible for the new project.”
    - “The sales team reports to the sales director.”
    - “Our department works with the IT department on new systems.”
    - “I report to the HR manager, but I also work with the finance team.”
  - Model Q&A: Practice useful questions:
    - “How many people are in your department?”
    - “Who is your team leader?”
    - “What do you do in your team?”
    - “Who do you report to?”
    - “Which departments do you work with?”
- Listening Activity: Company Chart and Descriptions (15-20 mins)
  - The teacher reads a company’s team/department structure (Read twice or three times depending on students’ needs). See below script:
    - *Welcome to our company overview. I will tell you about the team structure in our departments.*

*The Marketing department has eight people. Emily is the team leader. She manages two salespeople, a content writer named Tom, and a graphic designer, Lucy.*

*The Logistics department has five employees. John is the logistics manager, and he has four team members who handle inventory and deliveries.*

*In the Human Resources department, we have three people. Sarah is the HR manager, responsible for recruitment and employee welfare. She is supported by two HR assistants.*

*The Finance department consists of four people. Michael is the head of finance, and he manages an accountant, a payroll officer, and a financial analyst.*

*Finally, the Customer Service department has six team members. Anna leads the team, which includes two support representatives and three customer service agents.*

*If you have questions about the company or need help, Emily in Marketing and Sarah in HR are good people to ask.*

- Students listen and complete the [Company Team Chart Listening Activity Worksheet](#).
- Follow-up comprehension questions: “Who leads the logistics team?” “How many managers are there?”

## II. Practice (30–40 mins)

- Controlled Practice Activities:
  - Step 1: Diagram Completion (Individual or Pairwork)
    - Provide students with a simple team/department template on the board, for example:
      - Company: BrightTech
      - Departments/Teams:
        - Sales: 5 people – Team leader: Sam (Sales manager)
        - Marketing: 4 people – Team leader: Anna (Marketing manager)
        - IT: 6 people – Team leader: Leo (IT supervisor)
    - Students draw and fill in a similar diagram with details about their own company or a fictional organization in their notebook:
      - Team or department names
      - Number of people in each team
      - Role/job title of each team member
    - Model an example on the board to guide vocabulary and sentence structure:
      - “The Sales department has five people.”
      - “Sam is the team leader.”
      - “Anna works as a marketing assistant.”
      - “The IT team has six people.”
      - “Leo is the IT supervisor.”
  - Step 2: Pair Interview (Speaking Practice)
    - In pairs, students interview each other using structured questions such as:
      - “How many people are in your team?”
      - “Who is your manager?”
      - “What is your main project?”
    - Encourage students to use full sentences and ask follow-up questions for clarification and detail.
    - After the first round, swap roles so both partners practice asking and answering.
  - Step 3: Reporting to the Class (Oral Presentation)
    - Each student reports on their partner’s team or department to the class, using the chart and notes from the interview.
    - Provide sentence frames for support:
      - “My partner’s team is called \_\_\_\_\_. There are \_\_\_\_\_ people in the team.”
      - “The team leader’s name is \_\_\_\_\_, and they are responsible for \_\_\_\_\_.”
      - “One key project the team is working on is \_\_\_\_\_.”

- The teacher corrects common errors and praises use of target vocabulary.

## [20-Minute Break]

### III. Production (30–40 mins)

- Work Interview: Team Structure and Roles
  - Preparation: Create Your Team Poster: Individually or in groups, create a simple poster showing your team's structure:
    - Team/department name
    - Number of members
    - Names and job titles
    - Key responsibilities for each person
  - Write helpful prompts on the board:
    - "What is the team/department name?"
    - "How many people are in your team?"
    - "Who is the team leader?"
    - "Who is responsible for [budgets, marketing, projects]?"
    - "Which department do you work in?"
  - Step 1: Interview Walkabout (Peer Interviews)
    - Students walk around the room and interview classmates about their team posters using the prompts.
    - Encourage using open-ended questions and follow-ups for more detail, such as:
      - "Who manages the logistics team?"
      - "What are the main responsibilities of your team leader?"
      - "Which team handles customer service?"
    - Students take notes on findings from at least three classmates.
  - Step 2: Oral Presentations (Reporting Back)
    - In turn, students present their classmates' teams to the group based on their interview notes:
      - "My classmate's team is called the Sales department."
      - "They have six people, and the team leader is Alice."
      - "Alice is responsible for sales targets and client relationships."
    - Presenters answer follow-up questions from the class, practicing spontaneous speaking and comprehension.
- Error Correction and Recap (10 mins):
  - The teacher writes common errors (e.g., "He's responsible to ..." → "He's responsible for ...", numbers, question forms) on the board.
  - Choral pronunciation practice and peer-correction during oral activities.

### IV. Wrap-Up (15 mins)

- Review vocabulary and objectives (5 mins)

- Quickfire round: “Who is your team leader?” “How many people in logistics?”
  - Self-reflection (5 mins): Students say one new question or word about teams/departments and tell a partner.
  - Preview of Next Class + Assignment (5 mins)
    - Tell students the next lesson will focus on asking for and giving information at work (Unit 2: People and Communication at Work).
    - Homework: Write a paragraph describing your team or department (real or imagined), using target language and at least three details (number, names/roles, department).
- 

### **Optional Independent Practice**

- Homework / Practice / For next class:
  - Create a new organization chart for a famous company and describe its teams/departments in simple sentences.
  - Find a video or article about teamwork and list three new words or phrases.

### **Notes for the Instructor**

- Model asking/answering about teams with real examples.
- Encourage peer teaching of unknown roles/departments.
- Scaffold with sentence frames and visual aids as needed.

*Lesson prepared by Elisabeth Perrin*

- **Course Title:** General Business English
- **CEFR Level:** A2
- **Lesson Number:** 7
- **Topic:** Asking for and Giving Information (Unit 2: People and Communication at Work)
- **Lesson Duration:** 3 hours (1hr20 - break 20mins - 1hr20)
- **Can-Do Objectives:** (Aligned with CEFR descriptors)
  - I can ask questions about roles and responsibilities: “Who is responsible for this project?”
  - I can answer questions about people’s roles: “Ms. Carol is in charge of the project.”
  - I can give and receive basic factual information about colleagues, departments, and projects.

**Materials**

- Handouts / Worksheets: [Download them [at this link](#)]
  - [Reading Information Gap Worksheet- Company Team Chart A](#)
  - [Reading Information Gap Worksheet- Company Team Chart B](#)
- Required Tech / Supplies:
  - Whiteboard and markers (frontal/in-person lesson)
  - Sticky notes for icebreaker activity

**Vocabulary**

Term	Definition	Example Sentence	Profession-Specific (Y/N)
in charge of	with authority for	"She is in charge of the project."	Y
organize	to arrange or plan	"I organize the meeting schedule."	Y
report to	be supervised by	"I report to the finance manager."	Y
project*	planned piece of work	"The project is important for our company."	Y

team leader*	person managing a team	“Anna is the team leader.”	Y
who	to ask about a person	“Who is responsible for this report?”	N
What does X do?	to ask about a job/responsibility	“What does Mark do in the company?”	N
answer	to reply or give information	“He answers all the customers' emails.”	Y
give information	to provide details or facts	“Let me give you the information you need.”	N

\*project / team leader = review words

### Lesson Structure (PPP)

- Warm-Up Icebreaker (10 - 15 mins)
  - Revision of Work Schedules & Describing Colleagues
    - Quick group brainstorm or Q&A:
      - “What do you usually do during your workday?”
      - “How do you describe a helpful colleague?”
    - Use key phrases and vocabulary from earlier lessons (e.g., daily routine verbs, appearance, personality adjectives).
    - Encourage students to use full sentences to refresh prior knowledge.
  - Responsibility Quick-Fire
    - Teacher asks rapid questions about workplace responsibilities:
      - “Who is responsible for scheduling meetings?”
      - “Who organizes the reports?”
    - Students respond with real or imagined roles:
      - “Sarah is in charge of meetings.”
      - “Our manager organizes the reports.”
    - Emphasize sentence structures using “in charge of” and “responsible for.”
  - Role Sticky Notes Mingling
    - Hand out role sticky notes such as manager, IT support, HR assistant, project leader, etc.
    - Students mingle, asking:

- “What do you do?”
- “Who do you report to?”
- “What project are you working on?”
- Collect 2–3 details from at least three classmates for speaking practice.
- Introduction to Today’s Topic: Asking for and Giving Information
  - Discuss the importance of this skill in the workplace:
    - Helps avoid misunderstandings and errors
    - Builds clear communication between colleagues and departments
    - Facilitates teamwork and problem-solving
  - Ask students to share examples when asking or giving information was important at work or school.

## I. Presentation (30–40 mins)

- Vocabulary and Questions Forms (10-15 mins):
  - Display and explain key question structures for asking information in a work context:
    - “Who is responsible for...?”
    - “Who is in charge of...?”
    - “Who do you report to?”
    - “What does your team do?”
    - “Can you tell me about your role?”
  - Model answers on the board with real workplace examples:
    - “Ms. Carol is in charge of the project.”
    - “I report to the Sales Director.”
    - “Our team manages customer accounts.”
  - Highlight polite phrasing for clarification and requesting details:
    - “Could you please explain...?”
    - “Would you mind telling me who...?”
  - Q&A Choral Drilling
    - Model sentences and then have the whole class repeat to practice pronunciation and fluency.
    - Pair up students to ask and answer the questions, swapping roles to gain more speaking practice.
    - Encourage full sentence responses rather than short answers to build confidence.
- Reading Information Gap Worksheet: Company Team Chart (15-20 mins)
  - Students work in pairs. Provide each team with two versions of a team chart:
    - [Reading Information Gap Worksheet- Company Team Chart A](#)
    - [Reading Information Gap Worksheet- Company Team Chart B](#)
  - In pairs, students ask and answer to complete their charts (“Who is the team leader for logistics?”, “Who handles payroll?”).
  - Review answers as a class.

## II. Practice (30–40 mins)

- Controlled Practice Activities:
  - Written Q&A Practice: Workplace Information Exchange
    - Students write 3–4 detailed questions related to company teams or departments in their notebooks or worksheets.
      - Examples:
        - “Who is responsible for managing the sales team?”
        - “What project is the IT department currently working on?”
        - “Who do you report to in the marketing team?”
    - Exchange questions with a partner. Each answers in writing, providing full details, e.g., “The sales manager, Mr. Lee, is responsible for managing the team.”
    - Partners check answers for completeness and relevance, encouraging clarity and specificity.
  - Speaking Game: Who Knows Who?
    - The teacher reads clues describing workplace roles or tasks, e.g., “This person coordinates team meetings and manages deadlines.”
    - Students listen attentively and ask the correct question to identify the role/person:
      - “Who is responsible for coordinating team meetings?”
    - Classmate who has that role or best fit answers, e.g., “John is responsible for that.”
  - Reporting Back: Present Your Department or Team
    - Each student selects a real or fictional team or department to present. They prepare two key facts to share, including at least one responsibility.
      - Examples:
        - “The finance manager is Mr. Jones. He is in charge of payroll and budgets.”
        - “Our HR team handles recruitment and employee training. The team leader is Sarah.”
    - Students present to the class confidently, using target structures for describing roles and responsibilities.
    - Classmates ask follow-up questions to enhance interaction, such as “Who reports to Mr. Jones?” or “What kind of training does the HR team provide?”

### [20-Minute Break]

## III. Production (30–40 mins)

- Workplace Dialogue Scenarios: Asking for and Giving Information
  - Step 1: Scenario Creation (Pairs or Small Groups)
    - Each pair/group receives a simple workplace scenario describing a situation where employees need to ask for and give information. Example scenarios:
      - “You are new in the company and need to find out who is responsible for IT support.”

- “You want to know who manages the marketing campaigns for the new product launch.”
  - “You need to ask who you should report to about a project delay.”
  - Students create a short dialogue (4–6 lines) practicing relevant question and answer forms:
    - “Who is responsible for...?”
    - “Can you tell me who...”
    - “I report to...”
    - “She handles...”
  - Step 2: Role-Play Walkabout
    - Students pair up and role-play their dialogues with several different classmates in a “walkabout” activity.
    - Encourage using complete sentences and workplace vocabulary.
    - After each interaction, students note down one new role or responsibility they learned from their partner.
  - Step 3: Reporting & Group Discussion
    - Back in groups or as a class, students briefly report one interesting piece of information they discovered during the walkabout.
    - Discuss why asking for and giving accurate information is critical at work, focusing on:
      - Avoiding misunderstandings
      - Improving teamwork and efficiency
      - Clarifying responsibilities to avoid duplicated work or missed tasks
- Error Correction and Recap (10 mins):
  - Teacher notes/boards errors (question form, “responsible for,” “in charge of,” roles).
  - Practice correct forms with the whole class and in pairs.
  - Quick written correction of sample sentences.

#### **IV. Wrap-Up (15 mins)**

- Review vocabulary and objectives (5 mins)
    - Quickfire round: “Who is your team leader?” “How many people in logistics?”
  - Self-reflection (5 mins): Students share one new phrase or structure learned about asking/giving information.
  - Preview of Next Class + Assignment (5 mins)
    - Tell students the next lesson will focus on reviewing vocabulary and structures from the unit through pair and group role-plays, describing teams and asking about roles (Unit 2: People and Communication at Work).
    - Homework: Write 5 questions you could ask a colleague to find out about their role or team, and answer 3 of them.
-

### **Optional Independent Practice**

- Homework / Practice / For next class:
  - Practice writing or recording questions about roles ("Who organizes your team meetings?").

### **Notes for the Instructor**

- Scaffold construction of questions and answers ("Who is responsible for...?" "Who do you report to?").
- Model short, natural, factual responses.
- Use authentic/realistic team examples where possible for context.

*Lesson prepared by Elisabeth Perrin*

- **Course Title:** General Business English
  - **CEFR Level:** A2
  - **Lesson Number:** 8
  - **Topic:** Review and Role Plays (Unit 2: People and Communication at Work)
  - **Lesson Duration:** 3 hours (1hr20 - break 20mins - 1hr20)
  - **Can-Do Objectives:** (Aligned with CEFR descriptors)
    - I can describe my team and each member's role and main responsibility.
    - I can ask and answer common workplace questions about teams, projects, and who does what.
    - I can use polite forms to check and clarify information in speaking and writing.
- 

### Materials

- Audio/Video Files:
  - Video clip: [Talking About Work in English](#)
- Required Tech / Supplies:
  - Whiteboard and markers (frontal/in-person lesson)
  - Sticky notes for icebreaker activity

### Vocabulary

Review vocabulary from Unit 2 (People and Communication at Work) in the course:

Lesson	Title
5	Describing Colleagues
6	Talking about Teams and Departments
7	Asking for and Giving Information

### Lesson Structure (PPP)

- Warm-Up Icebreaker (10 - 15 mins)
  - Sticky Note Quiz: Roles & Projects
    - Turn your classroom into a lively workplace simulation
    - Write and Share
      - Each student writes down the name of a workplace role (team leader, assistant, project manager) or a responsibility (organizing meetings, designing the website, preparing reports) on a sticky note.
    - Mingle & Stick
      - Students walk around the room and place sticky notes on one another's backs. No peeking!
    - Guessing Game
      - Classmates ask yes/no or "who" questions to discover their assigned role:

- “Who is responsible for the website?”
- “Do you support the team leader?”
- “Are you in charge of projects?”
- “Who do you report to?”
- Encourage full-sentence answers:
  - “Yes, I am responsible for the website.”
  - “No, I don’t manage the reports. I prepare presentations.”
- Adding Adjectives for Colleagues
  - To make the activity more descriptive and engaging, students should add adjective-based clues:
    - “Does my role describe someone *organized*?”
    - “Am I a *creative* colleague who designs things?”
    - “Is my responsibility something a *reliable* assistant does?”
    - “Am I the *decisive* manager of the team?”
- Quick Pair Check
  - After the guessing game, pair students to deepen practice:
    - Ask: “Who do you report to?” / “Who reports to you?”
    - Ask: “What projects is your team working on?”
    - Add adjectives: “I work with a *supportive* colleague on the marketing project.” / “Our *dynamic* leader is responsible for the sales team.”

## I. Presentation (30–40 mins)

- Vocabulary Review and Expand Key Question Forms (10-15 mins):
  - Teacher Review & Modeling
    - On the board, the teacher writes and revises polite workplace information questions with model answers:
      - “Who is responsible for the website?”
      - “Who is in charge of the project?”
      - “Who do you report to?”
      - “Could you clarify what Carol does?”
      - “What does the logistics team do?”
  - Choral Repetition & Pronunciation Practice
    - Students repeat questions together for rhythm, intonation, and accuracy. Correct as needed, emphasizing polite tone.
  - Highlight Clarification Questions
    - Show why clarification is important in professional communication. Introduce softening phrases such as:
      - “Could you explain what your role involves?”
      - “Would you mind telling me who you work with?”
      - “Could you repeat which team she belongs to?”
  - Pair Practice & Expansion
    - In pairs, one student asks questions while the other responds in full sentences:
      - “Who is in charge of the marketing campaign?”

- “Our creative team leader is responsible for that.”
  - Encourage variety by including adjectives and more detail:
    - “Could you clarify what James does?”
    - “James is our reliable IT assistant. He manages accounts and supports the team.”
- Work Day Listening & Role Talk (15-20 mins)
  - Video clip: [Talking About Work in English](https://www.youtube.com/watch?v=uittzmxZ4cA)  
<https://www.youtube.com/watch?v=uittzmxZ4cA>
  - Step 1: Pre-Listening Vocabulary Warm-Up
    - Introduce key workplace vocabulary from the video: secretary, office, computer, emails, meetings, colleagues, clients, video call, projects, etc.
    - Discuss adjectives relevant to colleagues and roles: reliable, creative, friendly, supportive, organized, dynamic, helpful, young, fun.
  - Step 2: Listening & Note-Taking
    - Play the video segment where the secretary describes her role, daily tasks, office environment, and interaction with colleagues.
    - Students listen carefully and note down key responsibilities mentioned (e.g., writing emails, attending meetings, helping clients).
  - Step 3: Role Guessing & Speaking
    - Give each student a sticky note with one role or responsibility from the video or the earlier vocabulary list (e.g., secretary, client support, organizer, project manager).
    - Students stick the note on their backs without looking at it.
    - They mingle and ask classmates yes/no or “who” questions to guess their role, practicing target questions from the video:
      - “Who is responsible for answering client calls?”
      - “Do you write emails or prepare documents?”
      - “Who works in the office with a computer?”
      - Encourage full-sentence answers: “I am the secretary.” “I prepare reports.”
    - Ask students to include at least one descriptive adjective clue (e.g., “Am I the reliable colleague who helps clients?”).
  - Step 4: Pair Discussion (optional wrap-up)
    - Students pair up and practice asking each other:
      - “Who do you report to?”
      - “What tasks do you do every day?”
      - “Describe your colleague using an adjective.”
    - Example answer: “I report to the project manager. I am responsible for organizing meetings. My colleague is very friendly and helpful.”

## II. Practice (30–40 mins)

- Controlled Practice Activities:

- Role Card Interview Activity: Discover & Report Objective
  - Step 1: Role Card Distribution (on paper card or sticky note)
    - Give each student a role card featuring: name, role (e.g., team leader, assistant, project manager), and key project responsibilities.
    - Include adjectives describing personality or work style on some cards (e.g., organized, reliable, creative, supportive).
  - Step 2: Information Exchange in Pairs/Small Groups
    - Students interview each other to gather information about their colleagues' roles and responsibilities using target question forms:
      - "Who organizes the meetings?"
      - "Who do you report to?"
      - "Who is the team leader for sales?"
    - Encourage use of full-sentence answers and polite clarifications: "Could you clarify what your role is?"
    - Each student notes down key facts about at least two partners.
  - Step 3: Written Q&A Swap
    - Students write 3 thoughtful questions about roles and team structure in notebooks or on slips of paper.
    - Swap questions with a partner, answer with full, clear sentences emphasizing polite, professional tone.
    - Example:
      - Q: "Who is responsible for customer support?"
      - A: "The assistant manager, Sarah, is responsible for customer support."
  - Step 4: Quick-Response Speaking Game
    - The teacher reads short clues describing a role and responsibilities (e.g., "Responsible for the customer service hotline; works in HR").
    - Students race to respond using the target question and answer format:
      - "Who is responsible for the hotline?"
      - "Fatima is."
    - Use points or small rewards to boost engagement.
  - Step 5: Reporting Back to Class
    - Students report aloud at least one fact they learned about a partner or team.
    - Model complex sentences to incorporate adjectives and additional detail:
      - "Our logistics manager is responsible for delivery schedules."
      - "The creative project leader always supports the team with new ideas."

**[20-Minute Break]**

**III. Production (30–40 mins)**

- Mini-Project: Team Chart and Workplace Role Play

- Part 1: Create Your Team Chart
    - Task: In small groups or individually, students create a visual team chart showing their team or department with members' names and job titles.
    - Encourage students to include responsibilities for each role, plus adjectives describing each team member's work style or personality (e.g., "organized," "supportive," "innovative").
    - Example entries:
      - Sarah - Team Leader (organized, decisive)
      - Mark - Project Manager (reliable, communicative)
      - Lisa - Assistant (helpful, detail-oriented)
  - Part 2: Pair/Group Role-Plays: Workplace Information Exchange
    - Scenario/Prompt Cards: Each pair or small group receives a workplace scenario, e.g.:
      - "You are training a new employee and must explain who does what."
      - "A manager from another office calls to get project info."
      - "You're introducing your team at an online meeting."
    - Task: Create a scripted dialogue (4–6 lines) using target question forms and polite phrases:
      - "Who organizes the meetings?"
      - "Who is in charge of the sales team?"
      - "Would you mind telling me who handles client communications?"
      - "Lisa is responsible for preparing reports."
    - Guide students to use clarifying and polite phrases during dialogue, e.g.:
      - "Sorry, could you repeat who manages logistics?"
      - "Just to clarify, is John in charge of the new site?"
  - Part 3: Walkabout Dialogue Practice
    - Students perform their dialogues multiple times, switching roles and practicing with different partners or groups.
    - Encourage natural use of polite requests and clarifications during interactions.
  - Part 4: Presentation Round & Class Q&A
    - Volunteers present their best dialogue or team introduction to the whole class.
    - After each presentation, classmates ask 1–2 factual follow-up questions using target question forms (e.g., "Who leads the marketing project?" "What does the logistics team do?").
    - The presenting group answers in full, clear sentences, reinforcing polite workplace communication.
- Error Correction and Recap (10 mins):
    - Peer correction and quick review of sample role-play sentences.

#### **IV. Wrap-Up (15 mins)**

- Review vocabulary and objectives (5 mins)

- Quick Q&A round—Who is in charge of...? Who do you report to? Who organizes team training?
  - Self-reflection (5 mins): Students state one phrase they now feel confident using, with a partner.
  - Preview of Next Class + Assignment (5 mins)
    - Tell students the next lesson will focus on writing simple emails (Unit 3: Workplace Communication - Emails, Calls and Messages).
    - Homework: Write 3 clarifying questions and 3 factual answers about workplace roles.
- 

### **Optional Independent Practice**

- Homework / Practice / For next class:
  - Write a dialogue (6–8 lines) between two colleagues about team projects, with at least two “who...” and two “responsible for/in charge of” questions/answers.
  - Record yourself explaining your team or department and review for clarity and vocabulary.

### **Notes for the Instructor**

- Always model and drill both factual and clarifying questions.
- Scaffold polite and natural information requests.
- Emphasize full-sentence answers, clear pronunciation, and the importance of verifying information.

*Lesson prepared by Elisabeth Perrin*

- **Course Title:** General Business English
  - **CEFR Level:** A2
  - **Lesson Number:** 9
  - **Topic:** Writing Simple Emails (Unit 3: Workplace Communication - Emails, Calls and Messages)
  - **Lesson Duration:** 3 hours (1hr20 - break 20mins - 1hr20)
  - **Can-Do Objectives:** (Aligned with CEFR descriptors)
    - I can write a short, polite email for work.
    - I can use standard email openings (“Dear Mr. Smith”) and closings (“Best regards / Thank you”).
    - I can understand and reply to simple work-related emails or messages.
- 

**Materials**

- Handouts / Worksheets: [Download them [at this link](#)]
  - [Workplace Email Gap-Fill Reading Practice Worksheet](#)
- Required Tech / Supplies:
  - Whiteboard and markers (frontal/in-person lesson)
  - Sticky notes for practice activities

**Vocabulary**

Term	Definition	Example Sentence	Profession-Specific (Y/N)
email	electronic message	"I received an email from my manager"	Y
opening	first greeting line	"Dear Mr. Lee, ...."	Y
closing	polite end to a message	"Best regards,"	Y
subject	topic of the email	"Subject: Meeting on Thursday."	Y
CC/ BCC	CC- carbon copy BCC - hidden copy (email fields)	"I CC'd the team leader on the email."	Y

reply	to answer a message	“Please reply to my email by Friday.”	Y
request	asking for something	“I would like to request the new file”	Y
attachment	file sent with an email	“Please see the attachment for details”	Y
polite	using respectful language	“Could you please send me the report?”	N

### Lesson Structure (PPP)

- Warm-Up Icebreaker (10 - 15 mins)
  - Revision:
    - Write 8-10 key words from Unit 2 on the board (e.g., colleague, manager, report to, responsibility, organize meetings, communicate, project, clarify).
    - Students quickly brainstorm and say one sentence each using a word.
    - Example: “A manager organizes meetings.” “I report to the project leader.”
  - Email Jumble Game:
    - The teacher writes openings, closings, and subject lines on sticky notes (e.g., “Dear Anna,” “Best regards,” “Subject: Job Application”).
    - Students get in groups and match openings to appropriate closings and subject lines.
    - Discuss: Which are formal? Which are more friendly? Why is politeness important in emails?
  - Daily Email Survey:
    - Ask: “How many emails do you send a week?” “What do you usually write emails about?”
    - Pair discussion, then share the most common reasons for work email.

### I. Presentation (30–40 mins)

- Vocabulary: Model Email Structure and Key Phrases (10-15 mins):
  - Review and display a model email on the board:

*Subject: Request for Information*

*Dear Mr. Smith,*

*I would like to ask about the new project. Could you please send me more details?*

*Thank you for your help.*

*Best regards,*

*Anna*

- Highlight standard openings (“Dear...”), requests (“I would like to ask/request...”), and closings (“Thank you.../Best regards”).
- Go through the parts of an email, focusing on polite phrases
- Follow-up: Comprehension questions (“What was the request? Who is the email for?”)
- [Workplace Email Gap-Fill Reading Practice Worksheet](#) (15-20 mins)
  - In pairs, students fill in the missing parts of two emails using the phrases from the box.
  - Then take turns reading the completed email aloud.
  - Review answers and new vocabulary as a class

## II. Practice (30–40 mins)

- Controlled Practice Activities:
  - Part 1: Controlled Email Writing Practice
    - Task: Students write two short emails based on sentence starters or prompts provided by the teacher:
      - Request Email Starter:  
“Dear \_\_, I would like to ask you about...”
      - Reply Email Starter:  
“Dear \_\_, Thank you for your email. I am happy to help with...”
      - Information Email Starter:  
“Dear \_\_, Please find attached the report...”
    - Peer Review:
      - After writing, students exchange emails with a partner and check for:
      - Correct and polite openings and closings
      - Use of polite requests and clear information
      - Proper email structure and tone
    - Teachers can encourage constructive feedback focusing on politeness and clarity.
  - Part 2: Email Reply Race (Speaking & Writing)
    - Warm-Up: The teacher reads aloud a simple workplace email request, e.g., “Please send the meeting agenda by this afternoon.”
    - Race: In pairs, students quickly write a polite, professional reply email using a clear structure and formulaic language:
    - Example reply:

- “Dear Ms. Watts, Thank you for your email. I will send the agenda by 3 p.m. Best regards, [Name]”
- Sharing & Voting: Volunteers read their replies aloud. The class votes on the most effective and polite email.
- Part 3: Matching Game - Email Openings & Closings
  - Prepare sticky notes with common email openings (e.g., “Dear Mr. Smith,” “Hello Sara,”) and closings (e.g., “Best regards,” “Yours sincerely,”).
  - Mix all notes and have pairs match openings with appropriate closings to reconstruct short formal or informal emails.
  - Students read their paired emails aloud, practicing fluency and tone suitable for each style.

**[20-Minute Break]**

**III. Production (30–40 mins)**

- Writing and Sending Polite Work Emails: Scenario-Based Activity
  - Step 1: Scenario Email Drafting
    - Set the scene: Distribute varied workplace scenarios to students, such as:
      - Requesting information about a project deadline
      - Replying to a colleague’s question about a report
      - Arranging a meeting time with a client
    - Task: Students draft a short email in their notebooks using correct business email structure and vocabulary:
      - Subject line
      - Polite greeting (Dear...)
      - Clear, polite request or response
      - Proper closing (Best regards, Sincerely, etc.)
    - Provide sentence starters to support writing, e.g.:
      - Request: “Dear \_\_, I would like to ask you about...”
      - Reply: “Dear \_\_, Thank you for your email. I am happy to help with...”
      - Information: “Dear \_\_, Please find attached the report...”
  - Step 2: Peer Review & Feedback
    - Students swap their drafted emails with a partner.
    - In pairs, review if all essential email elements are present:
      - Subject line, greeting, polite tone, clear message, and closing.
    - Partners give constructive feedback on clarity, politeness, and professionalism.
  - Step 3: Role-Play: Email Reading and Following Up
    - In pairs, students read their drafted emails aloud as if sending them.
    - The partner responds orally with an appropriate reply:
      - Example reply: “Thank you for your email. I will send the files by tomorrow.”
    - Encourage polite, professional language and tone in replies and follow-ups.
    - Switch roles so all students practice both requesting and replying by email.

- Error Correction and Recap (10 mins):
  - The teacher reviews common errors on the board (e.g., missing greetings, wrong closing, informal/incomplete tone).
  - Practice correct form as a class. Peer correction on sample sentences/emails.

#### **IV. Wrap-Up (15 mins)**

- Review vocabulary and objectives (5 mins)
    - Rapid-fire Q&A: “How do you start a formal email?” “What are polite ways to make a request?” “What’s a good closing phrase?”
  - Self-reflection (5 mins): Students share their favorite email phrase and when they might use it.
  - Preview of Next Class + Assignment (5 mins)
    - Tell students the next lesson will focus on making and answering phone calls at work (Unit 3: Workplace Communication - Emails, Calls and Messages).
    - Homework: Write two work emails—one making a polite request, one replying to a colleague.
- 

#### **Optional Independent Practice**

- Homework / Practice / For next class:
  - Use British Council’s [English for emails resource](#) for more sample emails and writing practice.
  - Record yourself reading your emails and listen for tone and clarity.

#### **Notes for the Instructor**

- Model several full emails on the board.
- Encourage full, polite sentences and review structure cooperatively.
- Give plenty of support for openings, requests, and closings.

*Lesson prepared by Elisabeth Perrin*

- **Course Title:** General Business English
  - **CEFR Level:** A2
  - **Lesson Number:** 10
  - **Topic:** Making Phone Calls (Unit 3: Workplace Communication - Emails, Calls and Messages)
  - **Lesson Duration:** 3 hours (1hr20 - break 20mins - 1hr20)
  - **Can-Do Objectives:** (Aligned with CEFR descriptors)
    - I can answer the phone: “Good morning, Sales Department, Anna speaking.”
    - I can ask: “Can I speak to Mr. Brown, please?”
    - I can state my name and reason for calling, ask to speak to someone, and take or leave a simple message.
- 

**Materials**

- Handouts / Worksheets: [Download them [at this link](#)]
  - [Reading and Gap Fill Activity](#)
- Audio/Video Files:
  - Video: [Talking on the phone](#)
  - Optional Independent Practice/ Homework: [Making and Taking Phone Calls at Work](#)
- Required Tech / Supplies:
  - Whiteboard and markers (frontal/in-person lesson)
  - Sticky notes for activities

**Vocabulary**

Term	Definition	Example Sentence	Profession-Specific (Y/N)
answer the phone	to pick up and start a call	"Good morning, Sales, Anna speaking."	Y
speak to	to ask to talk with someone	"Can I speak to Mr. Brown, please?"	Y
call back	to return a call	"I'll ask her to call you back."	Y
take a message	to write down information for someone else	"Can I take a message?"	Y

reason for calling	why someone is phoning	"I'd like to ask about the invoice."	Y
hold	wait on the line	"Please hold the line."	Y
available	free to talk or meet	"He's not available right now."	Y
leave a message	give information to be passed	"Would you like to leave a message?"	Y
extension	a specific direct phone line	"I'll connect you to extension 204."	Y
confirm	check or say yes	"Could you confirm your name and number?"	N

### Lesson Structure (PPP)

- Warm-Up Icebreaker (10 - 15 mins)
  - Email Writing Revision
    - Email Greeting Match-Up: Prepare printed (or sticky notes) examples of formal and semi-formal email openings, such as:
      - "Dear Mr. Johnson,"
      - "Hello Sarah,"
      - "To Whom It May Concern,"
    - Students match each greeting to the appropriate context (formal inquiry, follow-up, internal communication).
    - Brief discussion on *tone*, *formality*, and *clarity* in professional emails.
  - Phone Greeting Jumble
    - Write phone call greetings/beginnings on sticky notes (e.g., "Good morning, HR Department, Lisa speaking", "Hello, may I speak to...").
    - Students match greetings to common phone call purposes:
      - Asking for a person
      - Leaving a message
      - Giving your name

- Pair Practice: Take turns answering with a full greeting and politely asking to speak to someone.
  - Example: "Good afternoon, Marketing Department. Sam speaking." / "Hello, can I speak to Ms. Lee, please?"
- Introduce today's lesson with a group discussion prompt
  - "Why is answering and starting a phone call with a clear greeting important at work?"
  - Class explores expectations of clarity, professionalism, and politeness.

## I. Presentation (30–40 mins)

- Model Vocabulary & Phrases (10-15mins)
  - Step 1: Teacher Demonstration and Modeling
    - The teacher introduces and acts out essential phone conversation phrases including:
      - Greeting and identifying oneself: "Good morning, Purchasing. Alice speaking."
      - Politely asking to speak to someone: "May I speak to Mr. Carter, please?"
      - Stating the caller's identity and purpose: "This is Olivia from IT. I'm calling about your computer problem."
      - Offering to take a message: "I'm afraid he's not available. Can I take a message?"
    - Practice repeating key functional phrases as a class to build confidence and fluency, such as:
      - "Can I speak to...?"
      - "Would you like to leave a message?"
- Reading Practice (15-20 mins)
  - Distribute the [Reading and Gap Fill Activity](#) Worksheet
  - Students take turns reading aloud and completing missing phrases related to greetings, requests, and message-taking.

## II. Practice and Production (30–40 mins)

- Controlled Practice Activities:
  - Practicing Professional Phone Manners with Anna and Denise  
Video: [Talking on the phone](https://www.youtube.com/watch?v=yzPX6zmaBdg) - <https://www.youtube.com/watch?v=yzPX6zmaBdg>
    - The teacher explains the objective is to improve telephone answering skills by learning polite, clear phone greetings, requests, and how to handle difficult or unexpected calls.
  - Step 1: Warm-up Discussion
    - Ask students:
      - How do you usually answer the phone at work?

- Why is it important to have a clear, polite phone manner?
  - What are some common problems when talking on the phone?
- Step 2: Watch and Listen
  - Play the video (first 5 minutes) or selected parts focusing on:
    - How Anna should answer the phone politely
    - How to introduce yourself on the phone
    - How to ask who is calling and how to take messages politely
  - Students take notes on key phrases and polite expressions.
- Step 3: Phrase Identification and Role Play
  - Teacher writes or displays these key phrases from the video:
    - "Hello? Tip Top Trading. Denise speaking."
    - "I'm really sorry, he's not available at the moment. Can I take a message?"
    - "Thank you for calling, goodbye."
    - Polite ways to handle unexpected or personal calls.
  - Students practice each phrase chorally, then in pairs take turns role-playing:
    - One student calls (using phrases)
    - The other answers politely (following Anna's improved phone manner)
- Step 4: Scenario Role Play Challenge
  - Assign different phone scenarios to pairs:
    - The caller wants to speak to a busy manager.
    - The caller asks for someone who is out of the office.
    - The caller makes a strange or personal request (like Mr. Lime's lunch invitation).
  - Each pair performs their dialogue for the class using polite, professional language learned.
- Step 5: Reflection and Feedback
  - Discuss:
    - Which phrases helped make the conversation professional?
    - How did you handle difficult or unexpected calls?
    - What would you do differently next time?
- Error Correction and Recap (10 mins):
  - Teacher lists and models common errors (e.g., missing greeting, unclear introduction, incomplete message, informal requests).
  - Choral repetition and peer correction for clarity, structure, and politeness.

### **[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)
    - Teacher rapid-fire: “How do you answer the phone at work?” “How do you ask to speak to someone?” “What do you say to take a message?”
  - Self-reflection (5 mins): Students share their strongest phrase for calls, or one thing they want to improve.
  - Preview of Next Class + Assignment (5 mins)
    - Tell students the next lesson will focus on practicing leaving messages, taking notes, and confirming information in short telephone exchanges. (Unit 3: Workplace Communication - Emails, Calls and Messages).
    - Homework: Write a phone message based on a scenario (“A client called. She wants Mr. Brown to call back this afternoon.”) and practice reading your call script aloud.
- 

#### Optional Independent Practice

- Homework / Practice / For next class:
  - Watch the video on [Making and Taking Phone Calls at Work](https://www.youtube.com/watch?v=OsDfrggKQgY) <https://www.youtube.com/watch?v=OsDfrggKQgY> and write new vocabulary in your notebook.

#### Notes for the Instructor

- Model key workplace phone call phrases and full scripts on board.
- Use real-world call scenarios for practice.
- Scaffold students with sentence frames for greetings, requests, and message-taking.

*Lesson prepared by Elisabeth Perrin*

- **Course Title:** General Business English
  - **CEFR Level:** A2
  - **Lesson Number:** 11
  - **Topic:** Leaving and Taking Messages (Unit 3: Workplace Communication - Emails, Calls and Messages)
  - **Lesson Duration:** 3 hours (1hr20 - break 20mins - 1hr20)
  - **Can-Do Objectives:** (Aligned with CEFR descriptors)
    - I can leave a message: “Can you ask him to call me back?”
    - I can take a simple message and write it down from a phone call.
    - I can confirm names, numbers, and information during a call.
- 

**Materials**

- Handouts / Worksheets: [Download them [at this link](#)]
  - [Listening Worksheet: Talking on the Phone](#)
  - [Printed Transcript \(Plan B\)](#)
- Audio/Video Files:
  - Audio from Oxford Online English link: [Talking on the Phone](#)
- Required Tech / Supplies:
  - Whiteboard and markers (frontal/in-person lesson)
  - Sticky notes for activities

**Vocabulary**

Term	Definition	Example Sentence	Profession-Specific (Y/N)
transfer	to send a call to another person or department	"I'll transfer you to the technical support."	Y
voicemail	a recorded message left when the person is unavailable	"Please leave a message after the beep?"	Y
caller ID	a display showing the phone number of the caller	"The caller ID showed it was Mr.Lee calling."	Y

mute	to turn off the microphone temporarily on a call	“Could you please mute your microphone?”	Y
dial	to press the buttons to call a number	“Please dial extension 105 for customer service.”	Y

### Lesson Structure (PPP)

- Warm-Up Icebreaker (10 - 15 mins)
  - 1. Name Game:
    - Each participant introduces themselves with an adjective starting with the same letter as their name (e.g., "Reliable Rachel").
    - Each new person repeats the names and adjectives of all previous participants before adding their own.
  - 2. Word Association Challenge:
    - In pairs or small groups, start with a vocabulary word related to people and communication (e.g., "colleague").
    - Each participant quickly says a related word (e.g., "team", "meeting", "feedback") without repeating words.
    - Continue rapidly until someone hesitates or repeats a word.
  - 3. Pictionary – Workplace Edition:
    - Divide class into teams.
    - Each round, a player draws a workplace-related communication or people vocabulary word (e.g., "conference call", "manager", "handover").
    - Teammates guess the word within a time limit.
  - 4. Phone Greeting Jumble
    - Use sticky notes with phone greetings and requests (e.g., "Good morning, HR Department, Lisa speaking", "May I speak to...?").
    - Students match notes to appropriate scenarios.
    - In pairs, practice full greetings and polite requests.
    - Group Discussion Prompt
      - "Why is clear and polite phone answering important in the workplace?"
      - Share ideas to highlight professionalism and effective communication.

### I. Presentation (30–40 mins)

- Telephone Skills Practice
  - Step 1: Warm-Up Phrase Drill:
    - As a class, practice useful phrases aloud:

- "Can I take a message?"
- "Would you like to leave a message?"
- "I'm afraid he's not available."
- "Could you confirm your name and number?"
- Step 2. Teacher Roleplay Demonstration
  - The teacher performs short phone call scenarios demonstrating:
    - Caller leaving a message clearly.
    - Receiver taking notes and confirming details.
    - Receiver restating the message.
  - Invite students to identify the key phrases used.
- Step 3. "Message Relay" Game
  - Divide class into small groups.
  - Each group member takes turns playing:
    - Caller: leaves a short message (using model phrases).
    - Receiver: listens carefully, takes notes, and then passes the message to the next partner (who acts as the next receiver).
    - The last person reports the message aloud.
  - Compare with the original to highlight listening accuracy.
- Step 4. "Confirm or Clarify" Challenge
  - In pairs, one student plays the caller giving information with slight errors or unclear details.
  - The receiver practices confirming and clarifying:
    - "Did you say your number is...?"
    - "Can you please repeat that?"
  - Rotate roles and share challenging clarifications with class.
- Step 5. Group Reflection:
  - Discuss:
    - Which phrases helped understand and communicate messages better?
    - Why is confirming information important in phone calls at work?

## II. Practice (30–40 mins)

- Controlled Practice Activities:
  - Workplace Phone Call Practice: Audio from Oxford Online English link: [Talking on the Phone](https://www.oxfordonlineenglish.com/talking-on-the-phone) <https://www.oxfordonlineenglish.com/talking-on-the-phone>  
Note - Plan B: Use the [Printed Transcript \(Plan B\)](#) in case the website is blocked.
    - The teacher explains the objective is to practice listening, speaking, note-taking, and confirming information in typical workplace telephone exchanges.
  - Step 1: Predict and Discuss
    - Introduce the situation: A caller is trying to reach a colleague who is unavailable.
    - Ask students: What information might the caller give? What questions might the receiver ask?
    - Invite brief group discussion to generate vocabulary related to phone calls (e.g., message, call back, confirm number).

- Step 2: Listen and Fill
  - Play the full dialogue audio from the Oxford Online English link.
  - Provide students with the fill-in-the-gap [Listening Worksheet: Talking on the Phone](#) based on key phrases from the dialogue.
  - Students listen and write missing words or put jumbled words in the correct order as they follow along.
- Step 3: Order the Information
  - On the board, list the pieces of information the caller gives (e.g., name, company, phone number, urgency, availability).
  - Students work individually or in pairs to arrange the info in the correct order based on the audio.
  - Play the audio again to check answers.
- Step 4: Role Play with Note-Taking
  - In pairs, assign roles: “Caller” and “Receiver”.
  - The Caller prepares a short message similar to the one in the lesson, including name, organization, callback number, and urgency.
  - Before starting, give explicit note-taking guidance for the Receiver on the board, for example:
    - Use bullet points, not full sentences.
    - Write only keywords (name, company, number, reason), not every word.
    - One line for each piece of information.
  - The Receiver listens carefully, takes notes using this bullet-point/keyword style, and asks clarifying questions, e.g., “Can you confirm your number?” or “How do you spell your name?”
  - After the call, the Receiver restates the message to the Caller for confirmation, using the notes as support.
- Step 5: Message Writing
  - Using the notes taken during role play, students write a brief message/email as if they are reporting the call to a colleague.
  - Focus on clear, professional language and including all important details.
- Step 6: Group Reflection
  - Discuss what phrases helped in clarifying and confirming information.
  - Reflect on challenges in understanding or taking messages and how to improve.

### **[20-Minute Break]**

### **III. Production (30–40 mins)**

- Workplace Phone Communication: Practice Telephone Exchanges with Message Taking and Confirmation
  - Instructions:
    - Work in pairs. Take turns being the Caller and the Receiver.
    - The Caller explains briefly why they are calling (e.g., “I need to speak to the IT department,” or “The manager is unavailable; I want to leave a message”).

- The Receiver listens carefully, takes detailed notes including name, reason for the call, callback information, and any urgency.
- The Receiver practices confirming the information using clear, polite phrases such as:
  - “Could you please confirm your name and phone number?”
  - “Just to make sure, you said...”
  - “Would you like to leave a message for [name]?”
- After note-taking, the Receiver repeats the message aloud to the Caller for accuracy.
- Switch roles after each exchange and repeat several times.
- Emphasizing Key Skills
  - Active Listening: Pay close attention to details like names, times, and reasons for calling.
  - Polite Clarification: Use phrases to politely ask for repetition or clarification when unsure.
  - Accurate Note-Taking: Write down all essential information to avoid mistakes.
  - Message Repetition: Confirm by restating the message to the caller before ending the call.
- Example Phrases to Use
  - "May I take a message?"
  - "Could you please spell your last name?"
  - "Can you confirm the best number to reach you on?"
  - "I'll make sure [name] gets your message as soon as possible."
  - "Would you like [name] to call you back?"
  - "I'm sorry, but [name] is currently unavailable."
- Error Correction and Recap (10 mins):
  - The teacher reviews common errors on the board (e.g., missing greetings, wrong closing, informal/incomplete tone).
  - Practice correct form as a class. Peer correction on sample sentences.

#### **IV. Wrap-Up (15 mins)**

- Review vocabulary and objectives (5 mins)
  - Teacher rapid-fire: “How do you answer the phone professionally?” “How do you check a name or number?” “What’s a polite way to leave a message?”
- Self-reflection (5 mins): Each student shares the phrase they are most confident using after today, or one listening/writing skill they want to practice.
- Preview of Next Class + Assignment (5 mins)
  - Tell students the next lesson will focus on reviewing and practicing writing emails and making phone calls in realistic workplace scenarios.(Unit 3: Workplace Communication - Emails, Calls and Messages).

- Homework: Write a short phone message from a scenario (“A customer called. He needs Sarah in Accounts to call him back after lunch.”) and practice reading it aloud.
- 

### **Optional Independent Practice**

- Homework / Practice / For next class:
  - Make a role-play with a partner and take turns leaving and writing down messages.

### **Notes for the Instructor**

- Model leaving/taking messages aloud. Scaffold checking/clarifying sentences.
- Encourage accuracy in writing down names, numbers, and reasons.
- Use a variety of scenarios for speaking and listening.

*Lesson prepared by Elisabeth Perrin*

- **Course Title:** General Business English
  - **CEFR Level:** A2
  - **Lesson Number:** 12
  - **Topic:** Review and Practice (Unit 3: Workplace Communication - Emails, Calls and Messages)
  - **Lesson Duration:** 3 hours (1hr20 - break 20mins - 1hr20)
  - **Can-Do Objectives:** (Aligned with CEFR descriptors)
    - I can write and respond to a basic work email.
    - I can role-play a short phone call.
    - I can use set phrases for workplace communication like greetings, requests, and message-taking.
- 

### Materials

- Handouts / Worksheets: [Download them [at this link](#)]
  - [Workplace Voicemail & Phone Message Listening and Reading Activity](#)
- Required Tech / Supplies:
  - Whiteboard and markers (frontal/in-person lesson)
  - Sticky notes for activities

### Vocabulary

Review vocabulary from Unit 3 (Workplace Communication - Emails, Calls and Messages) in the course:

Lesson	Title
9	Writing Simple Emails
10	Making Phone Calls
11	Leaving and Taking Messages

### Lesson Structure (PPP)

- Warm-Up Icebreaker (10 - 15 mins)
  - 1. Common Goals Finder
    - Divide students into small groups or pairs.
    - Each group lists as many things as possible they think are important for effective communication at work (e.g., clarity, politeness, listening).
    - After a few minutes, groups share their lists and find common elements across groups.
  - 2. Workplace Word Web
    - On the board, write a workplace communication-related word (e.g., "Meeting").

- Students take turns quickly saying or writing related words (e.g., "Agenda," "Minutes," "Presentation").
  - Connect the words on the board to form a "word web" showing related vocabulary.
- 3. Two Truths and a Work-Related Lie
  - Each student thinks of two true statements and one false statement about their work experience or workplace, using simple language.
  - Peers guess which statement is the lie.
- 4. Telephone Phrase Mix-Up
  - Prepare phrase strips on sticky notes with typical workplace telephone phrases (e.g., "Can I take a message?", "Who should I say is calling?").
  - Mix the strips and give each student or pair some.
  - Students reorder the strips to form a polite, professional phone conversation greeting and message-taking exchange.
  - Then practice saying the correct dialogue aloud with a partner.

## **I. Presentation (30–40 mins)**

- Vocabulary Review
  - Step 1: Telephone Skills Review
    - Warm-Up Phrase Drill: As a class, practice key phone phrases for message-taking and clarifying information:
      - "Can I take a message?"
      - "Would you like to leave a message?"
      - "I'm afraid he's not available."
      - "Could you confirm your name and number?"
    - Teacher-Modelled Roleplay: Teacher demonstrates brief authentic phone calls involving polite greetings, message-taking, and confirming details. Students listen and identify key phrases and polite strategies.
    - Message Relay Game: In small groups, one student plays the caller leaving a detailed message; each listener passes the message along accurately until the last student reports it aloud to the class.
    - Clarification Challenge: In pairs, students practice asking for and giving clarification with phrases like "Did you say your number is...?" or "Could you please repeat that?" to ensure accurate communication.
  - Step 2. Email Writing Focus
    - Review Professional Email Structure: Briefly discuss the components of a clear, professional email (subject line, greeting, body, closing).
    - Common Phrases for Professional Emails: Introduce polite requests, confirmations, and closings such as:
      - "I would appreciate it if you could..."
      - "Please confirm whether..."
      - "Thank you for your assistance."

- Guided Writing Task: Students write a short email based on a workplace prompt (e.g., requesting information or confirming a phone conversation).
- Peer Review: In pairs, students exchange emails, check each other's grammar, tone, clarity, and professionalism. Provide feedback focusing on polite and concise language.
- Step 3. Group Reflection & Discussion
  - Discuss the importance of clear communication in both phone calls and emails in the workplace.
  - Share challenges encountered during activities and effective strategies for overcoming misunderstandings.
  - Highlight the value of confirming information and maintaining professionalism to build positive working relationships.

## II. Practice (30–40 mins)

- Controlled Practice Activities:
  - Provide the worksheet [Workplace Voicemail & Phone Message Listening and Reading Activity](#) (which includes the information below)
    - Part 1: Listening and Reading Comprehension
      - Read the following voicemail greeting scripts and phone message dialogue. Then answer the questions below.
      - Voicemail Script Samples:
        - Standard Business Voicemail  
"Hello, you've reached Anna Smith at Tech Solutions. I'm currently unable to answer your call. Please leave your name, number, and a brief message, and I will return your call as soon as possible. Thank you."
        - Busy Line / All Operators  
"Thank you for calling Global Finance. All of our representatives are assisting other clients at the moment. Please leave your name, phone number, and a short message, and we will get back to you as soon as possible."
        - Out of Office / Vacation  
"You have reached Mark Johnson at Creative Agency. I am out of the office from July 10th to July 20th and will not be checking messages during this time. For urgent matters, please contact Lisa White at 555-1234. Thank you."
    - Phone Message Dialogue:
      - Caller: "Hello, this is Jenny from ProLingua calling for Mr. Carter."
      - Receiver: "I'm afraid he's not available at the moment. Can I take a message?"
      - Caller: "Yes, please. Could you tell him that Jenny called from ProLingua, and the number is 020-411-7685?"

- Receiver: "Just to confirm, that's Jenny from ProLingua, and the number is zero two zero, four one one, seven six eight five?"
- Caller: "That's right. Also, let him know I'm leaving in two hours and would appreciate a call back before that."
- Receiver: "Got it. I'll make sure he gets your message. Thank you for calling, Jenny."
- Questions:
  - Who can the caller leave a message for in the phone message dialogue?
  - What is the caller's company name?
  - What phone number does the caller give? Write it in digits.
  - When will the caller be leaving?
  - What are callers instructed to leave in the Standard Business Voicemail?
  - During what dates is Mark Johnson out of the office?
  - Who should be contacted for urgent matters while Mark Johnson is away?
  - What should a caller do when all representatives are busy according to the Busy Line voicemail?
- Part 2: Sequencing Activity
  - Put the following pieces of information from the phone message in the order they were mentioned:
    - The caller's phone number.
    - The reason for the call.
    - The caller's name and company.
    - The urgency (leaving in two hours).
    - The request to call back.
- Part 3: Message Note-Taking Practice (Students write in their notebook)
  - Imagine you are the receiver in the phone dialogue. Write a clear message note including:
    - Caller's name
    - Company
    - Phone number
    - Message details (urgency and callback request)

**[20-Minute Break]**

**III. Production (30–40 mins)**

- Mini-Project: Workplace Communication
  - Part 1: Write a Short Professional Email
    - Instructions:

- Choose a workplace scenario, such as requesting information, confirming a meeting, or responding to a colleague's request.
  - Write an email that:
    - States your purpose clearly in the subject line and opening sentence.
    - Provides relevant details or responses.
    - Maintains a professional tone throughout.
    - Ends with a polite closing and your signature.
  - Example topics:
    - Requesting a meeting or clarification.
    - Confirming details of a scheduled appointment.
    - Responding to a request for information.
- Part 2: Role Play – Phone Call & Message Exchange
  - Instructions:
    - Pair students. Each pair receives a scenario card (example scenarios below).
    - One student acts as the caller, and the other as the receiver.
    - The caller explains their request or leaves a message.
    - The receiver:
      - Greets politely.
      - Takes notes on key information (name, message, callback details).
      - Confirms details politely (“Could you please spell that?”)
      - Restates the message for accuracy.
    - Then, switch roles and repeat with a new scenario.
    - Sample Scenarios:
      - The client calls to confirm an appointment.
      - A staff member calls to leave a message for a busy manager.
      - A colleague calls to schedule a project meeting.
      - A technician calls about a service appointment.
- Wrap-up & Reflection
  - Students share their experience: what phrases worked well, what challenged them.
  - Discuss the importance of clarity, politeness, and confirmation in workplace communication.
  - Review key phrases for email and phone communication.
- Error Correction and Recap (10 mins):
  - Review common errors from role-plays and messages.
  - Practice correct sentences choral and in pairs.

#### **IV. Wrap-Up (15 mins)**

- Review vocabulary and objectives (5 mins)
  - Practice key phone phrases.
- Self-reflection (5 mins): Share your strongest phrase or way to confirm information.

- Preview of Next Class + Assignment (5 mins)
    - Tell students the next lesson will focus on describing tasks (Unit 4: Handling Tasks and Problems).
    - Homework: Write a phone message at work and practice reading aloud.
- 

### **Optional Independent Practice**

- Homework / Practice / For next class:
  - Record yourself role-playing message taking or leaving.

### **Notes for the Instructor**

- Scaffold with sentence frames for messages and questions.
- Encourage polite and clear communication.
- Provide real-world examples.

*Lesson prepared by Elisabeth Perrin*

- **Course Title:** General Business English
  - **CEFR Level:** A2
  - **Lesson Number:** 13
  - **Topic:** Describing Tasks (Unit 4: Handling Tasks and Problems)
  - **Lesson Duration:** 3 hours (1hr20 - break 20mins - 1hr20)
  - **Can-Do Objectives:** (Aligned with CEFR descriptors)
    - I can describe steps in a workplace process or task using sequencing words ("First, I check the order. Then, I pack the items.")
    - I can ask and answer simple questions about the next steps in a work process ("What do I do next?")
    - I can use set phrases to sequence and clarify tasks at work.
- 

**Materials**

- Handouts / Worksheets: [Download them [at this link](#)]
  - [Workplace Task Sequencing Worksheet](#)
  - [Task Checklist for Question-Response Drill](#)
- Audio/Video Files:
  - Optional Independent Practice/ Homework: [How to use sequencers in English](#)
- Required Tech / Supplies:
  - Whiteboard and markers (frontal/in-person lesson)
  - Sticky notes for activities

**Vocabulary**

Term	Definition	Example Sentence	Profession-Specific (Y/N)
sequence	order of steps	"Please follow this sequence to complete the task."	N
first	beginning step	"First, I prepare the documents."	N
then	next step	"Then, I send the documents."	N

next	following a previous step	"Next, I update the system."	N
finally	last step	"Finally, I email the confirmation."	N
instructions	directions for how to do something	"Read the instructions before you start."	Y
checklist	a list of things to do or check	"I use a checklist to track tasks."	Y
process	series of steps to complete a job	"This is our delivery process."	Y
confirm*	check or say yes	"Can you confirm the last step?"	Y
clarify	make something clear	"Could you clarify what I do after lunch?"	Y

\*confirm = review word

### Lesson Structure (PPP)

- Warm-Up Icebreaker (10 - 15 mins)
  - Revision: Emails and Phone Calls Practice at Work
    - Email Writing Review:
      - Recap essentials of a professional email: clear subject line, polite greeting, concise and relevant body, professional closing, and signature.
    - Phone Call Phrases Practice:
      - Recap common polite phone phrases such as:
        - "Can I take a message?"
        - "Would you like to leave a message?"
        - "I'm afraid he's not available right now."
        - "Could you confirm your name and number?"
  - Introducing Today's Lesson: Describing Workplace Tasks Using Sequencing Language

- Task Sequence Chain
  - Teacher starts by describing a work-related task aloud with a sequencing phrase, e.g.,
    - "First, I check my email."
    - Each student adds a step using sequencing language, for example,
      - "Then, I reply to urgent messages."
  - Continue until a full logical sequence of a task or process is built together.
- Task Pictionary
  - Students write simple workplace action phrases (e.g., "pack a box," "send a report," "make a phone call") on sticky notes.
  - Volunteers draw the action without speaking; the class guesses the task.
  - After guessing, the class arranges the tasks in a correct sequence using words like first, next, and then to describe the process.
- Checklists and Steps Quick Match
  - Prepare sticky notes with shuffled steps of simple workplace processes (e.g., "Send invoice," "Pack item," "Confirm delivery").
  - Split the class into small groups and challenge them to arrange the steps in the correct order quickly.
  - Review as a whole class, emphasizing the use of sequencing expressions when explaining the order.
- Discussion
  - Discuss why using clear sequencing language is important for communicating tasks effectively in the workplace.

## **I. Presentation (30–40 mins)**

- Vocabulary Introduction: Sequencing Language Activity for the Workplace (10-15 mins)
  - Step 1: Quick Pronunciation Drill (2-3 minutes)
    - On the board, write key sequencing words: First, Then, Next, Finally.
    - Model pronunciation clearly.
    - Have students write simple sentences in their notebooks, and then share out loud.
  - Step 2: Interactive Chain Task Description
    - The teacher begins by describing a simple work task aloud using sequencing language, e.g., "First, I check the order."
    - Going around the room, each student adds the next step to the sequence using a sequencing word:
      - Example: "Then, I print the shipping label."
      - Encourage full sentences and variety.
    - The chain grows with each contribution, building a complete step-by-step process together.
- Listening and Reading Activity on Workplace Task Sequence (15-20 mins)

- Part 1: Listening Activity
  - Instructions: Read aloud a short script describing a four-step workplace process. For example:  
*"First, I check the order. Then, I print the shipping label. Next, I pack the items. Finally, I call the courier."*
  - Task: Students listen carefully and write down or mentally note the four steps in the order they hear them.
- Part 2: Reading & Comprehension
  - Instructions: Distribute the [Workplace Task Sequencing Worksheet](#)
  - The worksheet has the four steps written in random order along with questions like:
    - "Underline the sequencing words (first, then, next, finally)."
    - "What happens after packing?" (answer: "Call the courier")
    - "What is the first step?"
  - Task:
    - Students underline the sequencing words in the steps.
    - Answer comprehension questions based on the sequence.
- Part 3: Class Review
  - Review the correct sequence as a class, emphasizing sequencing words.
  - Reinforce the importance of clear step-by-step communication in the workplace.
  - Extension (Optional/If time): Students can practice describing their own simple task (e.g., making coffee, starting a project) using sequencing words aloud.

## II. Practice (30–40 mins)

- Controlled Practice Activities:
  - Step 1: Pair Dialogue Practice
    - Students work in pairs.
    - Each student takes turns describing their process for a simple, common workplace task using sequencing words. For example:
      - "First, I turn on the computer."
      - "Then, I open my documents."
      - "What do I do next?"
    - The partner listens carefully, answers with the next step, then shares their own task description and question.
    - Encourage full sentences and use of connectors like first, then, next, after that, finally.
    - Tasks can be real or fabricated, such as:
      - Processing an order
      - Making a cup of coffee
      - Preparing a meeting room
      - Sending an email
  - Step 2: Question-Response Drill

- Provide each pair with the [Task Checklist for Question-Response Drill](#) worksheet which includes the following sequences, e.g.:
  - Check stock
  - Print labels
  - Pack items
  - Arrange courier
- One student asks "What do I do next?" based on the task they are on.
- The partner answers with the correct next step using sequencing language.
- Switch roles frequently for quick, lively practice.
- Step 3: Writing Practice
  - Students individually write a short paragraph describing a simple workplace process or routine using sequencing language.
  - Example prompt: *"Describe how you prepare a report or complete a customer order."*
  - Emphasize clear step-by-step sequences starting with first, then, next, finally.
  - Volunteers can share their paragraphs or submit for peer feedback.

### [20-Minute Break]

### III. Production (30–40 mins)

- Describe a Task
  - Step 1: Write Your Task Sequence:
    - Students choose a real or imagined work task (e.g., "How to prepare a meeting room," "How to pack an order").
    - Individually, write a 4-sentence task description: each sentence begins with a different sequencing word.
    - Example: "First, I print the agenda. Then, I arrange the chairs. Next, I check the projector. Finally, I prepare water and welcome the team."
  - Step 2: Pair Information Gap Speaking:
    - Each student reads out only two steps; the partner asks, "What do you do next?" to learn and record the full sequence.
    - Partners swap roles and repeat.
  - Step 3: Role-Play:
    - In pairs, one student plays a new employee asking about tasks ("What do I do next?").
    - The other acts as a supervisor, guiding them through using sequencing language.
  - Step 4: Group Sequencing Game:
    - Groups pool their individual task lists and build a full process.
    - Teams present sequences.
    - Class votes on the clearest and most logical task order.
- Error Correction and Recap (10 mins):

- Review typical errors with sequencing words, order of sentences, or clarity.
- Choral and pair repetition of corrected sentences ("First, then, next, finally...").

#### **IV. Wrap-Up (15 mins)**

- Review vocabulary and objectives (5 mins)
    - Quick-fire quiz: "What step comes after packing the box?"
  - Self-reflection (5 mins): Everyone shares which sequencing word or sentence they feel most confident using.
  - Preview of Next Class + Assignment (5 mins)
    - Tell students the next lesson will focus on making requests and suggestions in the workplace, using role-plays and dialogues (Unit 4: Handling Tasks and Problems).
    - Homework: Write a four-step description of a task you do at work, practicing "First," "Then," "Next," "Finally." Practice orally.
- 

#### **Optional Independent Practice**

- Homework / Practice / For next class:
  - Listen to the [How to use sequencers in English](#) video and write down new vocabulary in your notebook.
  - Practice describing steps for a task you do at home or work, record and play back for clarity.

#### **Notes for the Instructor**

- Scaffold with sentence frames for messages and questions.
- Encourage polite and clear communication.
- Provide real-world examples.

*Lesson prepared by Elisabeth Perrin*

- **Course Title:** General Business English
  - **CEFR Level:** A2
  - **Lesson Number:** 14
  - **Topic:** Making Requests and Suggestions (Unit 4: Handling Tasks and Problems)
  - **Lesson Duration:** 3 hours (1hr20 - break 20mins - 1hr20)
  - **Can-Do Objectives:** (Aligned with CEFR descriptors)
    - I can make polite requests: "Could you help me with this report?"
    - I can suggest actions: "Let's have a meeting at 2 p.m."
    - I can respond politely to requests and suggestions.
    - I can ask how to help a colleague or offer assistance.
- 

**Materials**

- Handouts / Worksheets: [Download them [at this link](#)]
  - [Request and Offer Bingo Activity Sheet](#)
  - British Council worksheet: [Request and Suggestion Practice](#)
  - [Polite Requests & Suggestions Comprehension Worksheet](#)
- Required Tech / Supplies:
  - Whiteboard and markers (frontal/in-person lesson)
  - Sticky notes for activities

**Vocabulary**

Term	Definition	Example Sentence	Profession-Specific (Y/N)
Could you...?	polite way to ask for help or a favor	"Could you help me with this report?"	Y
Would you like...?	polite way to offer	"Would you like some coffee?"	Y
Shall I...?	polite offer to do something	"Shall I send the email?"	Y
Can I...?	less formal request	"Can I borrow your pen?"	Y

Would you mind...?	polite way to ask for permission	“Would you mind opening the window?”	Y
How about...?	suggestion for a shared activity	“How about having a meeting at 3?”	N
Why don't we...?	suggestion for next step	“Why don't we check the reports now?”	N
Let's...	friendly suggestion	“Let's review the project together.”	N

### Lesson Structure (PPP)

- Warm-Up Icebreaker (10 - 15 mins)
  - Request & Offer Bingo
    - Provide students with the [Request and Offer Bingo Activity Sheet](#) which is filled with polite requests and offer phrases common in workplace communication such as "Could you help me?", "Would you like some coffee?", "Shall I...?", and "Let's...".
    - Students circulate in the classroom asking classmates these questions naturally, aiming to find someone who agrees or responds positively. When they find a responding classmate, they mark that phrase on their bingo card.
  - Matching Phrases Activity
    - Create sets of sticky notes with common request and suggestion phrases mixed together.
    - Present workplace scenarios or situations (e.g., "borrowing a pen," "sending information") on the board or handouts.
    - Students work individually or in pairs to match the phrases on sticky notes to the situations they best fit.
  - Discussion: Importance of Politeness in Requests
    - After the activities, engage the class in a discussion about why politeness matters in workplace requests and offers.
    - Explore topics like how using polite language helps maintain positive relationships, fosters teamwork, and reduces misunderstandings.

### I. Presentation (30–40 mins)

- Vocabulary Presentation: Polite Requests and Suggestions for Workplace Communication

- Step 1: Modeling Polite Phrases
  - Introduce key polite request and suggestion phrases commonly used at work:
    - "Could you help me with this?"
    - "Would you like to join the meeting?"
    - "Shall I send the email now?"
  - Model each phrase clearly with natural intonation.
  - Highlight the role of modal verbs (could, would, shall) and softening grammar (past tense, progressive forms) to make requests indirect and polite.
  - Demonstrate tone variation in formal vs. informal workplace scenarios.
- Step 2: Pronunciation Practice
  - Engage the class in choral and individual repetition of the modeled phrases.
  - Provide instant corrective feedback, focusing on intonation patterns that convey politeness (rising intonation for offers, gentle pitch for requests).
- Step 3: Role-Play Practice
  - In pairs or small groups, students practice short dialogues using polite phrases. Example prompts:
    - Ask a colleague for assistance with a task.
    - Suggest attending a meeting together.
    - Offer to send a report or email.
  - Encourage students to experiment with tone and phrasing to suit different levels of formality.
- Step 4: Cultural and Pragmatic Awareness Discussion
  - Highlight differences in politeness strategies across cultures and languages.
  - Discuss common pitfalls, such as sounding too direct or too vague, and how to avoid misunderstandings.
  - Introduce strategies from research such as using modals, vague language ("a bit," "around"), and negative questions ("Shouldn't we...?") for diplomatic communication.

## II. Practice (30–40 mins)

- Controlled Practice Activities:
  - Step 1: Role-Play Practice
    - Students form pairs and choose a scenario card with workplace situations.
    - Example dialogue:
      - A: "Could you review this report?"
      - B: "Yes, I can. I will do it now."
    - Scenario examples:
      - Scenario 1: Report Review
        - A: "Could you review this report before the team meeting?"
        - B: "Yes, I can. I will do it now."
      - Scenario 2: Joining a Meeting
        - A: "Would you like to join the project meeting this afternoon?"
        - B: "Yes, I would. What time does it start?"

- Scenario 3: Offering Help with a Task
  - A: "Shall I help you prepare the presentation slides?"
  - B: "That would be great, thanks."
- Scenario 4: Requesting Clarification
  - A: "Could you explain how to use the new software?"
  - B: "Of course, I'll show you after lunch."
- Scenario 5: Suggesting a Break
  - A: "How about having a quick coffee break now?"
  - B: "Good idea, let's go."
- Scenario 6: Asking for Document Submission
  - A: "Could you please send me the updated proposal by tomorrow?"
  - B: "Sure, I'll send it before noon."
- Scenario 7: Inviting to Collaborate
  - A: "Would you like to collaborate on the client report?"
  - B: "Yes, I'd love to join the team."
- Scenario 8: Offering to Schedule a Meeting
  - A: "Shall I schedule a follow-up meeting for next week?"
  - B: "Please do, and send me the invite."
- Partners switch roles to practice both asking and responding politely.
- Emphasize natural intonation and clear articulation to improve listening and speaking skills.
- Step 2: Question & Response Drills (Speaking & Listening)
  - Use the British Council worksheet: [Request and Suggestion Practice](https://learnenglish.britishcouncil.org/grammar/english-grammar-reference/requests-offers-invitations) <https://learnenglish.britishcouncil.org/grammar/english-grammar-reference/requests-offers-invitations> as a guide.
  - Student A asks polite requests or offers, e.g., "Would you like to join the project?"
  - Student B responds appropriately, e.g., "Yes, I would."
  - Rotate roles rapidly to provide abundant practice and reinforce understanding.
- Step 3: Making Suggestions
  - Students practice making workplace suggestions aloud such as:
    - "How about having a quick chat now?"
    - "Let's check the figures together."
  - Follow with a class discussion on the politeness level and appropriateness of different expressions in formal and informal contexts.
  - Distribute short reading passages containing requests and suggestions from workplace emails or dialogues - [Polite Requests & Suggestions Comprehension Worksheet](#).
  - Students identify polite phrases, underline them, and summarize how they soften requests.
- Step 4: Writing Task
  - Each student writes a short email or message to a colleague including at least three polite requests or suggestions using phrases practiced in class.

- Example prompt: "Write an email asking a colleague to review your report, suggesting a meeting time, and offering help."
- Encourage use of sequencing and softening language to ensure professionalism.

**[20-Minute Break]**

**III. Production (30–40 mins)**

- Workplace Polite Requests and Suggestions Activity
  - Step 1: Creative Writing
    - Task: Students write a short dialogue for a workplace scenario where they request help or suggest a meeting.
    - Example prompts:
      - "Could you help me with this document?"
      - "Shall I send the email now?"
      - "Let's discuss the project deadlines."
    - Tip for students: Use polite phrases and consider formal/informal tone depending on context.
  - Step 2: Role-Play & Recording
    - Pair work: Students take turns acting out their written dialogues, switching roles between the requester and responder.
    - Recording: Use smartphones or classroom recording tools to record their dialogues. Encourage expressive tone and natural speech.
    - Variations:
      - Practice with different scenarios (asking for a report review, suggesting a team lunch, confirming a meeting time).
      - Add gestures or body language to make dialogues more natural.
  - Step 3: Class Performance & Feedback
    - Performance: Volunteers perform their recorded dialogues aloud for the class.
    - Feedback:
      - Classmates give positive feedback focusing on politeness, clarity, and natural tone.
      - Teachers highlight effective phrases or suggest alternative polite expressions.
      - Encourage peer suggestions for improving pronunciation and intonation.
    - Optional Extension:
      - Students brainstorm additional workplace situations requiring polite requests or suggestions and create their own dialogues in their notebook.
- Error Correction and Recap (10 mins):
  - Review common mistakes (e.g., using "Can I..." in formal requests or forgetting politeness).
  - Practice correct form as a class. Peer correction on sample sentences/emails.

#### **IV. Wrap-Up (15 mins)**

- Review vocabulary and objectives (5 mins)
    - Rapid Q&A using phrases learned.
  - Self-reflection (5 mins): Share your strongest phrase or way to confirm information.
  - Preview of Next Class + Assignment (5 mins)
    - Tell students the next lesson will focus on describing common workplace problems (Unit 4: Handling Tasks and Problems).
    - Homework: Write two work emails—one making a polite request, one replying to a colleague.
- 

#### **Optional Independent Practice**

- Homework / Practice / For next class:
  - Record a short video making or responding to requests.

#### **Notes for the Instructor**

- Scaffold with sentence frames.
- Emphasize tone and politeness.
- Use real-world workplace scenarios.

*Lesson prepared by Elisabeth Perrin*

- **Course Title:** General Business English
  - **CEFR Level:** A2
  - **Lesson Number:** 15
  - **Topic:** Talking about Problems (Unit 4: Handling Tasks and Problems)
  - **Lesson Duration:** 3 hours (1hr20 - break 20mins - 1hr20)
  - **Can-Do Objectives:** (Aligned with CEFR descriptors)
    - I can describe a common problem at work: "The printer is not working."
    - I can ask for help politely: "Can you fix it, please?"
    - I can suggest basic solutions and respond when colleagues have problems.
- 

**Materials**

- Handouts / Worksheets: [Download them [at this link](#)]
  - [Matching Problems and Solutions Worksheet](#)
  - [Workplace Problem Dialogue Reading Task](#)
- Audio/Video Files:
  - Optional Independent Practice/ Homework: [Workplace English: Talking about Problems and Solutions](#)
- Required Tech / Supplies:
  - Whiteboard and markers (frontal/in-person lesson)
  - Sticky notes for activities

**Vocabulary**

Term	Definition	Example Sentence	Profession-Specific (Y/N)
problem	something wrong or not working	"The printer is not working."	Y
broken	not working, damaged	"The computer is broken."	Y
fix	to repair or solve a problem	"Can you fix the printer?"	Y
missing	not there, can't be found	"The files are missing"	Y

		from my desk.”	
solution	something that solves a problem	“Let’s find a solution.”	Y
help	to assist someone	“Can you help me with this task?”	Y
error	a mistake or something incorrect	“There is an error in the document”	Y
call (for help)	ask someone to come and help	“Should I call IT for help?”	Y
suggest	to offer an idea or plan	“I suggest we check the cables first.”	Y
equipment	machines or tools needed for a job	“Some equipment is not working today.”	Y

### Lesson Structure (PPP)

- Warm-Up Icebreaker (10 - 15 mins)
  - Revision: Describing Tasks at Work:
    - Students work in pairs or small groups to take turns describing what they do at work, using short sentences such as:
      - *"I answer emails."*
      - *"I organize files."*
      - *"I prepare reports."*
    - The teacher can provide prompts if needed, e.g., “Describe a task you do every morning.”
  - Problem Scenario Brainstorm:
    - Describe or act out simple workplace problems - The teacher gives spoken prompts e.g.,:
      - "Imagine the printer is broken."
      - "Imagine the file tray is empty."

- Each student or pair describes the problem using target vocabulary: *"The printer is broken."* *"The files are missing."*
  - Missing Item Mingle:
    - On sticky notes, write the names of common work items and place them in unexpected locations around the room.
    - Students must find and describe what's missing or out of place: *"The stapler is missing from the table."*
  - Introduce today's lesson with a quick discussion:
    - Ask: *"What is the most common problem in your workplace? How do you usually solve it?"*

## I. Presentation (30–40 mins)

- Vocabulary and Phrases - Identifying Workplace Problems (10-15 mins)
  - Step 1: Modeling
    - Begin by modeling key phrases used to describe workplace issues. For example:
      - "There is a problem with the computer."
      - "This equipment is not working."
      - "The report has an error."
    - Write these on the board as sample sentences.
    - Ask students what other problems they have seen or experienced at work, and encourage them to describe them using similar structures.
  - Step 2. Practice Asking for Help
    - Introduce and practice polite requests for help:
      - "Can you help me?"
      - "Can you fix it, please?"
      - "Should I call IT?"
    - Encourage students to role-play these questions with each other, making sure everyone practices asking and responding.
  - Step 3. Solution Language - Staying Positive
    - Highlight the importance of a positive, collaborative tone when suggesting solutions:
      - "Let's restart the printer."
      - "I suggest we check the cable."
      - "We could try turning it off and on."
    - Ask students to think of more helpful and positive suggestions they can use in the workplace, and share them with the class.
- Listening - Workplace Problems in Action (15-20 mins)
  - Write on the board and read this short story. For example:
    - *On Monday morning, the photocopier was broken. Anna said, "Can you fix it, please?" Sam replied, "Let's try restarting it."*
  - Comprehension Practice:

- Ask the class these questions about the story (write the questions on the board):
  - What was the problem?
  - What solution was suggested?
  - Have students answer in pairs or small groups before checking as a class.
- Extension (If time):
  - Invite students to act out the dialogue, then rewrite the story in their notebook to include a different problem and another possible solution.

## II. Practice and Production (30–40 mins)

- Controlled Practice Activities:
  - 1. Matching Problems and Solutions
    - Distribute the [Matching Problems and Solutions Worksheet](#).
    - Part 1: Students read and match common problems (“The scanner isn’t working.”) with solutions or helpful responses (“Have you checked the power cable?”)
    - Part 2: Students complete the reflection exercise.
  - 2. Reading task:
    - Distribute the [Workplace Problem Dialogue Reading Task](#).
    - Students read the short dialogue carefully. Then complete the questions that follow.
  - 3. Role Play Problem Solving:
    - Step 1: Dialogue Writing
      - Pairs develop a short workplace role-play, including a description of a problem, a help request, and a basic solution. Example:
        - A: “The copier is not working.”
        - B: “Can you fix it, please?”
        - A: “I’ll try. Maybe we should check the paper.”
    - Step 2: Perform & Record
      - Pairs act out their dialogue for another pair or record on a phone.
      - Partners give feedback: Did they use a problem phrase, polite request, and simple solution?
    - Step 3: Group Brainstorm - Solutions Wall
      - On the board, list as many workplace problems and solutions as the class can think of.
      - Vote on the most common or most creative solution.
    - Step 4: Present & Discuss
      - Volunteers perform their best role-plays for the class.
      - The group gives suggestions for other solutions and comments on clear polite communication.
- Error Correction and Recap (10 mins):

- Review and mark common mistakes (e.g., missing "the" with problems, wrong polite phrase, negative tone).
- Choral repetition for "Can you help...? Can you fix...? I suggest..."

### **[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)
    - Fast quiz—"What do you say when the printer is broken? How do you ask for help? Suggest a solution."
  - Self-reflection (5 mins): Each student notes one new way to ask for help or describe a problem.
  - Preview of Next Class + Assignment (5 mins)
    - Tell students the next lesson will focus on review and role-play handling tasks and problems, using language from the unit (Unit 4: Handling Tasks and Problems).
    - Homework: Think of a problem at work and write a conversation including a request for help and a simple solution.
- 

### **Optional Independent Practice**

- Homework / Practice / For next class:
  - Watch a video on [Workplace English: Talking about Problems and Solutions](#), write three problem/solution phrases.
  - Practice describing a problem at home or work to a colleague and role-play offering help or suggesting solutions.

### **Notes for the Instructor**

- Scaffold polite language for describing, requesting, and suggesting clearly.
- Encourage positive, solution-oriented interaction.
- Illustrate realistic but simple office scenarios and encourage creativity in solutions.

*Lesson prepared by Elisabeth Perrin*

- **Course Title:** General Business English
  - **CEFR Level:** A2
  - **Lesson Number:** 16
  - **Topic:** Review and Problem Solving (Unit 4: Handling Tasks and Problems)
  - **Lesson Duration:** 3 hours (1hr20 - break 20mins - 1hr20)
  - **Can-Do Objectives:** (Aligned with CEFR descriptors)
    - I can describe a simple work problem.
    - I can suggest a solution in simple language.
    - I can participate in a short discussion about tasks and problems.
    - I can use polite, clear phrases to propose ideas in the workplace.
- 

### Materials

- Handouts / Worksheets: [Download them [at this link](#)]
  - [Reading Worksheet - Understanding Workplace Problems and Solutions](#)
  - [Matching and Writing Worksheet - Problems, Solutions, and Polite Phrases.](#)
- Audio/Video Files:
  - Presentation: [English Conversation at Work - Topics situations that may happen at workplace](#)
- Required Tech / Supplies:
  - Whiteboard and markers (frontal/in-person lesson)
  - Sticky notes for activities

### Vocabulary

Review vocabulary from Unit 4 (Handling Tasks and Problems) in the course:

Lesson	Title
13	Describing Tasks
14	Making Requests and Suggestions
15	Talking about Problems

### Lesson Structure (PPP)

- Warm-Up Icebreaker (10 - 15 mins)
  - Revision: Making Requests and Suggestions at Work
    - Start by reviewing key phrases for making polite requests and suggestions, such as:
      - *“Could you please help me with...”*
      - *“Can you fix it, please?”*

- *“I suggest we restart the computer.”*
  - *“How about checking the cables?”*
  - Practice these phrases with quick pair drills where students take turns making requests and giving suggestions based on common workplace situations.
- Task & Problem Review Round:
  - Each student or pair describes a common work task using sentences like *“I check the stock every morning”*, followed by a simple problem they have experienced, e.g.,
    - *“Sometimes the printer runs out of paper.”*
- Problem Wall Brainstorm:
  - Hand out sticky notes for each student to write one workplace problem and place it on the “Problem Wall.”
  - Select several problems to read aloud.
  - The class then discusses and suggests possible solutions using polite, constructive language.
- Equipment Hunt:
  - Hide one or two common classroom or office items.
  - Students find the missing items, describe the problem (e.g., *“The stapler is missing from the desk.”*), and suggest ways to solve it, encouraging full sentences with requests or solutions.
- Quick Discussion:
  - Ask: *“What was the most difficult problem you solved at work recently?”* and *“How did you fix it?”*
  - Encourage sharing using the target phrases for requests and suggestions.

## **I. Presentation (30–40 mins)**

- Vocabulary Review and Class Discussion(10-15 mins)
  - Vocabulary Review:
    - Begin with a review of key phrases commonly used to discuss workplace problems and suggest solutions. Examples include:
      - *“There is a problem with the computer.”*
      - *“Can you help me?”*
      - *“I suggest we call maintenance.”*
    - Practice pronunciation collectively to build confidence and accuracy.
    - Use example sentences to demonstrate how these phrases are used in typical workplace conversations.
  - Class Discussion: Sharing Ideas and Politeness
    - Conduct a brainstorming session to recall other problems and solutions covered during the unit.
    - Discuss which expressions are considered most polite when requesting assistance at work.
      - What other problems and solutions do you remember from this unit?

- How do you politely ask for help when something goes wrong at work?
- Workplace English Video Comprehension (15-20 mins)
  - Step 1: Watch and Listen to the video [English Conversation at Work - Topics situations that may happen at workplace](#)
    - Watch the video carefully, focusing on the workplace situations presented, such as discussions about project plans, meetings, handling office equipment problems, work responsibilities, and polite requests or suggestions.
  - Step 2: Comprehension Questions
    - Answer the questions based on the video content:
      - What is discussed in the first project planning dialogue?
      - How do the characters handle a problem with office equipment?
      - Describe one example of how polite requests are made in the video.
      - What advice or solutions are suggested in a workplace problem shown?
  - Step 3: Vocabulary & Phrases
    - List five phrases or sentences heard in the video that describe:
      - Workplace problems
      - Asking for help politely
      - Offering solutions or suggestions
      - Practice pronouncing these phrases aloud as a group.
  - Step 4: Group Discussion
    - Discuss:
      - What common workplace challenges arise in the video?
      - How can polite communication help in solving problems?
      - Which phrases felt most useful and why?

## II. Practice (30–40 mins)

- Controlled Practice Activities:
  - 1. Writing Practice:
    - Each student writes a short scenario (4-5 lines): describe a task, identify a problem, suggest a solution.
    - Partners exchange and provide feedback on clarity and language.
  - 2. Reading Activity
    - Distribute the [Reading Worksheet - Understanding Workplace Problems and Solutions](#) featuring a short dialogue about a workplace problem and solution.
    - Students read silently or aloud.
    - Answer comprehension questions focusing on identifying the problem, the suggested solution, and polite language used.
    - Review answers as a class and highlight useful expressions.
  - 3. Matching and Writing Activity
    - Distribute the [Matching and Writing Worksheet - Problems, Solutions, and Polite Phrases](#).
    - Students match common problems with appropriate solutions or polite phrases.

- Discuss answers as a group.
- Students write short sentences: describing a problem, suggesting a solution, and proposing an idea politely.
- Encourage sharing sentences with a partner or the whole class for spoken practice.

### [20-Minute Break]

### III. Production (30–40 mins)

- Task and Problem Solving Activity
  - Stage 1: Preparation and Modeling
    - Introduce common workplace tasks and problems, e.g., "I need to print the agenda," "The printer is out of paper."
    - Model key language:
      - Describing a task ("I need to print the agenda.")
      - Identifying problems ("The printer is out of paper.")
      - Making polite suggestions/requests ("Let's fill the paper tray." "Should I call IT?")
  - Stage 2: Pair Creation
    - Students work in pairs to create their own mini-workplace scene involving:
      - Describing a task.
      - Identifying a workplace problem.
      - Suggesting and agreeing on a solution.
    - Encourage creativity by allowing students to choose or invent problems related to office equipment, communication, or work processes.
    - Pairs rehearse their mini-dialogues practicing polite, clear language.
  - Stage 3: Role Play and Peer Feedback
    - Each pair presents their workplace scene to another pair or the whole class.
    - After each presentation, invite 1–2 classmates to ask questions or make suggestions, e.g., "What else could they try?" or "Who else might help with this problem?"
  - Stage 4: Class Solutions Wall and Wrap-Up
    - On the board, list all problems and solutions presented.
    - Review the list together, highlighting the most creative, practical, or polite solutions.
    - Discuss why polite communication is important in workplace problem solving.
- Error Correction and Recap (10 mins):
  - Teacher notes frequent errors (missing "the," wrong polite request, incomplete solution).
  - Whole-class choral correction and improvement of phrasing.

### IV. Wrap-Up (15 mins)

- Review vocabulary and objectives (5 mins)
    - Call and response: “What is a problem you remember today? What’s one polite way to ask for help? How can you suggest a solution?”
  - Self-reflection (5 mins): Students share the phrase or dialogue they used best in today’s class.
  - Preview of Next Class + Assignment (5 mins)
    - Tell students the next lesson will focus on giving and following instructions for simple workplace tasks, and checking understanding with clarification phrases (Unit 5: Workplace Safety and Instructions).
    - Homework: Write a short conversation about a problem at work and its solution.
- 

### **Optional Independent Practice**

- Homework / Practice / For next class:
  - Practice describing a problem and suggesting a solution aloud.

### **Notes for the Instructor**

- Scaffold with sentence frames and real-world problem context.
- Use both written and spoken practice for describing, asking, suggesting.
- Encourage supportive, solution-focused group work.

*Lesson prepared by Elisabeth Perrin*

- **Course Title:** General Business English
  - **CEFR Level:** A2
  - **Lesson Number:** 17
  - **Topic:** Giving and Following Instructions (Unit 5: Workplace Safety and Instructions)
  - **Lesson Duration:** 3 hours (1hr20 - break 20mins - 1hr20)
  - **Can-Do Objectives:** (Aligned with CEFR descriptors)
    - I can give step-by-step instructions for a simple workplace task: “Please fill in this form and send it to HR.”
    - I can follow and complete a sequence of steps: “First, please print the form. Then, please give it to Carol.”
    - I can check and clarify instructions using simple language: “Can you repeat that, please? Did you say give it to Carol or Anna?”
- 

### Materials

- Handouts / Worksheets: [Download them [at this link](#)]
  - [Instruction Sequencing Worksheet - Customer Handover](#)
- Audio/Video Files:
  - Independent Practice Video: [How to give instructions in English](#)
- Required Tech / Supplies:
  - Whiteboard and markers (frontal/in-person lesson)

### Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
instruction*	detailed direction on how to do something	“Please read the instructions carefully.”	Y
step	one part of a process or task	“The first step is to log in.”	Y
sequence*	order for doing a series of steps	“Always follow the correct sequence.”	Y
fill in	to complete a form or document	“Fill in this form and give it to HR.”	Y

print	to make a paper copy from a computer	"Print the document and sign it."	Y
submit	to hand in for review or processing	"Submit the form by Thursday?"	Y
checklist*	a list for checking each instruction/step	"Tick the checklist after each step."	Y
repeat*	to say or do again for clarity	"Could you repeat the instructions, please?"	N
confirm*	make sure information is correct/ understood	"Can you confirm the second step, please?"	N
clarify*	ask for more detail to understand	"Can you clarify step three?"	N

\*instruction/ sequence/ checklist/ repeat/ confirm/ clarify = review words

### Lesson Structure (PPP)

- Warm-Up Icebreaker (10 - 15 mins)
  - Revision Game on Handling Tasks and Problems
    - Start with a quick review to refresh the previous unit.
    - In small groups, students recall one workplace problem and how they would handle it.
    - Each group shares one example with the class.
  - Instruction Memory Challenge
    - The teacher models: "First, pick up the document. Next, staple the top corner. Then, place it in the 'Completed' tray. Finally, send an email to confirm."
    - Students repeat the sequence together.
    - In turns, each group adds one new action related to a workplace setting (e.g., "Print an extra copy," "Label the folder," "Call the supervisor").
    - Continue until someone forgets or mixes up a step, then have the group repeat the whole sequence for reinforcement.
  - Real-Life Mini Task

- Using classroom objects, the teacher demonstrates a short task (e.g., “Fill in this card, put it in the box, and close the lid.”).
- Students then work in pairs to:
  - Create and give short multi-step instructions.
  - Follow their partner’s directions carefully.
- Discuss what went wrong if misunderstandings occur (e.g., “He gave it to the wrong person.”).
- Transition to today’s lesson:
  - Ask guiding questions:
    - Why is following instructions important in the workplace?
    - What happens if steps are missed or unclear?
  - Encourage brief sharing of real or imagined examples.
  - Highlight that accurate communication and careful listening are essential skills.

## **I. Presentation (30–40 mins)**

- Vocabulary and Functional Language for Instructions (10-15 mins)
  - Part 1: The teacher writes examples on the board:
    - First, print the invoice.
    - Then, sign it.
    - Next, send it to Finance.
    - Finally, file a copy.
    - Please fill in all sections of the form.
  - As a class, drill pronunciation.
  - Students then practice writing three- to five-step sample instructions in their notebook.
  - Part 2: Clarification Questions:
    - Students write and then practice asking for repetition/clarity
    - Write on the board clarification questions such as:
      - Can you repeat that, please?
      - Did you say send it to Carol or Anna?)
    - Brief class discussion on the importance of checking understanding.
- Listening and Reading Activity: Giving and Following Instructions at Work (15-20 mins)
  - Step 1: Warm-Up – Instruction Relay
    - The teacher models a workplace instruction sequence:
 

“First, log into your computer. Next, open your email. Then, read the latest message from your manager. Finally, reply to confirm you received it.”
    - Students mime or act out the steps.
    - In pairs, students create and exchange their own sequences for simple work tasks (e.g., preparing a meeting room, filing documents).
    - Discuss briefly how they made sure their partner understood each step.
  - Step 2: Listening Task – Use the Transcript below

- The teacher reads aloud the following script (If desired, the teacher can record the script for playback):

*“Imagine you work in an office, and your manager asks you to complete a task. Here is what your manager says:*

*‘First, collect the customer files from the shelf. Next, sort the files by date. Then, make copies of the important documents. After that, put the originals back on the shelf. Finally, give the copied files to the front desk.’*

*Now, imagine two employees follow these instructions differently. One forgets to sort the files, another puts the copies back on the shelf instead of the originals, and another doesn’t give the copies to the front desk. This causes confusion and delays the workflow.*

*It would help if the instructions were clearer and if employees checked their understanding by saying things like:*

*‘So you want me to sort the files before I make copies, right?’ or ‘Should I return the original files to the same shelf?’*

*Checking understanding makes sure everyone does the task correctly and on time.”*

- Discussion questions:
  - What problems happened when the instructions were not followed properly?
  - What phrases can you use to check you understand instructions?
- Step 3: Reading & Application
  - Provide students with the [Instruction Sequencing Worksheet - Customer Handover](#)
  - Tasks:
    - Students number the steps in the correct order.
    - They fill in missing steps in a shorter version (e.g., [ ] offer a drink, [ ] greet customer).
    - They practice reading aloud with partners, using phrases to confirm understanding such as:
      - “Do I need to offer a drink before or after calling the driver?”
      - “Should I wish the customer a safe journey last?”
- Wrap-Up
  - How can following instructions correctly help your workplace run smoothly?
  - What can you do if you don’t understand an instruction?

## II. Practice (30–40 mins)

- Controlled Practice Activities:
  - 1. Sequencing Sentences Activity: Preparing for a Team Meeting
    - Instructions for Students (on the board):

- Work together to arrange the sentences into the correct, logical order.
- Use the sequencing words:  
First, Next, Then, Finally
- Write the ordered instructions in your notebooks, connecting the steps smoothly with the sequencing words.
- Take turns reading your version aloud to your partner.
- Teacher writes the mixed-up sentences for the meeting preparation task on the board:
  - \_\_\_\_ Test all the equipment (projector, microphone, etc.).
  - \_\_\_\_ Book a meeting room for the scheduled time.
  - \_\_\_\_ Send a reminder email to all team members.
  - \_\_\_\_ Prepare the agenda and share it with attendees.
  - \_\_\_\_ Arrange chairs and materials in the meeting room.
- Example Completed Text for Students' Notebooks:
  - First, book a meeting room for the scheduled time.
  - Next, prepare the agenda and share it with all attendees.
  - Then, test all the equipment such as the projector and microphone.
  - After that, arrange chairs and materials in the meeting room.
  - Finally, send a reminder email to all team members.
- Extension:
  - Volunteers read their sequences aloud, and classmates ask checking questions like:
    - "Should you prepare the agenda before or after booking the room?"
    - "Is sending a reminder email the last step?"
- 2. Writing Practice: Composing Clear Work Emails with Instructions
  - Activity Steps: Individual Email Writing
    - Each student writes a short professional email to a colleague or team.
    - The email should explain how to complete a simple familiar task at work (examples: how to send a report, how to clock in, how to order office supplies).
    - Their email must include:
      - A clear subject line summarizing the purpose (e.g., "Instructions for Sending Weekly Reports")
      - A polite greeting (e.g., "Hi Maria," or "Dear Team,")
      - A clear 4–5 step instruction sequence using sequencing words (First, Next, Then, Finally)
      - A polite closing and signature (e.g., "Best regards," with their name and job title)
  - Partner Exchange and Response
    - Students exchange emails with a partner without adding explanations.
    - Each student reads their partner's email and attempts to imagine or write how they would carry out the instructions exactly as given.
  - Feedback Discussion

- Partners discuss the clarity and completeness of the instructions, answering questions such as:
  - Were the instructions easy to follow?
  - Were any steps missing or confusing?
  - What phrases helped clarify the actions?
  - Encourage use of clarification phrases, for example:
    - “Should I complete step 3 before or after step 2?”
    - “Can you explain what you mean by...?”
    - “Do I need to include any specific details for this step?”
- Optional Sharing:
  - Volunteers read their emails aloud, and the class discusses clear email writing practices, such as avoiding jargon, structuring instructions logically, and keeping a polite, professional tone.

### **[20-Minute Break]**

### **III. Production (30–40 mins)**

- The Instruction Exchange: Workplace Communication Challenge
  - Task Preparation & Modeling
    - The teacher introduces the challenge:
 

“Your task is to teach a partner how to complete a workplace task clearly using exactly 4 steps.  
Examples include:

      - How to book a meeting room
      - How to use the copier/printer
      - How to complete an expense claim
      - How to submit a timesheet”
    - Teacher models by giving an example instruction aloud, e.g.:
 

“First, log into the copier with your employee ID. Next, select ‘Copy’ on the screen. Then, load your documents face down. Finally, press the green ‘Start’ button.”
    - Emphasize using clear sequencing words and checking for understanding.
  - Student Preparation: Writing Instructions
    - Each student writes clear, step-by-step instructions for a workplace task they know well or invents a realistic one.
    - Instructions should be concise, numbered or sequenced with words like First, Next, Then, Finally.
    - Encourage them to think about possible points where a partner might need clarification.
  - Pair Role Play: Practice and Clarify
    - Partners take turns:
      - Student A reads their instructions aloud clearly.

- Student B follows the instructions exactly, either by role-playing or sketching the actions, and asks clarifying questions when confused, for example:
  - “Could you say that again?”
  - “Do I give the form to HR or my manager?”
  - “Should I save the document before printing?”
- Switch roles so each student practices both giving and following instructions.
- Peer Feedback & Group Discussion (8–10 mins)
  - Each pair joins another pair to exchange experiences:
    - Were the instructions easy to follow?
    - Which clarification phrases helped the most?
    - What common problems or misunderstandings occurred?
  - Groups share insights with the class on what made instructions effective or confusing.
- Class Solutions Board
  - Each pair writes their top tip for giving or following instructions clearly on a sticky note (e.g., “Use simple language,” “Repeat key points,” “Ask if unsure”).
  - Post all tips on a board for group review.
  - The teacher summarizes key strategies and highlights examples from student tips.
- Error Correction and Recap (10 mins):
  - The teacher notes frequent errors (imperative vs polite structures, missing steps, incomplete clarification).
  - Class does choral correction, repeating accurate sample sentences and key phrases.

#### **IV. Wrap-Up (15 mins)**

- Review vocabulary and objectives (5 mins)
  - Discuss the importance of sequencing and checking instructions.
  - Fast Q&A: Teacher calls out instruction gaps, students fill in (e.g., “First, print the file. Next, ...?”).
- Self-reflection (5 mins): What phrase will you use next time you need to check instructions at work?
- Preview of Next Class + Assignment (5 mins)
  - Tell students the next lesson will focus on safety at work (Unit 5: Workplace Safety and Instructions).
  - Homework: Write a set of instructions (4 steps) for a real task at work. Mark the sequence with First, Next, Then, Finally.

#### **Optional Independent Practice**

- Homework / Practice / For next class:
  - Listen to the following video [How to give instructions in English](https://www.youtube.com/watch?v=LLvGYEjutWo&t=112s) and write down the steps in your notebook
  - Practice giving a family member instructions for a household task using clear First, Then, etc. language and clarification checks.

### **Notes for the Instructor**

- Scaffold with clear sequencing language and real workplace examples.
- Encourage students to clarify, repeat, and check understanding in speaking and writing.
- Highlight the importance of checking instructions for safety and accuracy.

*Lesson prepared by Elisabeth Perrin*

- **Course Title:** General Business English
  - **CEFR Level:** A2
  - **Lesson Number:** 18
  - **Topic:** Safety at Work (Unit 5: Workplace Safety and Instructions)
  - **Lesson Duration:** 3 hours (1hr20 - break 20mins - 1hr20)
  - **Can-Do Objectives:** (Aligned with CEFR descriptors)
    - I can understand and talk about safety signs and rules: “Wear a helmet in this area.”
    - I can follow and explain simple safety instructions in the workplace.
    - I can check and clarify safety instructions with simple questions.
- 

**Materials**

- Handouts / Worksheets: [Download them [at this link](#)]
  - [Common Workplace Safety Signs Handout](#)
  - [Safety Sign Matching Worksheet](#)
  - [Workplace Safety Multiple Choice Quiz Worksheet](#)
- Required Tech / Supplies:
  - Whiteboard and markers (frontal/in-person lesson)

**Vocabulary**

Term	Definition	Example Sentence	Profession-Specific (Y/N)
safety	avoiding danger or harm at work	“Safety is very important in the warehouse.”	Y
sign	a picture or written notice giving warning	“There is a ‘No Smoking’ sign on the wall.	Y
helmet	hard hat for head protection	“Wear a helmet in this area.”	Y
instruction*	guidance for how to act or do something	“Follow the safety instructions.”	Y

rule	something you must do	“One rule is to wash your hands.”	Y
must	the obligation to do something	“You must wear gloves in the lab.”	Y
warning	alert about possible danger	“This yellow sign is a warning for wet floors.”	Y
emergency	sudden, dangerous situation	“Find the emergency exit if there is a fire.”	Y
forbidden	not allowed	“Eating is forbidden in the lab.”	Y
allowed	permitted	“You are allowed to use your phone at break time.”	Y

\*instruction = review word


### Lesson Structure (PPP)

- Warm-Up Icebreaker (10 - 15 mins)
  - Revision: Giving and Following Instructions
    - Ask volunteers to share a set of simple instructions (4 steps) on a task at work, using the sequence words: First, Next, Then, Finally.
  - Safety Sign Reading:
    - Distribute the [Common Workplace Safety Signs Handout](#).
    - Students take turns to read each sign and its meaning.
    - The teacher clarifies new vocabulary if necessary.
    - The teacher asks questions: Are you familiar with this sign? Have you seen it at work?
  - Classroom Safety Brainstorm:
    - Students work in pairs or small groups to list five possible safety risks or rules at work or in the classroom. Share and compare group lists.
  - Introduce Today’s Lesson







- Personal Experience Share: Each student describes (in 2 sentences) a time they saw a rule or safety practice at work or in public

### I. Presentation (30–40 mins)

- Vocabulary: Writing Sentences on Key Safety Signs (10-15 mins)
  - Get students to think about a safety sentence for each safety sign.
  - Provide on the board an example as per below:

Safety Sign	Meaning / Rule	Example Safety Sentence
 No Smoking	Smoking is prohibited in this area	"Smoking is not allowed inside the building."

- Discuss as a class example of safety sentences. Students complete in their notebook.
- Refer to the examples below.

Safety Sign	Meaning / Rule	Example Safety Sentence
 No Smoking	Smoking is prohibited in this area	"Smoking is not allowed inside the building."
 Wear Safety Shoes	Protective footwear required	"You must wear safety shoes in the factory."
 Exit	Emergency exit route	"Keep the exit clear at all times."
 Wear a Helmet	Head protection required	"Wear a helmet when entering the construction site."
 Keep Door Closed	Door must remain closed	"Please keep this door closed for safety."
 No Entry	Unauthorized access prohibited	"No entry beyond this point without permission."

- Listening Activity: Workplace Safety Announcement (15-20 mins)
  - Step 1: Pre-Listening Preparation
    - Revise key vocabulary: clear, high-visibility jacket, safety shoes, production area, problem, manager, must, must not, no eating or drinking.
    - Discuss briefly where employees might hear such announcements (e.g., factory floor, construction site, warehouse).
  - Step 2: Listening Task
    - Teacher reads the following announcement at natural speed:  
 “Attention: Please keep this area clear. You must wear a high-visibility jacket and safety shoes. No eating or drinking is allowed in the production area. If you see a problem, tell your manager immediately.”
    - Students listen carefully and write down all the safety rules and instructions they hear in their notebook.
  - Step 3: Pair Check and Categorization
    - In pairs, students compare their notes and agree on a final list of the rules.
    - Then, discuss and categorize each rule as either:

- Warning (alerts to danger or hazards)
- Rule (mandatory actions or prohibitions)
- Advice (recommended behavior or suggestions)
- Example:
  - “Please keep this area clear.” — Rule
  - “You must wear a high-visibility jacket and safety shoes.” — Rule
  - “If you see a problem, tell your manager immediately.” — Advice
  - “No eating or drinking in the production area.” — Rule
- Step 4: Whole Class Discussion
  - Review answers with the class.
  - Discuss why these rules are important and what could happen if they are ignored.
  - Invite students to share any similar announcements or safety messages they have heard at work.
  - Optionally, practice saying the announcement aloud in pairs or as a group.

## II. Practice (30–40 mins)

- Controlled Practice Activities:
  - 1. Matching Activity:
    - Students complete the [Safety Sign Matching Worksheet](#).
    - Read and match each safety sign image (number) with the correct meaning/sentence (letter).
  - 2. Reading a Dialogue and Role-Play:
    - Write the below dialogue on the board.
      - Supervisor: "First, wear your helmet. You must not use your phone here."
      - New worker: "Do I need to wear gloves, too?"
      - Supervisor: "Yes, and wash your hands after work."
    - In pairs, students read the dialogue from the board (One student is the Supervisor and the other student is the New worker)
    - Then, each pair thinks about a different dialogue that a Supervisor could be giving to a new worker on safety instructions for a task/area.
    - Each pair shares their dialogue to the class.
  - 3. Workplace Safety Multiple Choice Quiz
    - Distribute the [Workplace Safety Multiple Choice Quiz Worksheet](#)
    - Ask students to first read everything without circling the correct answer yet.
    - As a class, clarify any new vocabulary.
    - Once clarified, students do the quiz by circling the correct answer.
    - Discuss correct answers as a class.

**[20-Minute Break]**

## III. Production (30–40 mins)

- Safety Training Talk Activity
  - 1. Pair Preparation:
    - Each pair chooses a realistic workplace scenario, for example:
      - Working in the warehouse
      - Cleaning the staff room
      - Using stairs safely
      - Operating office equipment
    - Together, pairs brainstorm and list 3–5 essential safety rules or key steps for their scenario. Encourage inclusion of:
      - At least one "must" statement (e.g., "You must wear gloves")
      - At least one "must not" statement (e.g., "You must not run on the stairs")
    - Pairs then write these safety instructions clearly and using simple language suitable for coworkers.
  - 2. Role-Play & Checking Understanding
    - Student A reads their safety instructions aloud as if explaining to a new employee.
    - Student B listens carefully and either:
      - Repeats the instructions in their own words, or
      - Asks clarification questions to ensure understanding, e.g.,
        - "Do I always need to wear a helmet?"
        - "Can I eat while cleaning the staff room?"
    - After finishing, students switch roles and do the same with a new scenario.
  - 3. Listening Review & Whole-Class Sharing
    - Invite selected students or pairs to present one safety rule or describe a safety sign from their scenario.
    - The class listens and decides if the instruction or sign represents a must (obligation), a must not (prohibition), or an allowed/forbidden action.
    - Facilitate a whole-group discussion about why the rules matter and the consequences of ignoring them.
- Error Correction and Recap (10 mins):
  - Review any errors in modal verbs (must, must not), vocabulary, or unclear instructions.
  - Choral repetition and correction of model safety talk phrases.

#### **IV. Wrap-Up (15 mins)**

- Review vocabulary and objectives (5 mins)
  - Test students with these questions:
    - "What does the sign that says 'No Smoking' mean?"
    - "In an area where you must wear safety shoes, what must you do before entering?"
    - "If a sign tells you to 'Keep this door closed,' what is the rule?"
    - "What must you always wear on a construction site for safety?"

- "If you see a sign saying 'No Entry,' what must you not do?"
  - "What action is required if you see a problem while working?"
  - Self-reflection (5 mins): Each student chooses one safety rule or sign they will remember and why.
  - Preview of Next Class + Assignment (5 mins)
    - Tell students the next lesson will focus on asking for clarification at work (Unit 5: Workplace Safety and Instructions).
    - Homework: Write 5 sentences about safety rules at your work or school using must, must not, allowed, or forbidden.
- 

### **Optional Independent Practice**

- Homework / Practice / For next class:
  - Practice explaining a safety sign to a friend or classmate using must/must not.

### **Notes for the Instructor**

- Scaffold with visuals, realia, and clear modal language.
- Encourage clarification questions for understanding.
- Discuss real and local safety expectations to increase relevance.

*Lesson prepared by Elisabeth Perrin*

- **Course Title:** General Business English
  - **CEFR Level:** A2
  - **Lesson Number:** 19
  - **Topic:** Asking for Clarification (Unit 5: Workplace Safety and Instructions)
  - **Lesson Duration:** 3 hours (1hr20 - break 20mins - 1hr20)
  - **Can-Do Objectives:** (Aligned with CEFR descriptors)
    - I can politely ask for clarification or repetition if workplace instructions are unclear.
    - I can check and confirm my understanding of directions: “Do you mean the blue folder?”
    - I can use clear language to clarify, ask, and confirm at work.
- 

**Materials**

- Handouts / Worksheets: [Download them [at this link](#)]
  - [Workplace Clarification Phrases Worksheet](#)
- Audio/Video Files:
  - Independent Practice Video: [12 Expressions to Ask for Clarification](#)
- Required Tech / Supplies:
  - Whiteboard and markers (frontal/in-person lesson)
  - Sticky notes for activities

**Vocabulary**

Term	Definition	Example Sentence	Profession-Specific (Y/N)
clarify*	ask for more detail to understand	“Could you clarify the next step?”	N
repeat*	say again, for clarity	“Could you repeat that, please?”	N
confirm*	Check information is correct/understood	“So, do you mean the blue folder?”	Y
understand	know the meaning or purpose	“I don’t understand this instruction.”	N

explain	make something clear or easier to understand	“Could you explain that again, please?”	N
instruction*	guidance for how to act or do something	“Read the instructions first.”	Y
mean	to have a particular meaning	“What does this sign mean?”	Y
say that again	request someone to repeat what was said	“Can you say that again, please?”	N
slow down	speak more slowly	“Could you say that a bit slower?”	N
check	to make sure/correct a detail	“Eating is forbidden in the lab.”	N

\*clarify/ repeat/ confirm/ instruction = review words

### Lesson Structure (PPP)

- Warm-Up Icebreaker (10 - 15 mins)
  - Revision Activity: Solving Problems at Work
    - Prepare “Workplace Problem Sticky notes” showing simple workplace problems (e.g., “The printer is broken.” / “A client didn’t understand your email.” / “You can’t find a document.”).
    - Each pair receives sticky notes.
    - Students discuss what they would say or do to solve each problem using clarification and polite problem-solving phrases from earlier activities (e.g., Could you help me with this?, Let’s check together, I’ll call the IT department).
    - Have pairs share one dialogue with the class.
  - Roleplay: Clarification Scenarios
    - The teacher lists clarification phrases on the board (e.g. Could you say that again, please? What do you mean by...? Do you mean...?)
    - The teacher prepares simple scenario sticky notes with possible misunderstandings
      - Sample Workplace Scenarios for Sticky Notes:

- A colleague says, Can you finish this ASAP? and you're not sure what deadline they mean.
- Your manager gives feedback you don't fully understand.
- You join a meeting but are unclear about what project they're discussing.
- You receive an email with unclear instructions about a task.
- A coworker uses a technical term you don't know.
- There's confusion about which version of a plan the team should follow.
- You mishear an order and need to check what your colleague actually said.
- Briefly review key clarification phrases and model their pronunciation and use.
- Divide students into pairs or small groups.
- Give each group a scenario card where a misunderstanding might occur.
- Students act out the scenario, taking turns to ask questions and use clarification phrases to resolve confusion.
- Rotate roles and scenarios so everyone practices.
- Variation:
  - Have a student intentionally say something unclearly, and their partner must use suitable clarification phrases to check meaning.
- Follow-up:
  - Groups share funny or interesting misunderstandings and the clarification phrases they used.
- Introduce Today's Lesson
  - When do you usually need to ask for clarification at work? Is it easy to ask? Why/not?

## **I. Presentation (30–40 mins)**

- Vocabulary and Model Phrases (10-15 mins)
  - Step 1: The teacher writes these useful workplace clarification phrases on the board and pronounces them clearly:
    - "Could you explain that again, please? I want to make sure I understand the deadline."
    - "I'm sorry, I don't understand the task completely. Could you say it another way?"
    - "What do you mean by 'submit in person'? Is that to the front desk or your office?"
    - "Do you mean the blue folder for the quarterly report?"
    - "Just to clarify, do you want the presentation by Friday or Monday?"
    - "Can you please elaborate on the budget changes you mentioned?"
  - Step 2: Pronunciation:
    - The teacher models clear pronunciation, focusing on difficult sounds and natural intonation for each phrase.

- Use choral repetition and individual practice, with attention to stress and rhythm to improve clarity.
  - Step 3: Writing:
    - Students copy the phrases in their notebook and then rewrite them in their own words or complete one short written dialogue simulating workplace messages where clarification is necessary.
    - For example, students write a brief email asking for more details about a report deadline using the taught phrases.
- Listening and Reading Practice (15-20 mins)
  - Distribute the [Workplace Clarification Phrases Worksheet](#).
  - The teacher reads a short dialogue relevant to the workplace, e.g.:
    - A: "Please submit the sales report before Tuesday."
    - B: "Sorry, could you say that again, please?"
    - A: "Submit the report before Tuesday."
    - B: "Do you mean the weekly report or the monthly report?"
    - A: "The weekly report."
  - Students complete the written dialogues containing missing clarification phrases to fill in.
  - After completing the worksheet, they practice reading the dialogues aloud with partners, focusing on tone and intonation.
  - Discuss polite tone and formality:
    - When do we use "sorry," "please," "could," and other polite words in workplace clarifications?
    - Emphasize how clarity and politeness improve professional communication.

## II. Practice (30–40 mins)

- Controlled Practice Activities:
  - 1. Writing Practice
    - Students write a short message to a coworker asking for clarification about a deadline or task using at least two phrases learned today.
    - Example:
      - "Hi [Name], I'm not sure I understand the deadline for the project. Could you please explain it again? Thanks!"
  - 2. Clarification Sticky Notes Drill
    - Together with students, the teacher prepares sticky notes with short workplace instructions or statements that may need clarification
      - (e.g., "Submit the monthly report by Thursday," "Join the client call at 3 PM," "Update the budget spreadsheet," "Send the files to marketing").
    - Activity Steps:
      - Divide students into pairs.
      - One student picks a sticky note with an instruction and reads it aloud, trying to sound natural but without extra explanation.
      - The partner practices asking for clarification using phrases like:

- "Could you repeat that, please?"
- "Do you mean the weekly report or the monthly report?"
- "What does [sticky note word] mean in this context?"
- After practicing, they switch roles and draw new sticky notes for more rounds.
- Rotate pairs to give exposure to different voices and instructions.
- 3. Workplace Listening and Clarification Drill
  - Part A: The teacher gives 4-5 spoken instructions related to workplace tasks, intentionally mumbling or using ambiguous words in some cases (see **examples** below).
  - Part B: Students listen carefully. When they hear unclear instructions, they raise their hand.
  - Part C: The student practicing a polite clarification phrase like "Sorry, could you repeat that?" or "Do you mean...?" before the teacher clarifies the instruction.
  - Part D: The teacher repeats the instruction clearly after each clarification.
  - **Examples** of Ambiguous Instructions for Workplace Drill:
    - "Send the updated client list by Friday."  
*(Could be "by end of day" or "anytime before Friday")*
    - "Prepare a presentation for the team meeting."  
*(Could specify "monthly" or "quarterly" presentation)*
    - "Check the report for errors."  
*(Which report? The financial report or the project report?)*
    - "Update the spreadsheet with the latest data."  
*(Which data? Sales figures, employee hours, or budget details?)*
    - "Fix the issue with the server."  
*(What specific problem? Slow performance or connectivity loss?)*
    - "Coordinate with the supplier about the delivery."  
*(When is the deadline? Which items or quantities?)*
  - Practical Clarification Phrases Students Can Practice:
    - "Sorry, could you repeat that, please?"
    - "Do you mean the weekly report or the monthly report?"
    - "What exactly do you want me to include in the presentation?"
    - "Could you clarify which report needs checking?"
    - "When do you need the updated spreadsheet by?"
  - **Examples** of a Clearer Instruction Version:
    - "Send the updated client list to me by 5 PM on Friday."
    - "Prepare a PowerPoint presentation on quarterly sales for the team meeting on Monday."
    - "Check the latest financial report for errors and send me your comments."

**[20-Minute Break]**

**III. Production (30–40 mins)**

- Clarification Scenarios and Discussion Activity
  - Step 1: Pair Role-Play Creation
    - Each pair writes a short, realistic dialogue where one person gives unclear or ambiguous workplace instructions, and the other asks for clarification.
    - The dialogue must include at least two different polite clarification phrases (e.g., "Could you repeat that, please?", "Do you mean...?", "What exactly do you want me to do?").
    - Example:
      - A: "Please leave the files on the manager's desk."
      - B: "Sorry, which manager's desk?"
      - A: "Ms. Lee's desk."
      - B: "Should I put them on the right or left side?"
      - A: "On the left side."
  - Step 2: Class Performance and Peer Review
    - Pairs perform their dialogues for the class or group.
    - Listeners note all the clarification phrases used and comment on which sound most polite and effective.
    - Discuss how each pair confirms understanding and the importance of clear communication in the workplace.
  - Step 3: Writing Task:
    - Individually, students write a brief email to a colleague asking for clarification on an unclear instruction, using at least two clarification phrases learned.
    - Example:
      - "Hi [Name], could you please clarify what you mean by 'urgent files'? Do you mean the financial reports or sales contracts?"
    - Share samples with the group for feedback focused on politeness and clarity.
  - Step 4: Group Discussion:
    - In small groups, discuss when it's most important to check understanding at work and share strategies for handling unclear or ambiguous instructions politely.
    - Example topics: Asking for clarification during meetings, when receiving new assignments, or reading emails.
- Error Correction and Recap (10 mins):
  - The teacher highlights typical clarification errors (e.g., just saying "What?" instead of "Could you repeat that, please?"; not using "please" or "could").
  - Group choral repetition and correction of model clarification and checking phrases.

#### **IV. Wrap-Up (15 mins)**

- Review vocabulary and objectives (5 mins)
  - Quick quiz—Teacher says ambiguous sentences, students respond with suitable clarification/checking phrases.

- Self-reflection (5 mins): Each student shares their new favourite phrase for checking or clarifying instructions.
  - Preview of Next Class + Assignment (5 mins)
    - Tell students the next lesson will focus on giving and follow instructions in safety-related work scenarios. (Unit 5: Workplace Safety and Instructions).
    - Homework: Write or record 3 possible unclear instructions and a polite clarification for each (e.g., “Bring the box tomorrow.”—“Do you mean the small or large box?”).
- 

### **Optional Independent Practice**

- Homework / Practice / For next class:
  - Watch the video [12 Expressions to Ask for Clarification](https://www.youtube.com/watch?v=i9c_COT3p0Y) [https://www.youtube.com/watch?v=i9c\\_COT3p0Y](https://www.youtube.com/watch?v=i9c_COT3p0Y) and write new expressions in your notebook.
  - Practice clarifying instructions with a partner or family member: ask for details, repeat, and confirm until all is clear.

### **Notes for the Instructor**

- Scaffold clarification/checking questions. Encourage confidence and politeness.
- Use common, relatable situations where students may genuinely need to check understanding.
- Encourage full phrases over “What?” or “Huh?”

*Lesson prepared by Elisabeth Perrin*

- **Course Title:** General Business English
  - **CEFR Level:** A2
  - **Lesson Number:** 20
  - **Topic:** Review and Safety Scenarios (Unit 5: Workplace Safety and Instructions)
  - **Lesson Duration:** 3 hours (1hr20 - break 20mins - 1hr20)
  - **Can-Do Objectives:** (Aligned with CEFR descriptors)
    - I can follow 2–3 safety-related instructions in a row.
    - I can give and follow instructions in a workplace safety scenario.
    - I can explain simple safety rules and clarify instructions when needed.
- 

**Materials**

- Handouts / Worksheets: [Download them [at this link](#)]
  - [Common Workplace Safety Signs](#)
- Audio/Video Files:
  - Independent Practice Video: [Learn Workplace Safety words](#)
- Required Tech / Supplies:
  - Whiteboard and markers (frontal/in-person lesson)
  - Larger paper, markers and sticky notes for mini-project

**Vocabulary**

Term	Definition	Example Sentence	Profession-Specific (Y/N)
safety rule	workplace rule to prevent accidents	“Follow the safety rules when using tools.”	Y
instruction*	guidance or direction for doing something safely	“Please follow these instructions carefully.”	Y
warning sign	signal showing danger or caution	“A yellow triangle sign is a warning sign”	Y
emergency exit	safe route out of the building	“Use the emergency exit in case of fire.”	Y

must*	obligation, something you are required to do	"You must wear a helmet in this area."	Y
must not	prohibition, something you must avoid	"You must not touch the hot machine."	Y
clear	easy to understand	"Make sure your instructions are clear."	N
check*	to confirm or make sure something is correct	"Check if everyone has their safety gear."	N
explain*	say something clearly to help others understand	"Can you explain how to use this safely?"	N
follow	to do or obey an instruction or rule	"Always follow the safety signs and directions."	Y

instruction/ must/ check/ explain = review words

### Lesson Structure (PPP)

- Warm-Up Icebreaker (10 - 15 mins)
  - Review Game:
    - Show random safety signs (Cut signs from the [Common Workplace Safety Signs](#) sheet)
    - Each student in turn responds with a full-sentence rule using "You must" or "You must not".
    - Ask a follow up question:
      - Why is this sign important?
      - Do you see this sign in your own workplace?
      - Is this sign confusing or easy to ignore? Why?
  - Safety Drill Demonstration:
    - The teacher acts out a short three-step safety drill with exaggerated actions (e.g., "First, wear your helmet. Then, close the box safely. Finally, label it."). Students guess the rule or situation.

- In pairs, students then create their own simple 3-step safety demonstration for a selected safety sign or workplace action (e.g., handling chemicals, using ladders, cleaning equipment).
- The rest of the class identifies the safety rules being followed and the sign that matches the action.

## I. Presentation (30–40 mins)

- Review: Talking about Workplace Safety (15-20 mins)
  - Write this example sequence on the board:
    - "First, put on your gloves. Next, check your tools. Then, start working carefully. Finally, clean your work area."
  - Explain to students that these are instructions for staying safe at work.
    - Tell them this can be used in many workplaces — for example, in a construction site, workshop, or factory.
  - Ask:
    - "What could happen if someone doesn't follow these steps?"
  - Then, write the target words on the board:
    - Must
    - must not
    - Always
    - never
  - Give example sentences:
    - "You must wear safety shoes."
    - "You must not use broken tools."
    - "You always check your equipment before using it."
    - "You never run in the work area."
  - Student practice:
    - In pairs, one student gives safety instructions; the other acts them out.
    - Groups create short safety checklists for different jobs (e.g., kitchen, warehouse, office).
    - End with a quick role-play: one student forgets a safety step, and their partner corrects them using the target words.
- Writing Task: Create and Share Safety Rules (10-15 mins)
  - Step 1 – Model the task together (Goal: Write and talk about safety rules for your job, school, or home)
    - Write three examples on the board and say them aloud:
      - "You must not leave wires on the floor."
      - "You must wear shoes in the lab."
      - "Always check the fire exits."
    - Explain what each one means and why it's important. Ask students why "*must not*" and "*always*" are used.
  - Step 2 – Write your own rules

- Each student writes three simple safety rules from their work or life. Encourage variety:
  - Job: “You must wear a helmet.”
  - Home: “Never touch wet plugs.”
  - School: “Always walk, don’t run.”
- Tip: Remind them to start each sentence with *You must*, *You must not*, *Always*, or *Never*. This helps with clear, polite instruction language.
- Step 3 – Rule Exchange
  - Students exchange notebooks with a partner. The partner reads their three rules and writes one or two short questions to ask for clarification.
  - Example questions:
    - “Do you mean in every room?”
    - “Should we also wear gloves?”
    - “Is this only for new workers?”
- Optional challenge:
  - Create a classroom Safety Wall where students post their best rules on sticky notes or a shared board.

## II. Practice and Production (30–40 mins)

- Mini-Project: Safety Poster
  - Step 1: Group Planning
    - Divide the class into small groups (3–4 students each).
    - Task: Create a *Safety Poster* including at least 4 safety rules and 3 clarification questions classmates might ask.
    - Requirements:
      - Use clear English sentences.
      - Include visuals or symbols (hand-drawn or printed).
      - Use words like *must*, *must not*, *always*, *never*, *check*, *be careful*.
    - Example Rules:
      - “You must always wear safety shoes.”
      - “Never block the fire exit.”
      - “Check your helmet before work.”
      - “You must not eat in the workspace.”
    - Students write the questions classmates can ask:
      - “Do we need to wear shoes in every area?” “Can we use this exit during lunch?”
  - Step 2: Poster Creation & Presentation
    - Each group makes their poster with markers and sticky notes.
    - Present posters to the class as a 3–4 min “Safety Talk.”
    - Other students listen and ask at least three clarification questions. The group presenting must respond clearly using language from previous lessons ([You

mean the yellow toolbox? Yes, that's right.] / No, the main exit is for emergencies only.)

- Step 3: Peer Feedback
  - Groups vote anonymously for:
    - Most helpful rules
    - Clearest presentation
    - Best use of clarification and politeness
  - Discuss differences between posters: Which rules were common? Which were unique?
- Error Correction and Recap (10 mins):
  - Teacher notes frequent errors in modals (*must, must not*), sequencing, or unclear questions.
  - Choral correction: Repeat correct versions in full 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)
  - Review keywords and ask: "What's one new safety phrase you learned today?" "How many rules do we remember from other posters?"
- Self-reflection (5 mins): Have students share what makes a safety rule easy to understand.
- Preview of Next Class + Assignment (5 mins)
  - Tell students the next lesson will focus on describing workplace facilities (Unit 6: Workplace Directions and Facilities).
  - Homework: Write 5 new safety instructions for your home or job. Record or practice explaining them aloud to a family member or friend using sequencing words.

### Optional Independent Practice

- Homework / Practice / For next class:
  - Watch a short workplace safety video - [Learn Workplace Safety words https://www.youtube.com/watch?v=otZCphkNPIA](https://www.youtube.com/watch?v=otZCphkNPIA) . Write down three instructions and one rule you hear.
  - Ask a colleague/friend to explain something at work. Practice asking clarification questions until everything is clear.

### **Notes for the Instructor**

- Provide picture prompts or real-life materials (helmets, signs) to make tasks concrete.
- Encourage visual communication and interaction during group work.
- Facilitate polite clarification and questioning during presentations to promote confidence.

*Lesson prepared by Elisabeth Perrin*

- **Course Title:** General Business English
  - **CEFR Level:** A2
  - **Lesson Number:** 21
  - **Topic:** Describing Workplace Facilities (Unit 6: Workplace Directions and Facilities)
  - **Lesson Duration:** 3 hours (1hr20 - break 20mins - 1hr20)
  - **Can-Do Objectives:** (Aligned with CEFR descriptors)
    - I can describe facilities at work: “There is a kitchen with a coffee machine and a fridge.”
    - I can ask and answer questions about the location of facilities: “The meeting room is on the second floor.”
    - I can use prepositions of place to describe locations around the workplace.
- 

**Materials**

- Handouts / Worksheets: [Download them [at this link](#)]
  - [Prepositions of Place - My Workplace Worksheet](#)
- Required Tech / Supplies:
  - Whiteboard and markers (frontal/in-person lesson)
  - Sticky notes for activities

**Vocabulary**

Term	Definition	Example Sentence	Profession-Specific (Y/N)
facility	place or equipment for a specific purpose	“There is a training facility next to the office.”	Y
office	room where people work	“I work in the main office on the first floor.”	Y
meeting room	room for discussions or meetings	“The meeting room is across from the reception.”	Y
reception	area where visitors are greeted	“Go to the reception to sign in.”	Y
cafeteria	place where workers eat	“The cafeteria is near the main entrance.”	Y
kitchen	room for making or heating food	“There is a small kitchen with a microwave.”	Y
restroom	bathroom in the workplace	“The restrooms are	Y

		next to the elevators.”	
elevator	lift that moves between building floors	“Take the elevator to the second floor.”	Y
upstairs	located on a higher floor	“The HR office is upstairs, next to storage.”	N
downstairs	located on a lower floor	“The printing room is downstairs.”	N
corridor/hallway	passage in a building	“The break room is at the end of the corridor.”	N
near	close to something	“The IT office is near reception.”	N
across from	opposite another location	“The copy machine is across from the meeting room.”	N
between	in the middle of two places	“The printer is between the desks.”	N

### Lesson Structure (PPP)

- Warm-Up Icebreaker (10 - 15 mins)
  - Part 1- Revision Game: Workplace Communication & Schedules
    - Start with a lively review game called Talk & Plan:
    - Write short communication and schedule prompts on sticky notes, like:
      - “You need to reschedule a meeting.”
      - “You are calling a coworker who is late for work.”
      - “You are asking about the lunchtime break.”
    - Students work in pairs.
      - They pick a note, role-play the short situation for 1–2 minutes, and must use polite workplace phrases (e.g., “*Can we move the meeting to 3 p.m.?*”, “*Please let me know when you arrive.*”).
      - After a few turns, invite pairs to switch partners to practice with new people.
  - Part 2 - Workplace Facility Action Game: What Do You Do There?
    - The teacher says the name of a workplace facility, and students respond with what people typically do there. For example:
      - Teacher: “Meeting room.”
      - Students: “That’s where you have meetings.” / “You talk about work there.”

- Do a few examples together, then continue as a class activity or in pairs.
- Sample Facilities & Answers:
  - Reception – You talk to visitors. / You answer the phone.
  - Kitchen – You make coffee and have lunch.
  - Restroom – You wash your hands.
  - Storage room – You keep tools and supplies.
  - Office – You use a computer and write emails.
  - Cafeteria – You eat lunch with colleagues.
  - Warehouse – You pack boxes and move products.
  - Parking lot – You park your car.
  - Copy room – You print and copy papers.
- Variation: Quick-Think Challenge
  - Turn it into a game:
    - Divide the class into two teams.
    - Say the name of a facility. The first student to give a correct sentence about what happens there earns a point for their team.
    - Keep it fast and fun! Encourage creativity: *“In the break room, you drink coffee and talk with friends.”*
- Part 3 - Transition to Today’s Lesson
  - Discussion Prompt:
    - “Which workplace facility do you use most?”
    - “What facilities are important in your job?”
  - Encourage full-sentence answers and workplace vocabulary review.

## I. Presentation (30–40 mins)

- Vocabulary and Speaking Warm-Up: Prepositions of Place
  - Step 1. Review Key Prepositions
    - Write and say these on the board:  
next to, across from, between, near, on
    - Use quick gestures or classroom props to show meaning:
      - next to → two objects or students side by side
      - across from → two students facing each other
      - between → one student between two chairs
      - near → point to something close
      - on → indicate a floor or surface
  - Step 2. Model Sentences
    - Write examples and say them clearly:
      - “The meeting room is next to the cafeteria.”
      - “The reception is on the first floor.”
      - “The printer is between two desks.”
      - “The HR office is near the main entrance.”
    - Encourage choral repetition, then partner practice using short role-play exchanges.

- Step 3. Quick Drill Game
  - Teacher calls a room name, students respond with a location sentence:
    - “Reception!” → “It’s on the first floor.”
    - “Warehouse!” → “It’s across from the parking lot.”
    - Keep it fast-paced—award a point for the first correct answer.
- Step 4. Comprehension Questions
  - Ask short questions to check understanding:
    - “Is the cafeteria next to the reception?”
    - “Where is the HR office?”
    - “What’s between the two meeting rooms?”
  - Encourage full-sentence answers like, “It’s near the manager’s office.”
- Step 5. Mini-Map Practice Activity
  - Give students the [Prepositions of Place - My Workplace Worksheet](#) showing rooms such as reception, cafeteria, elevator, HR office, meeting room, and storage area.
  - Teacher Instructions:
    - Read aloud location sentences, and have students find or point to each place on the map.
      - “The meeting room is next to the manager’s office.”
      - “The restroom is across from the reception.”
      - “The elevator is between the storage room and the cafeteria.”
    - Then, ask students to take turns giving directions using the same prepositions.

## II. Practice (30–40 mins)

- Controlled Practice Activities:
  - 1. Listening Activity - Describing Facility Locations:
    - The teacher writes the below listening comprehension questions on the board:
      - Where is the reception?
      - What is next to the elevator?
      - Where is the HR office?
      - What is at the end of the corridor?
    - The teacher reads the following description twice:
 

*“Welcome to Newline Office. The reception is on the ground floor. The cafeteria is next to the elevator. The main office is upstairs on the second floor, and the meeting room is across from HR. The restrooms are at the end of the corridor.”*
    - Students write answers in their notebooks.
    - Class check answers together.
  - 2. Pair Interview Role-Play:
    - In pairs, students take roles as a new employee and guide:
      - A: “Where is the meeting room?”
      - B: “It’s on the second floor, near the elevator.”
      - A: “Where can I get a coffee?”

- B: “There’s a kitchen next to the HR office.”
  - Switch roles, using polite question structures and prepositions.
- 3. Writing Practice – Describing My Workplace:
  - Students write 3–5 sentences describing their real or imagined workplace:
    - Begin with: There is, There are, and location descriptions.
    - Example: There’s a reception at the entrance. The meeting room is upstairs. The cafeteria is near the parking area.
  - Pair review and reading exchange.

### [20-Minute Break]

### III. Production (30–40 mins)

- Workplace Tour Dialogue
  - 1. Preparation:
    - In pairs, students design a short “workplace tour.” One student acts as the guide, the other as the visitor.
    - Each guide prepares at least five sentences that describe the facilities and their locations using There is, on the left/right, and between.
    - Example Dialogue:
      - A: “Welcome! This is the cafeteria, and next to it is the kitchen.”
      - B: “Where is the meeting room?”
      - A: “It’s on the second floor, across from the HR office.”
      - B: “Is there a printer near my desk?”
      - A: “Yes, it’s between your desk and the reception.”
  - 2. Presentation:
    - Pairs present their dialogues in front of the class or another group.
    - The audience listens and writes down one question about a location to ask afterward.
  - 3. Feedback:
    - Discuss what made the descriptions and directions clear.
    - The teacher highlights correct sentence patterns and common errors (“Use *There is* for one thing, *There are* for many things.”).
- Error Correction and Recap (10 mins):
  - Review sentence clarity, preposition use, and mistakes with There is/There are.
  - Choral correction and group drilling for phrases like It’s next to the reception or The restroom is at the end of the hall.

### IV. Wrap-Up (15 mins)

- Review vocabulary and objectives (5 mins)
  - Quick review of vocabulary: teacher points to images or areas on a map; students describe using a sentence.

- Self-reflection (5 mins): Students share one new word they learned and describe their favorite facility at work.
  - Preview of Next Class + Assignment (5 mins)
    - Tell students the next lesson will focus on asking for and giving directions (Unit 6: Workplace Directions and Facilities).
    - Homework: Draw a simple map of your workplace and write 5 sentences describing where things are located using prepositions.
- 

### **Optional Independent Practice**

- Homework / Practice / For next class:
  - Practice describing your home or school facilities using “There is” and “There are”.

### **Notes for the Instructor**

- Emphasize prepositions and simple sentence structure in speaking and writing.
- Model short dialogues frequently for pronunciation accuracy.
- Encourage students to use real-life workplace examples for relevance

*Lesson prepared by Elisabeth Perrin*

- **Course Title:** General Business English
  - **CEFR Level:** A2
  - **Lesson Number:** 22
  - **Topic:** Asking For and Giving Directions (Unit 6: Workplace Directions and Facilities)
  - **Lesson Duration:** 3 hours (1hr20 - break 20mins - 1hr20)
  - **Can-Do Objectives:** (Aligned with CEFR descriptors)
    - I can ask for directions: How do I get to the HR office?
    - I can give directions: Go past the reception, take the stairs, and turn left.
    - I can follow and give step-by-step directions using sequencing and location language.
- 

**Materials**

- Handouts / Worksheets: [Download them [at this link](#)]
  - [Workplace Directions Reading Activity Worksheet](#)
- Audio/Video Files:
  - Independent Practice Video: [Directions](#)
- Required Tech / Supplies:
  - Whiteboard and markers (frontal/in-person lesson)
  - Sticky notes for activities
  - Large paper for production

**Vocabulary**

Term	Definition	Example Sentence	Profession-Specific (Y/N)
directions	how to get to a place	“Can you give me directions to the meeting room?”	Y
straight	not turning left or right	“Go straight down the corridor.”	N
turn left/right	move in the left/right direction	“Turn left by the kitchen.”	N
past	Go beyond something	“Walk past the reception and turn	N

		right.”	
across from*	on the opposite side of	“The printer is across from the meeting room.”	N
next to	beside, to the side of	“The restroom is next to the elevator.”	N
between*	in the middle of two things	“The kitchen is between the cafeteria and storage.”	N
at the end of	the furthest point of	“The break room is at the end of the mall.”	N
near*	close to something	“The mailroom is near the entrance.”	N
stairs	steps going to different floors	“Take the stairs to the second floor.”	N
elevator (or lift)*	machine that moves between floors	“The HR office is by the elevator.”	Y
map	a drawing of the area or building layout	“Check the map for directions.”	N
entrance	where you come into the building	“The main entrance is on the left.”	Y

\*across from/ between/ near/ elevator (or lift) = review words

## Lesson Structure (PPP)

- Warm-Up Icebreaker (10 - 15 mins)
  - Part 1- Revision Game on Workplace Safety and Instructions
    - The teacher writes simple safety situations on the board.
      - Example Scenarios:
        - Using a machine safely
        - Handling a spill
        - Entering a restricted area
        - Fire drill evacuation
        - Reporting broken equipment
    - Instructions:
      - Put students in pairs or small groups.
      - Show a scenario (e.g., “Spill on the floor,” “Fire alarm rings”).
      - One student gives safety instructions; others act or respond.
        - Examples: “Put on your gloves.” “Don’t touch that.” “Be careful.” “Use the emergency exit.” “Report the problem”
  - Part 2 - Class Map Location Hunt:
    - With sticky notes, the teacher labels real areas or objects in the classroom and pretends they are workplace locations (e.g., reception, first aid room, storage area).
    - Call out a facility or room: “Where is the first aid room?”
    - Students point or walk to the matching area in the classroom.
    - Encourage students to take turns asking and answering:
      - “Where is the pantry?”
      - “It’s next to the meeting room.”
      - “It’s across from the reception.”
  - Part 3 - Transition to Today’s Lesson
    - Quick Brainstorm: Ask: “When do you need to ask for directions at work?”  
Write student answers on the board:
      - “On my first day”
      - “When I visit another department”
      - “When a delivery driver gets lost”
      - “When a visitor asks me for help”
    - Then have pairs make short two-line exchanges using these ideas.

## I. Presentation (30–40 mins)

- Workplace Directions and Preposition Review
  - Step 1: Language Focus (on the board):
    - Go straight, Turn right, At the end of the hall, Go up the stairs, It’s next to/near/across from/reception/kitchen.
    - Model pronunciation and gestures:

- Go straight → Use hand motion forward
- Turn right → Turn body right
- Go up the stairs → Step upward gesture
- Step 2: Model Q&A:
  - Teacher says and models with one student:  
A: “Excuse me, how do I get to the HR office?”  
B: “Go straight past the cafeteria, take the stairs, and turn left. It’s next to reception.”
  - Practice Stage:
    - Group echo – The whole class repeats short phrases with correct stress and rhythm.
    - Gesture repetition – Teacher gives commands; students move: “Turn right... Go straight... Stop at the HR office.”
- Step 3: Pair role-play
  - One student is the visitor; the other is an employee.
    - Use real parts of the classroom (door = exit, desk = reception, bookshelf = meeting room).  
Example:
      - A: “Excuse me, where’s the meeting room?”
      - B: “Go straight and turn left. It’s next to the reception.”
- Step 4: Workplace Directions Reading Activity
  - Distribute the [Workplace Directions Reading Activity Worksheet](#)
  - First, review the 10 scenarios with the class.
  - Then, in pairs students read each conversation and underline the directions.

## II. Practice (30–40 mins)

- Controlled Practice Activities:
  - 1. Listening Task - Following Directions
    - The teacher reads a set of directions step-by-step and students take notes:  
*“Start at the entrance. Go past the reception, turn left at the kitchen, and the HR office is across from the restroom.”*
    - Listening comprehension check:  
Where do you start?  
Where do you turn?  
What is next to the HR office?
  - 2. Writing Practice
    - Students choose two workplace places from a list (e.g., HR office, cafeteria, parking area, first aid room).
    - Each student writes 3–5 sentences giving directions from one location to another.
    - Example:  
*“Start at the main entrance. Go past the reception desk. Turn right at the lift. The HR office is on the left, next to the break room.”*
  - 3. Interview Activity: “Can You Find It?”

- Tell students they'll simulate short workplace interviews where one person plays the interviewer (employee or supervisor) and the other is a visitor or new worker.
- Instructions:
  - Pair up students (A = Interviewer / B = Visitor).
  - Hand out the workplace places sticky notes (e.g., HR office, cafeteria, parking area, first aid room).
  - Student A asks standard "interview" questions, while Student B gives spoken directions.
- Sample Dialogue:
  - A: "Welcome to the company. Can you tell me how to get to the HR office?"
  - B: "Sure. Start at the main entrance. Go past the reception desk and turn right at the lift. The HR office is on the left."
  - A: "Okay. And how do I get to the cafeteria?"
  - B: "Go straight down the hall. It's next to the break room."
- Variation for Engagement:
  - Rotate partners so each student speaks with several "interviewers."
  - Add challenge sticky notes such as:
    - "You are in a hurry."
    - "You are a visitor who doesn't understand easily."
    - "You are new and polite but nervous."

## [20-Minute Break]

### III. Production (30–40 mins)

- Directions Game: "Find Your Way Challenge"
  - Step 1: Route Creation (Pairs/Groups)
    - Each pair or small group works together to design a set of directions for an office or workplace map.
    - The map can be real (your actual classroom labeled with workplace locations) or invented (drawn on paper as a team).
    - Challenge groups to use workplace-specific places: reception, HR office, break room, first aid room, etc.
    - Encourage them to include at least 4–5 instructions using sequencers (First, Next, Then, Finally) and location language (next to, across from, go past, turn left/right).
  - Step 2: Oral Directions & Clarification
    - One member of each pair reads out their route instructions slowly and clearly: "Start at reception. Go up the stairs, turn left at the elevator, then walk past the meeting room. It's next to the kitchen."
    - Their partner must physically follow the route on the map (using a pencil, finger, or walking between labeled classroom areas).
    - Partners frequently clarify and confirm actions aloud:

- “Do I turn left after the break room?”
- “Is it next to the lift or opposite the cafeteria?”
- Step 3: Directions Performance
  - Invite volunteer pairs to perform their directions dialogue for the class, acting as “guide” and “visitor.”
  - The audience listens and marks the route in their notebook, trying to keep up and spot errors or unclear instructions.
- Error Correction and Recap (10 mins):
  - Review common mistakes with direction prepositions and sequencing (e.g., missing “past,” wrong left/right).
  - Choral repetition of essential question/answer forms.

#### **IV. Wrap-Up (15 mins)**

- Review vocabulary and objectives (5 mins)
  - Quick whole-class activity: teacher gives or asks for a new direction, students give a clear oral answer or act out the path.
- Self-reflection (5 mins): Students write down one new word/phrase and one thing they feel more confident about (“Now I can give directions from the entrance to the kitchen.”)
- Preview of Next Class + Assignment (5 mins)
  - Tell students the next lesson will focus on describing the layout of a workplace and say where things are located (Unit 6: Workplace Directions and Facilities).
  - Homework: Draw a simple map of your workplace (or school, home) and write directions from the entrance to three different rooms.

#### **Optional Independent Practice**

- Homework / Practice / For next class:
  - Watch this video on [Directions](#), write down new vocabulary heard.
  - Practice giving directions from one place to another at home, work, or school with a partner or friend.

#### **Notes for the Instructor**

- Scaffold direction-giving with gesture, visuals/maps, and model sentences.
- Practice both oral and written forms, ensuring each student gives and follows directions.
- Use authentic layouts for increased relevance.

- **Course Title:** General Business English
  - **CEFR Level:** A2
  - **Lesson Number:** 23
  - **Topic:** Talking about Office Layout (Unit 6: Workplace Directions and Facilities)
  - **Lesson Duration:** 3 hours (1hr20 - break 20mins - 1hr20)
  - **Can-Do Objectives:** (Aligned with CEFR descriptors)
    - I can describe the office layout: The sales department is opposite the main entrance.
    - I can ask about locations of people and objects: Where is the photocopier?
    - I can use maps and diagrams to describe and find locations.
- 

**Materials**

- Handouts / Worksheets: [Download them [at this link](#)]
  - [Flashcards of office areas and objects](#)
  - [Listening Activity: Office Map Descriptions](#)
  - [Reading Activity: Our Busy Office](#)
- Audio/Video Files:
  - Independent Practice Video: [Tour a virtual office on Gather](#)
- Required Tech / Supplies:
  - Whiteboard and markers (frontal/in-person lesson)
  - Sticky notes for activities
  - Large paper for production

**Vocabulary**

Term	Definition	Example Sentence	Profession-Specific (Y/N)
layout	plan/arrangement of rooms or objects	“The layout shows all the offices and meetings rooms”	Y
opposite	facing or across from	“The sales department is opposite the main entrance.”	Y
next to*	beside, at the side of	“The printer is next to the coffee machine.”	N

near*	close to	"The kitchen is near the conference room."	N
on the left/right	on the left/right side	"The restroom is on the left as you enter."	N
at the end (of)*	at the furthest part	"My desk is at then end of the corridor"	N
in the middle	at the center of an area	"Reception is in the middle of the building."	N
in the corner	in the angle between two walls	"The plant is in the corner by the windowl."	N
beside	next to	"The file cabinet is beside the door."	N
across from*	on the opposite side	"The HR office is across from the elevators."	Y
department	section or division of a workplace	"The IT department is on the second floor."	Y
storage	place for storing items or supplies	"Storage is at the end of the hall."	Y
break area	area for relaxing or having breaks	"The break area is near the kitchen."	N

photocopier	a machine for copying papers	"The photocopier is next to the reception."	Y
main entrance	primary entry to building	"The main entrance is opposite HR."	Y

\*next to/ near/ at the end (of)/ across from = review words

### Lesson Structure (PPP)

- Warm-Up Icebreaker (10 - 15 mins)
  - Step 1: Quick Revision Chat
    - Review prepositions of place (next to, opposite, in front of, behind).
    - Use classroom objects to demonstrate:
      - "The teacher's desk is in front of the board."
      - "The bin is next to the door."
      - "Maria is behind Alex."
      - "The window is opposite the cupboard."
    - Ask students to make their own sentences using what they see in class.
      - "The clock is above the board."
    - "My bag is under the chair."
  - Step 2: Sticky Note Office Hunt
    - Place colorful sticky notes with office vocabulary (photocopier, meeting room, kitchen, reception, break area, etc.) around the classroom—on walls, desks, chairs, or the door.
    - In pairs, students walk around, read the sticky notes aloud, and talk about where they find them.
      - "The photocopier is next to the window."
      - "The kitchen is opposite the teacher's desk."
      - "Where is the reception?" — "It's behind the chairs."
    - Encourage students to use full sentences.
    - After the activity, ask pairs to share one or two sentences about what they noticed.
  - Step 3: Introduce Lesson Topic with a Pair discussion
    - "Why is a clear office layout important?"
    - "What's your favorite place to work or relax in the office?"
    - "What objects do you use most often at work?"

### I. Presentation (30–40 mins)

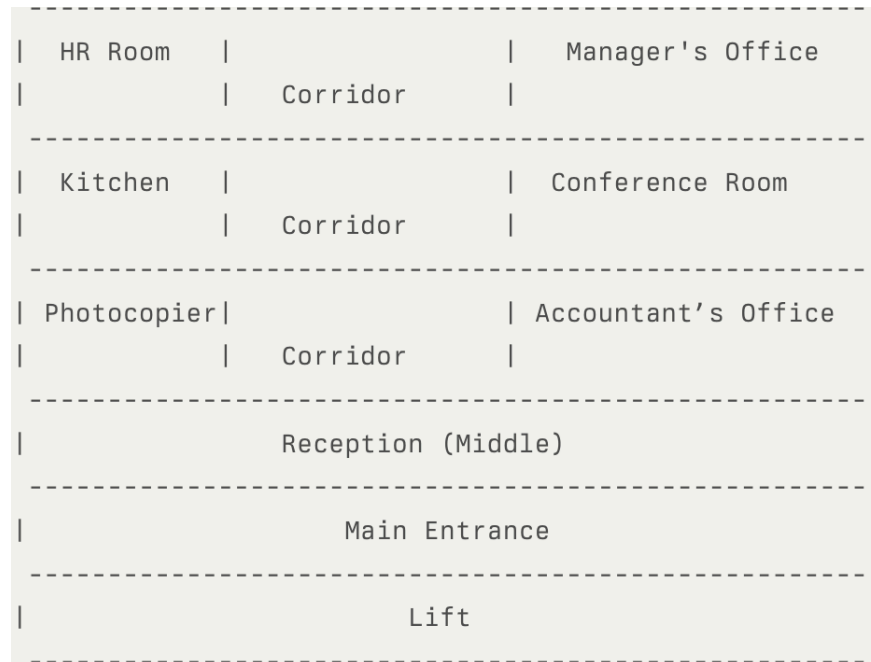
- Vocabulary Challenge: Build Your Own Office (10-15 mins)

- Step 1: Introduce & Model
  - Show [flashcards of office areas and objects](#) (main entrance, reception, HR office, photocopier, storage room, break area).
  - Model key sentences on the board:
    - “The sales department is opposite the main entrance.”
    - “The printer is beside the storage room.”
    - “The manager’s office is at the end of the hall.”
    - “Where is the coffee machine?”
  - Do quick choral repetition and pronunciation practice.
- Step 2. Sticky Note Office Builder
  - Give small groups sticky notes. Each one shows a different office area or object.
  - Ask them to build their own “office” on their table, arranging the sticky notes as locations.
  - Students then describe it using target sentences:
    - “The kitchen is next to the meeting room.”
    - “The photocopier is opposite the HR office.”
  - Walk around prompting, correcting, and expanding sentences.
- Step 3. Mini Presentation
  - Each group presents their office arrangement to the class:
    - “In our office, the reception is next to the main entrance.”
  - Peers listen and ask one or two Where is...? questions.
- Optional Extension:
  - Make it a timed “Office Design Challenge.” Groups have 2 minutes to rearrange their sticky notes differently and create new location sentences.
- Listening Activity: Office Map Descriptions (15-20 mins)
  - Distribute the [Listening Activity: Office Map Descriptions](#).
  - Part 1: Complete the Vocabulary Review.
    - Once students complete this section, check answers as a class.
  - Part 2: Listen and Draw
    - The teacher reads a description of an office layout:  
*“The HR department is in the corner, next to the lift. The photocopier is across from the conference room. The kitchen is at the end of the left corridor. The reception is in the middle.”*
    - Students draw and label locations on their map as they listen.
  - Part 3: Partner Check
    - Students compare their answers with a partner.

## II. Practice (30–40 mins)

- Controlled Practice Activities:
  - 1. Reading Activity: Our Busy Office
    - Distribute the [Reading Activity: Our Busy Office](#) worksheet.
      - Part 1: Read the text

- Part 2: Answer the comprehension questions
- Part 3: Visual practice - draw and label a simple map
- 2. Office Directions Role-Play
  - Students practice asking and answering questions about location using prepositions and office vocabulary.
  - Step 1: Set-Up
    - Place the [Flashcards of office areas and objects](#) around the classroom and draw on the board a simple “office layout” handout as below



- Step 2: Model the Dialogue
  - Write and act out a short model conversation on the board:
    - A: “Where is the storage area?”
    - B: “It’s at the end of the corridor, opposite the break area.”
- Step 3: Pair Practice
  - Students form pairs.
  - Student A asks questions using their card (“Where is the HR office?”).
  - Student B answers using the layout or classroom clues (“It’s next to the meeting room.”).
  - After two or three questions, they switch roles.
  - Encourage them to include extra details:
    - “It’s a big room next to the main entrance.”
    - “It’s behind the kitchen, near the windows.”
- 3. Writing Task – My Office Layout:
  - Each student describes a real or imagined workplace layout in 4–5 sentences.
  - Use prepositions, directions, and vocabulary: reception is in the middle, printer is beside the meeting room, manager’s office is at the end of the hall.
  - Exchange with a partner, who reads the description.

**[20-Minute Break]**

**III. Production (30–40 mins)**

- Office Interview and Layout Discussion Task
  - Group Creation:
    - Small groups design a basic office floor layout on large paper. It should have 6–8 clearly labeled areas (example: HR, IT, sales, storage, entrance, copy room, kitchen, meeting room).
    - Role Selection:  
Each member chooses 1–2 areas they know best and prepares simple description sentences about their assigned space (The HR office is next to the kitchen.).
  - Step 1: Office Interview Role-Play
    - One student is the “interviewer” (e.g., new staff/hiring manager); the other group members are “employees” for different office areas.
    - The interviewer asks location/description questions about the office:
      - “Where is the meeting room?”
      - “Is the storage area next to the IT department?”
      - “Which rooms are opposite the kitchen?”
      - “What is beside the entrance?”
    - The “employee” chosen for each area answers in full descriptive sentences:
      - “The meeting room is at the end of the corridor, next to sales.”
      - “The storage area is opposite IT, beside the copy room.”
    - Swap roles so every group member practices asking and answering.
  - Step 2: Active Listening Challenge
    - While the interviews happen, other groups listen and draw a rough office layout in their notebook based on key answers they hear.
    - After all groups finish, compare final diagrams for accuracy.
  - Step 3: Feedback & Correction
    - Peer groups discuss which descriptions were clear or confusing to draw, focusing on prepositions (next to, beside, opposite, at the end of).
    - The teacher reviews any recurring errors in location sentences, highlighting correct usage for future writing and speaking.
  
- Error Correction and Recap (10 mins):
  - Review correct location language, prepositions, and clear questions.
  - Group choral correction: practice tricky phrases like opposite the entrance and in the corner.

**IV. Wrap-Up (15 mins)**

- Review vocabulary and objectives (5 mins)
  - The teacher gives a location (“next to the kitchen”), and students say what is there.

- Self-reflection (5 mins): Each student writes one thing they learned about describing a workplace layout.
  - Preview of Next Class + Assignment (5 mins)
    - Tell students the next lesson will focus on describing a simple workplace map (Unit 6: Workplace Directions and Facilities).
    - Homework: Draw your dream office layout and write 5 sentences about where departments/objects are.
- 

### **Optional Independent Practice**

- Homework / Practice / For next class:
  - Watch this video [Tour a virtual office on Gather](#), write down 5 new position/location words.
  - Practice giving a family member directions in your home using opposite, next to, in the corner, etc.

### **Notes for the Instructor**

- Scaffold with diagrams, sentence frames, and plenty of repetition.
- Use real examples for layout, modify for local/company-specific situations.
- Mix written, oral, and visual activities to support all skills.

*Lesson prepared by Elisabeth Perrin*

- **Course Title:** General Business English
  - **CEFR Level:** A2
  - **Lesson Number:** 24
  - **Topic:** Map Practice (Unit 6: Workplace Directions and Facilities)
  - **Lesson Duration:** 3 hours (1hr20 - break 20mins - 1hr20)
  - **Can-Do Objectives:** (Aligned with CEFR descriptors)
    - I can read and describe a simple workplace map.
    - I can ask and answer questions about location.
    - I can complete map-based tasks and explain where things are using prepositions.
- 

### Materials

- Handouts / Worksheets: [Download them [at this link](#)]
  - [Reading Task: A Day at City Office worksheet](#)
- Required Tech / Supplies:
  - Whiteboard and markers (frontal/in-person lesson)
  - Large paper for the mini-project

### Vocabulary

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

Lesson	Title
21	Describing Workplace Facilities
22	Asking for and Giving Directions
23	Talking about Office Layout

### Lesson Structure (PPP)

- Warm-Up Icebreaker (10 - 15 mins)
  - Step 1: Writing & Speaking Practice: Workplace Facilities and Directions
    - Write a list of workplace areas and objects on the board (e.g. kitchen, HR office, storage room, break area, conference room, main entrance, reception, photocopier).
    - In pairs, students choose any two locations and write descriptive sentences about their position in the classroom or on the sample office map, revising prepositions of place:
      - “The kitchen is next to the window.”
      - “The photocopier is opposite the teacher’s desk.”
      - “The break area is in the corner.”
  - Step 2: Directions Spot-Check

- Each pair takes turns asking about location:
  - “Where is the HR office?”
  - “Where is the meeting room?”
- Partners answer using a full sentence; then swap roles:
  - “It’s near reception, opposite the conference room.”
  - “It’s at the end of the corridor, beside the storage room.”
- Step 3: Reflection Discussion
  - Prompt group conversation:
    - Why is it important to read and understand a workplace map?
    - Have you ever been lost at a new job? What did you do?
    - How can clear directions help people feel confident at work?

## **I. Presentation (30–40 mins)**

- Vocabulary Challenge: Map Reading (10-15 mins)
  - Step 1: Class Map Walk and Point
    - Draw a simple office map on the board: clearly label “main entrance,” “storage,” “break area,” “HR office,” “photocopier,” “kitchen,” etc.
    - Invite volunteers to come up and point to each area as you call it out.
    - As a class, practice reading each area aloud for pronunciation.
  - Step 2: Sentence Building Challenge
    - Model 2–3 location sentences on the board:
      - “The storage is at the end of the corridor.”
      - “The photocopier is next to the main entrance.”
      - “The HR office is opposite the kitchen.”
    - In pairs, students make and say their own sentences about room locations using the map. Partners listen and repeat for pronunciation.
  - Step 3: Quick-fire Comprehension Q&A
    - Teacher asks rapid questions to individual students and groups:
      - “Where is the break area?”
      - “What’s near the elevators?”
    - Students must answer in full sentences and can look at the map to check.
  - Step 4: Peer Ask & Answer
    - Students take turns asking their partner location questions:
      - “Where is the HR office?”
      - “Is the kitchen next to the storage?”
    - Partners answer using complete sentences.
  - Step 5: Mini Team Race
    - Groups have 90 seconds to write as many “location” sentences as they can using workplace direction language (next to, opposite, at the end of, beside).
    - Each group reads their best sentence aloud for a quick pronunciation check.
- Writing Activity: Interactive Office Map Descriptions (15-20 mins)
  - Step 1: Guided Writing

- Each student writes 4–5 sentences describing the layout of a real or imaginary office.
- Prompt them to use prepositions of place and workplace vocabulary learned, for example:
  - “The break area is next to the kitchen.”
  - “The manager’s office is at the end of the corridor.”
  - “The photocopier is opposite the reception.”
- Encourage students to be creative but clear to help their partner visualize the layout.
- Step 2: Partner Exchange & Visualization
  - Students exchange their written descriptions with a partner.
  - Their partner reads the description carefully and draws a simple office layout in their notebook based on the sentences
  - Encourage partners to ask clarifying questions like:
    - "What is next to the break area?"
    - "Is the photocopier near reception or the kitchen?"
  - Students negotiate meaning and correct each other gently, helping each other improve sentence clarity.
- Step 3: Group Sharing and Peer Feedback
  - Invite pairs to present their partner’s office layout or describe it orally to a small group/class.
  - Other students give feedback on how clear and easy the descriptions were to understand.
  - The teacher highlights good examples, corrects common errors in prepositions and sentence structure, and encourages natural pronunciation.

## II. Practice (30–40 mins)

- Controlled Practice Activities:
  - 1. Reading Task: A Day at City Office
    - Distribute the [Reading Task: A Day at City Office worksheet](#)
    - Parts 1 and 2: Students read the passage and underline location information
    - Part 3: Students answer questions about the passage. Once completed, review as a class.
  - 2. Partner Challenge: Office Location Q&A
    - The teacher draws a simple office map displaying labeled rooms and objects on the board.
    - The teacher also writes a list of workplace vocabulary (e.g., photocopier, kitchen, HR office, conference room, storage area, reception) on the board.
    - Instructions
      - Form Pairs:
        - Students work in pairs, A and B.
      - Question and Answer Turn-Taking:

- Student A begins by asking about the location of one item or room on the map, for example:
  - “Where is the photocopier?”
  - “Where is the HR office?”
- Student B answers in a full sentence with location information, making use of prepositions:
  - “It’s in the corner, near the kitchen.”
  - “The HR office is next to the reception.”
- After answering, Student B then asks their own question to Student A following the same format.
- Encourage Natural Interaction:
  - Students should attempt to give clear, descriptive answers.
  - If a student is stuck, their partner or the teacher can prompt with location phrases or vocabulary.
  - Encourage students to ask for repetition or clarification as needed, practicing practical conversation skills.
- Bonus Variation – Time Challenge:
  - Time each pair for 3–5 minutes and count how many correct questions and answers they complete.
  - Celebrate progress or improvements for engagement.

**[20-Minute Break]**

**III. Production (30–40 mins)**

- Mini-Project: Office Map and Tour Role-Play
  - Step 1: Create & Prepare the Office Map
    - In small groups, students draw a simple floor plan of a workplace (real or imaginary).
    - They should mark at least 8–10 areas: departments (HR, IT, sales), rooms (conference, break, storage), and facilities (kitchen, reception, toilets).
    - Encourage visual clarity—use symbols or color coding if possible.
  - Step 2: Prepare Guiding Sentences
    - Each member picks 2–3 rooms or objects to prepare a short, descriptive sentence about its location.
    - Examples:
      - “The HR office is between the conference room and the manager’s office.”
      - “The break area is at the end of the corridor, beside the copy room.”
      - “The photocopier is next to the reception desk.”
    - Practice pronunciation and clarity to make the description easy to understand.
  - Step 3: Office Map Role-Play Tour
    - One student acts as the guide and the other as the visitor.
    - The guide begins with clear sentences, such as:

- “Here is the main entrance. To your left is the HR office. The IT department is opposite the kitchen.”
  - The visitor listens carefully and may ask 2–3 questions, for example:
    - “Where is the storage room?”
    - “Is the break area near the conference room?”
  - The guide responds in full sentences, practicing natural speech.
  - Swap roles and repeat.
- Step 4: Peer Discussion & Feedback
  - After the role-play, small groups discuss:
    - Which descriptions were most clear?
    - Which prepositions of place are easiest or hardest to understand?
    - How can descriptions be more precise?
- Error Correction and Recap (10 mins):
  - Review common preposition/location mistakes as a group.
  - Choral correction and rapid Q&A: Where is the photocopier? It’s next to the reception.

#### **IV. Wrap-Up (15 mins)**

- Review vocabulary and objectives (5 mins)
  - Recall 5 key location words or phrases learned.
- Self-reflection (5 mins): Each student shares the easiest and most difficult part of describing a map/location.
- Preview of Next Class + Assignment (5 mins)
  - Tell students the next lesson will focus on starting conversations (Unit 7: Everyday Interactions and Small Talk).
  - Homework: Draw a map of your home or favorite place and write 5 sentences describing locations using today’s target sentences.

#### **Optional Independent Practice**

- Homework / Practice / For next class:
  - Ask a friend/family member to describe a map, and try to “find” things based on their directions.

#### **Notes for the Instructor**

- Build map-reading and giving directions into all activities for real-world interest.
- Scaffold with visuals, oral models, and pair speaking to reinforce learning.
- Keep all practice context-rich and supportive for adults with mixed map experience.

*Lesson prepared by Elisabeth Perrin*

- **Course Title:** General Business English
  - **CEFR Level:** A2
  - **Lesson Number:** 25
  - **Topic:** Starting Conversations (Unit 7: Everyday Interactions and Small Talk)
  - **Lesson Duration:** 3 hours (1hr20 - break 20mins - 1hr20)
  - **Can-Do Objectives:** (Aligned with CEFR descriptors)
    - I can start a conversation: How was your weekend?
    - I can respond and ask follow-up questions
    - I can use social greetings and small talk phrases about familiar topics (weather, weekend, work day).
- 

**Materials**

- Handouts / Worksheets: [Download them [at this link](#)]
  - [Gap Fill-Small Talk Dialogue Worksheet](#)
- Required Tech / Supplies:
  - Whiteboard and markers (frontal/in-person lesson)

**Vocabulary**

Term	Definition	Example Sentence	Profession-Specific (Y/N)
greeting	a polite word or phrase used to start a talk	“Hello, good morning!”	N
small talk	short, friendly conversation about general topics	“We had some small talk before the meeting.”	Y
conversation starter	question to begin a conversation	“How was your weekend?”	N
respond	answer or reply to a question or comment	“I always respond when someone asks me ‘How are you?’”	N
follow-up	question asked after the	“What did you do after	N

question	first reply	that?"	
well-being	how someone feels or is doing	"How are you today?"	N
hobby	activity people do for fun	"Do you have any hobbies?"	N
weekend*	Friday and Saturday	"What did you do last weekend?"	N
weather	what the day is like outside	"It's cold today, isn't it?"	N
colleague*	person you work with	"My colleague and I talked about our plans."	Y

\*weekend/ colleague = review words

### Lesson Structure (PPP)

- Warm-Up Icebreaker (10 - 15 mins)
  - Step 1: Walk and Greet
    - Students walk around the room and greet three different classmates using simple greetings:
      - "Hello," "Good morning," or "Hi, how are you today?"
    - After the greeting, each student asks one simple small talk question from a range of topics, such as:
      - "How was your weekend?"
      - "Did you do anything fun yesterday?"
      - "How's your day going so far?"
      - "Did you watch the game last night?"
      - "Do you have any plans for lunch?"
      - "Are you working on a big project right now?"
      - "Did you try the new coffee place nearby?"
    - Students listen actively and respond briefly.
    - Repeat until each student has greeted and talked with three different people.

- Step 2: Pair Practice
  - In pairs, students take turns asking and answering small talk questions from the list above (or their own ideas).
  - They focus on using full sentences and clear pronunciation.
- Step 3: Introduce Lesson Topic with a Group Discussion
  - As a class, brainstorm small talk opportunities at work such as:
    - Before meetings
    - During lunch break
    - On Monday mornings
    - In the elevator
    - While waiting for the bus or train
  - Write these on the board and briefly discuss why small talk is important in these situations (building relationships, reducing awkwardness, team bonding).

## I. Presentation (30–40 mins)

- Introducing Social Greetings and Small Talk Vocabulary
  - Step 1. Greeting & Question Introduction (Reading & Speaking)
    - Write greetings and social questions on the board:
      - Greetings: Hi, Good morning, How are you? / Nice to see you!
      - Small talk questions: How was your weekend? / Did you do anything fun yesterday? /How's your day going? / Did you watch the game? / Any plans for lunch? / Working on a big project?
    - Model short, natural responses:
      - I'm good, thanks! / Not bad! /Pretty busy, and you?
    - Conduct choral repetition and pronunciation practice for all the phrases.
  - Step 2. Listening & Reading Dialogue Practice
    - Present a short office conversation as a listening exercise. It can be teacher read-aloud (Write it on the board too):
      - *A: Good morning, Sarah! How was your weekend?*
      - *B: Hi Mark! It was good, thanks. I visited my family. What about you?*
      - *A: I relaxed at home. Did you do anything special?*
      - *B: Yes, I went hiking.*
    - After listening/reading, students write all greetings and small talk phrases in their notebook.
  - Step 3. Writing Mini-Task
    - Have students write three short dialogues using the greetings and small talk phrases from the lesson.
    - Pair them up to practice reading their dialogues aloud to each other.
  - Step 4. Group Discussion & Reflection
    - Discuss as a class:
      - What makes these conversations polite and friendly?
      - In what workplace situations could you use these phrases? (Examples: morning greetings, lunch break chats, before meetings).

- Write students' ideas on the board.

## II. Practice and Production (30–40 mins)

- Controlled Practice and Production Activities:
  - 1. Gap Fill-Small Talk Dialogue
    - Distribute the [Gap Fill-Small Talk Dialogue Worksheet](#)
    - Students work in pairs.
    - They fill in the missing words and then read the dialogue aloud and answer the extended questions.
  - 2. Conversation Starters Survey Activity
    - Survey Preparation:
      - Each student chooses two conversation starters (from the lesson or brainstorm new ones - Did you watch the news last night? / How's your family? / How's the weather today?).
      - Write them on a survey form.
    - Survey & Speaking Walkaround:
      - Move around class, asking chosen questions to at least four people.
      - Respond politely and try to add one follow-up question (Oh, where did you go? / Did you enjoy it?).
    - Record answers (short notes) for at least one classmate per question.
    - Present & Discuss:
      - Share interesting responses with the class.
      - Discuss which questions got the best conversations going and why.
  - 3. Writing Practice: Dialogue Creation and Peer Reading
    - Brainstorming (Reading & Writing Support)
      - Review common greetings, small talk questions, and responses on the board. Examples:
        - Greetings: Hi, Good morning, How are you?
        - Questions: How was your weekend? / Did you do anything fun yesterday? / How's your day?
        - Responses: I'm good, thanks, Pretty busy, and you? / Not bad!
      - Students read sample dialogues aloud for pronunciation practice.
    - Writing a Short Dialogue (Writing Task)
      - Each student writes a brief conversation of 4–6 lines between two coworkers or friends at work.
      - They must include:
        - At least one greeting
        - One question and one response
        - One follow-up question or comment
      - Encourage using full sentences and simple vocabulary.
    - Partner Exchange and Read-Aloud (Speaking & Listening)
      - Students exchange their written dialogues with a partner.

- Partners practice reading the dialogue aloud to each other, focusing on intonation and natural speech rhythm.
- After reading, partners discuss:
  - Which parts were easy or difficult to understand
  - New phrases or vocabulary learned
- Optional Extension: Group Sharing and Feedback
  - Invite pairs to perform their dialogues in front of the class.
  - Peers give positive feedback and the teacher guides correction on pronunciation, grammar, or vocabulary as needed.
- Sample Dialogue Framework for Students
  - *A: Good morning! How are you today?*  
*B: I'm good, thanks! How about you?*  
*A: Pretty busy. Did you do anything fun this weekend?*  
*B: Yes, I went hiking. What about you?*  
*A: I relaxed at home.*  
*B: That sounds nice!*
- Error Correction and Recap (10 mins):
  - Review natural greeting and small talk phrasing, stress for intonation, and correct common errors (missing follow-up, not responding fully).
  - Group choral correction.

## [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 review: students call out greetings, small talk questions, and follow-up questions they remember.
- Self-reflection (5 mins): Each person shares their favorite new conversation starter or way to respond.
- Preview of Next Class + Assignment (5 mins)
  - Tell students the next lesson will focus on talking about the weather, plans and hobbies (Unit 7: Everyday Interactions and Small Talk).
  - Homework: Each day, start a conversation with someone (at work, school, or home) using a different greeting or small talk question. Write down how it went and what answer you got.

### **Optional Independent Practice**

- Homework / Practice / For next class:
  - Start a conversation (real or imaginary) in your notebook and continue for six lines, using greetings and follow-up questions.

### **Notes for the Instructor**

- Model tone and politeness; offer plenty of sentence frames.
- Encourage variety in greetings and questions for real-world practice.
- Scaffold and support students to keep a conversation going, not just start one.

*Lesson prepared by Elisabeth Perrin*

- **Course Title:** General Business English
  - **CEFR Level:** A2
  - **Lesson Number:** 26
  - **Topic:** Talking about Weather, Plans and Hobbies (Unit 7: Everyday Interactions and Small Talk)
  - **Lesson Duration:** 3 hours (1hr20 - break 20mins - 1hr20)
  - **Can-Do Objectives:** (Aligned with CEFR descriptors)
    - 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.
    - I can ask and answer questions about hobbies, weather, and plans at work.
- 

**Materials**

- Handouts / Worksheets: [Download them [at this link](#)]
  - [Find Someone Who - Small Talk Mixer Worksheet](#)
  - [Reading Activity - Talking about Weather and Weekend Plans Worksheet](#)
- Audio/Video Files:
  - Independent Practice Video: [English Listening Practice | Making Small Talk at Work](#)
- Required Tech / Supplies:
  - Whiteboard and markers (frontal/in-person lesson)
  - Sticky notes for production

**Vocabulary**

Term	Definition	Example Sentence	Profession-Specific (Y/N)
forecast	a report telling what the weather will be like	"The weather forecast says it will rain tomorrow."	N
temperature	how hot or cold it is outside	"The temperature dropped a lot last night."	N
sunny	when the sun is shining	"It's sunny today, perfect for a walk."	N
cloudy	with many clouds in the	"It looks cloudy this	N

	sky	morning.”	
meeting*	a time when people come together to talk about work	“We have a team meeting on Monday morning.”	Y
schedule*	a plan of times for meetings and activities	“Let’s check the schedule for next week.”	Y
deadline	the time when something must be done	“We have to finish this report before the deadline.”	Y
after work	the time when the workday is finished	“Do you want to go for coffee after work?”	N
lunch break	time to rest or eat midday	“I usually chat with colleagues during lunch break.”	Y
gym	a place to exercise	“I go to the gym three times a week.”	N
cooking	preparing food as a hobby or activity	“Cooking helps me relax after a busy day.”	N
travel	to go from one place to another	“I love to travel on long weekends.”	N
outdoor activity	something you do outside, like hiking or cycling	“Outdoor activities are great in sunny weather.”	N

invite	to ask someone to join you	“She invited me to a pottery class after work.”	N
cancel	to say that a plan will not happen	“We had to cancel the meeting because of the storm.”	Y
catch up	to talk with someone to share news	“Let’s catch up on Friday after work.”	N
weekend plan	something you intend to do during the weekend	“My weekend plan is to go hiking.”	N
team event	a group activity for coworkers	“Our team event was a picnic in the park.”	Y
weather app	a program showing weather information	“I check the weather app before leaving home.”	N

\*meeting/ schedule = review words

### Lesson Structure (PPP)

- Warm-Up Icebreaker (10 - 15 mins)
  - Find Someone Who - Small Talk Mixer:
    - Students practice workplace small talk by asking about weather, weekend plans, and hobbies.
    - Distribute the [Find Someone Who - Small Talk Mixer Worksheet](#) and explain the instructions.
    - The teacher writes an example conversation on the board for reference:
      - A: Hi, Did you see the forecast today?
      - B: Yes, it’s going to be sunny!
      - A: That’s great. What will you do this weekend?
      - B: I might go hiking with friends.
    - After the activity, students report back and share what they discovered as a class.

- Example Report Back
  - Ana is going to see her friends this weekend.
  - Leo likes cooking after work.
- Introduce Lesson Topic with a Discussion on Small Talk at Work
  - Do you usually engage in small talk at work?
  - Who do you have small talk with — your colleagues, your manager, or your clients?
  - What kinds of topics do you usually talk about? (For example, weather, weekend plans, or hobbies)
  - Do you think small talk is important at work? Why or why not?
  - What topics do you avoid when talking to people at work?

## **I. Presentation (30–40 mins)**

- Vocabulary and Model Phrases (15 - 20 mins)
  - Step 1: Ask “What do people usually talk about before a meeting or during a coffee break?”
    - Write students’ ideas on the board — include topics like weather, weekend plans, hobbies, and free time.
  - Step 2: Model Phrases (The teacher writes on the board)
    - It’s very hot today, isn’t it?
    - Isn’t the weather terrible?
    - Do you have any plans for the weekend?
    - What do you like to do after work?
    - I’m going to the cinema after work.
    - My hobby is photography.
  - Step 3: Listen and Repeat (Choral Practice)
    - Teacher models; students repeat chorally and individually.
    - Focus on intonation and natural rhythm, especially for short questions like:
      - Nice day, isn’t it?
      - Busy week?
  - Step 4: Pair Practice (Conversation Circle)
    - Students walk around and talk to two people.
    - They choose one weather or plan phrase to start their conversation.
    - Respond naturally in one full sentence.
    - Example:
      - A: Do you have any plans for the weekend?
      - B: Yes, I’m meeting some friends for dinner.
  - Step 5: Group Challenge (Speed Round)
    - Students sit in small groups.
    - One person says a small talk question.
    - The next person answers quickly, then asks a new question to the next person.
    - Continue around the circle for one minute.

- Reading Activity: Talking about Weather and Weekend Plans (10 - 15 mins)
  - Distribute the [Reading Activity - Talking about Weather and Weekend Plans Worksheet](#).
  - First the teacher reads the dialogue aloud and highlights new vocabulary.
  - Then students complete the comprehension questions. Review answers as a class.

## II. Practice 30–40 mins)

- Controlled Practice Activities:
  - 1. Discussion Questions (In Pairs or Small Groups)
    - The teacher writes the questions on the board
      1. Do you like to talk about your plans and hobbies with colleagues?
      2. What's your favorite way to relax after work?
      3. What kind of team events does your workplace have?
    - Students discuss and write answers in pairs or small groups.
    - Each pair/ group shares their responses to the class.
  - 2. Creative Writing – Small Talk in Action
  - Step 1. Brainstorm
    - Ask students:
      - What topics do people usually talk about before starting work or during breaks?
      - Write ideas on the board: weather, weekend plans, hobbies, free time.
  - Step 2. Write a Mini-Dialogue
    - Students work individually or in pairs to write a short dialogue
    - They must include at least two topics, such as:
      - weather + hobby
      - plans + weather
      - hobbies + free time
    - Example:
 

A: It's freezing today, isn't it?  
 B: Yes, I didn't want to go running this morning!  
 A: You run every day?  
 B: I try to. It helps me relax after work.
  - Step 3. Read Aloud
    - Students practice their dialogues in pairs, focusing on intonation, rhythm, and pronunciation.
    - Encourage friendly “coffee break” acting — as if they're chatting at work before a meeting.
  - Step 4. Peer Exchange
    - Swap dialogues with another pair or group.
    - Partners give simple feedback:
      - Is the conversation natural?
      - Are both topics included?

- Any grammar or spelling issues?

## [20-Minute Break]

### III. Production (30–40 mins)

- Workplace Small Talk Interview
  - Step 1. Interview Prep
    - Ask students to imagine a short, friendly conversation during a coffee break or before a meeting.
    - Each student writes three small talk questions — one for each topic:
      - weather (e.g., Is it usually this cold here?)
      - plans (e.g., Do you have any plans after work?)
      - hobbies (e.g., What do you like doing in your free time?)
    - Encourage them to add one follow-up question, such as:
      - Why do you like that hobby?
      - Who are you going to the cinema with?
      - Do you do that often?
  - Step 2. Interview Walkaround
    - Everyone stands up and “walks around the office.”
    - They “interview” at least four colleagues.
    - Each conversation should be short — 1–2 minutes.
    - Students record short notes for each classmate (provide sticky notes):
      - Name
      - Hobby or plan
      - Interesting detail or follow-up
    - Example:
      - Name: Leo
      - Hobby: Cooking
      - Follow-up: He likes making Italian food at weekends.
  - Step 3. Report and Share
    - Students return to groups or the whole class and share what they learned.
    - Prompts:
      - “Anna is planning a picnic this weekend.”
      - “Ben likes jogging after work.”
    - Write the best, most natural or funny exchange on the board.
- Error Correction and Recap (10 mins):
  - Review common errors in question structure, polite small talk, and follow-up.
  - Choral repetition for correct forms, pair work for targeted corrections.

### IV. Wrap-Up (15 mins)

- Review vocabulary and objectives (5 mins)
    - The teacher calls out a topic, students make a small talk question and a reply.
  - Self-reflection (5 mins): Each student names their favorite question or something new they learned to ask.
  - Preview of Next Class + Assignment (5 mins)
    - Tell students the next lesson will focus on making and responding to polite requests and offers (Unit 7: Everyday Interactions and Small Talk).
    - Homework: Start and finish two real or imaginary small talk conversations. Use “It’s hot today, isn’t it?” or “Do you have any plans after work?” as openers.
- 

### **Optional Independent Practice**

- Homework / Practice / For next class:
  - Watch this video on [English Listening Practice | Making Small Talk at Work](#). Write down 3 things that you learnt for sharing at the next class.
  - Keep a journal of small talk topics and the answers you give or receive for a week.

### **Notes for the Instructor**

- Scaffold small talk with useful topic cards, model questions, and simple follow-ups.
- Encourage polite, natural exchanges and help students continue conversations longer.
- Use plenty of repetition and oral/aural practice for less confident speakers.

*Lesson prepared by Elisabeth Perrin*

- **Course Title:** General Business English
  - **CEFR Level:** A2
  - **Lesson Number:** 27
  - **Topic:** Polite Requests and Offers (Unit 7: Everyday Interactions and Small Talk)
  - **Lesson Duration:** 3 hours (1hr20 - break 20mins - 1hr20)
  - **Can-Do Objectives:** (Aligned with CEFR descriptors)
    - I can offer help: Can I help you with that?
    - I can make, accept, and decline polite requests and offers in the workplace.
    - I can respond to requests and offers using polite language.
- 

**Materials**

- Handouts / Worksheets: [Download them [at this link](#)]
  - [Matching Exercise - Polite Requests and Offers Worksheet](#)
- Audio/Video Files:
  - Independent Practice Video: [English Listening Practice | Making Small Talk at Work](#)
- Required Tech / Supplies:
  - Whiteboard and markers (frontal/in-person lesson)
  - Sticky notes for activities

**Vocabulary**

Term	Definition	Example Sentence	Profession-Specific (Y/N)
request*	ask politely for something	“Could you send me that file, please?”	Y
offer	say you are willing to help or do something	“Can I help you with that?”	Y
accept	say yes to a request or offer	“Yes, thank you. That would be great.”	N
decline	say no to a request or offer (politely)	“No, thank you. I can manage.”	N

would you like*	polite way to offer something	“Would you like some help with your project?”	Y
could you*	polite way to request something	“Could you print this document for me?”	Y
can I / shall I	ways to offer or suggest help	“Can I carry those boxes for you?”	Y
may I	formal way to request or offer	“May I open the window?”	N
help*	to assist someone	“Let me help you with that.”	Y
manage	to do or deal with something by oneself	“No, thanks. I can manage.”	N
appreciate	to be grateful for assistance	“Thanks, I appreciate your offer.”	N

\*request/ would you like/ could you/ help = review words

### Lesson Structure (PPP)

- Warm-Up Icebreaker (10 - 15 mins)
  - Step 1. Video Review Discussion
    - Ask students to recall the video [English Listening Practice | Making Small Talk at Work](#) (homework from last lesson):
      - What phrases did people use to sound polite?
      - Who made the offer or request?
      - How did the other person respond?
    - Write a few key expressions on the board from their answers:
      - Can I help you with that?
      - Could you send me the file?
      - Would you like some coffee?
      - No, but thanks for offering.

- Briefly model with one student how to use a polite tone and friendly body language at work.
  - Step 2. Meet-and-Offer Walkaround
    - Task: Students walk around as if they are in an office. Each time they greet a classmate, they must make an offer or request using one phrase from the vocabulary.
    - Example interactions:
      - A: Good morning. Can I help you with that?
      - B: Yes, please. I need help with the printer.
      - A: Would you like some coffee?
      - B: No, but thanks for offering.
    - Students rotate three times, speaking with new partners each round for more practice.
  - Step 3. Sticky Note Request Race
    - Task: Each student writes one short workplace request on a sticky note, such as:
      - Could you send me the report by 5?
      - Can you check these numbers?
      - Would you mind calling the client?
    - Students swap sticky notes with a partner, read the request aloud, and respond politely — either accepting or declining using appropriate phrases.
    - Model responses:
      - Sure, I'll do it right away.
      - I'm sorry, I can't now, but I can send it later.

## **I. Presentation (30–40 mins)**

- Language input and model sentences (15 - 20 mins)
  - Step 1. Discussion Starter
    - Begin with a short whole-class or pair discussion. Ask:
      - When do you need to make requests or offers at work?
      - Who do you speak to — your colleagues, manager, or clients?
      - What happens if your request sounds too direct?
      - Why is it important to sound polite in English?
    - Write key ideas on the board (e.g., respect, teamwork, good communication).
  - Step 2. Real-World Connection
    - Ask: “What polite phrases do you already know in English for making requests or offers?”
    - Elicit answers and note them under two headings:
      - Make offers: Can I help you with that? Would you like some coffee?
      - Make requests: Could you pass me the marker? Would you mind closing the door?
    - Highlight that in English workplaces, tone and word choice are just as important as grammar.
  - Step 3: Model polite responses:

- Write on the board:
  - Yes, please. That would be great., No, thank you, I'm fine.
  - Thanks, I appreciate it. / Sorry, not right now, but thank you.
- Class discusses: What makes a request/offer polite? (please, thank you, softeners, tone)
- Listening and Reading Practice (10 - 15 mins)
  - The teacher writes on the board a workplace dialogue using polite requests and offers:
 

*A: Could you send me the new schedule, please?*

*B: Of course. I'll do it right now.*

*A: Thanks! Can I help you with those boxes?*

*B: No, thank you. I can manage, but I appreciate it!*
  - Students copy the dialogue in their notebook.
  - The teacher reads the dialogue.
  - Students underline all request/offer phrases and polite replies.
  - In pairs, practice reading the dialogue aloud, focusing on intonation.

## II. Practice 30–40 mins)

- Controlled Practice Activities:
  - 1. Matching Exercise:
    - Distribute the [Matching Exercise - Polite Requests and Offers Worksheet](#)
    - Students read and match polite requests and offers with appropriate responses.
    - Check correct answers as a class
  - 2. Practice Speaking
    - In pairs, students choose two request/offer and response pairs (from the worksheet).
    - Students practice short conversations with their partner using natural intonation.
    - Example 1:
 

A: Would you like some coffee?

B: No, but thanks for asking.
    - Example 2:
 

A: Can you help me with this report?

B: I'm afraid I'm busy right now, but maybe later.
  - 3. Writing and Performing Short Dialogues: Polite Requests and Offers
    - Step 1. Brainstorm
      - Start by asking students:
        - When do people make polite requests or offers at work?
    - Examples:
      - Asking for help with a project
      - Offering to make coffee
      - Requesting a report or file
      - Offering to switch tasks

- Write sample ideas on the board: help with a task, coffee break, meeting invitation, sharing workspace.
- Step 2. Writing the Dialogue
  - Each student writes a 4–6 line dialogue using a polite request or offer plus two possible responses — one acceptance and one polite refusal.
  - They can use these prompts to start:
    - Can I help you with that?
    - Would you like to join us for lunch?
    - Could you check this report, please?
    - Would you mind sending me the schedule?
  - Example Dialogue:
 

A: Can I help you with that report?  
 B: Yes, thank you — that would be great.  
 A: No problem. I'll take care of the charts.  
 (Alternate Response)  
 B: No, but thanks for offering — I've almost finished it.
  - Encourage students to make the dialogues sound friendly and natural, as if they're in real workplace conversations.
- Step 3. Exchange and Practice
  - Students exchange dialogues with a partner.
  - They take turns reading both versions (one acceptance, one refusal).
  - Focus on polite intonation, tone, and facial expression — sounding friendly but professional.
- Step 4. Performance Option
  - Ask for volunteers to perform a few dialogues for the class.
  - Peers listen and note which phrases sound the most natural or polite

**[20-Minute Break]**

**III. Production (30–40 mins)**

- The Polite Office Challenge
  - Step 1. Setup – Create Your Scenarios
    - Form small “office teams” of 3–4 people.
    - Each team chooses two situations (the teacher writes the situations on the board), such as:
      - Help with a computer problem
      - Cover a lunch break
      - Move boxes to another room
      - Ask to use someone's desk
      - Offer to order coffee or lunch
    - Teams choose two situations to turn into short role-plays (4–6 lines each).
    - Each role-play must include:
      - One polite request or offer

- One acceptance
- One polite refusal
- They can write key phrases but are encouraged to speak naturally, not read.
- Step 2. The Challenge – Role-Play Round
  - Each team performs their two mini-dialogues for the class.
  - The audience listens carefully for polite words and good intonation.
  - Every time a team uses a “softener phrase” (like Could you...Would you mind..., If you have a moment...), the audience raises a hand or taps their table — one “politeness point”!
- Step 3. Scoring & Feedback
  - After all performances:
  - The class votes in three categories:
    - Most polite team
    - Most natural conversation
    - Most helpful response
- Step 4. Reflect & Discuss
  - Ask:
    - When is it difficult to say no at work?
    - How can you refuse politely without sounding rude?
    - What polite expressions will you use in your next real meeting?
- Error Correction and Recap (10 mins):
  - Review common errors (missing “please,” abrupt refusals, not using softeners).
  - Group choral repetition of model requests, offers and polite responses.

#### **IV. Wrap-Up (15 mins)**

- Review vocabulary and objectives (5 mins)
  - The teacher calls out “make a request,” “make an offer,” or “decline politely”—students create sample sentences.
- Self-reflection (5 mins): Each student says or writes one request/offer/response they used or liked best today.
- Preview of Next Class + Assignment (5 mins)
  - Tell students the next lesson will focus on reviewing short workplace dialogues (Unit 7: Everyday Interactions and Small Talk).
  - Homework: Write five different workplace requests or offers, with a polite acceptance and refusal for each.

#### **Optional Independent Practice**

- Homework / Practice / For next class:

- Practice making requests or offers with colleagues/friends, using three different phrases (e.g., Could you...Would you like...Can I help...?).

**Notes for the Instructor**

- Scaffold polite expressions and intonation—model “soft” vs. “abrupt” tone.
- Encourage students to refuse offers with thanks and politeness, not just “No.”
- Give real, relevant scenarios for practice.

*Lesson prepared by Elisabeth Perrin*

- **Course Title:** General Business English
  - **CEFR Level:** A2
  - **Lesson Number:** 28
  - **Topic:** Role-Play and Review (Unit 7: Everyday Interactions and Small Talk)
  - **Lesson Duration:** 3 hours (1hr20 - break 20mins - 1hr20)
  - **Can-Do Objectives:** (Aligned with CEFR descriptors)
    - I can participate in a short social conversation at work, using greetings, small talk, and polite responses.
    - I can practice and perform a short dialogue with a partner.
    - I can use polite phrases and respond to work-related questions.
- 

### Materials

- Handouts / Worksheets: [Download them [at this link](#)]
  - [Polite Requests and Offers at Work Worksheet](#)
- Required Tech / Supplies:
  - Whiteboard and markers (frontal/in-person lesson)
  - Sticky notes for activities

### Vocabulary

Review vocabulary from Unit 7 (Everyday Interactions and Small Talk) in the course:

Lesson	Title
25	Starting Conversations
26	Talking About Weather, Plans and Hobbies
27	Polite Requests and Offers

### Lesson Structure (PPP)

- Warm-Up Icebreaker (10 - 15 mins)
  - Coffee Break Conversations
    - Set up the classroom as an office cafeteria scene. Give each student a “Coffee Break Sticky note” with a cue, e.g., *first day at work*, *Monday morning*, *after a meeting*.
    - Students mingle and start short conversations using friendly openers.
    - Example sticky notes:
      - *It’s your first week. Say hello and ask how things work here.*
      - *You meet a colleague at the coffee machine. Talk about your day so far.*
    - Encourage variety in openers and follow-up questions (e.g., “How’s your morning going?” / “Busy week for you?”).
    - After 3–4 rounds, students share which small talk phrases felt most natural.

- The Helpful Colleague Challenge
  - Instructions:
  - Write on the board a set of short workplace scenarios, such as:
    - *You need someone to check a document before a meeting.*
    - *Your coworker looks busy. Offer to make them a coffee.*
    - *You forgot your laptop charger. Ask politely to borrow one.*
  - In pairs or small groups, students act out one scenario using polite forms (“Could you...?”, “Would you like me to...?”).
  - Partners must reply politely, accepting or declining naturally.
  - After the activity, discuss which responses sounded most natural and professional.

### I. Presentation (30–40 mins)

- Review of language input and model sentences
  - Step 1: Workplace Reflection – Who Do You Talk To?
    - Begin with a short, guided discussion:  
Ask students:
      - Who do you make requests to at work? (e.g., colleagues, manager, receptionist)
      - Who offers help or support to you?
    - Write answers on the board in two columns: *People I ask / People who ask me.*
      - Example answers:
        - *colleagues about reports*
        - *the IT person for help with my computer*
        - *the manager for a day off*
    - Encourage speaking in short sentences:
      - I usually ask my coworker for help with Excel.
      - My boss sometimes offers to check my report.
  - Step 2: Noticing Politeness – What Sounds Softer?
    - Write a few direct and polite alternatives on the board:

Direct	Polite
Send me the file.	Could you send me the file, please?
I want some help.	Could you give me a hand?
Do this now.	Would you mind doing this?

- Elicit from students which column sounds more natural and polite for work.
- Briefly discuss how words like *could*, *would*, *please*, and *thank you* make a big difference.
- Step 3: Model and Repeat – Requests & Offers Practice

- Write model phrases on the board and drill pronunciation and tone. Encourage students to use a friendly, polite tone.
- Requests
  - Could you send me the meeting link, please?
  - Would you mind helping me with this report?
  - Can I borrow your pen for a moment?
- Offers
  - Can I help you with that?
  - Would you like me to print this for you?
  - Shall I book the meeting room?
- Students practice pairs—one person makes a request or offer; the other responds.
- Step 4: Polite Responses – Accepting and Refusing Naturally
  - On the board, write and model common responses:
  - Accepting:
    - Yes, please. That would be great.
    - Thanks, I appreciate it.
    - Sure, I'd love some help.
  - Refusing:
    - No, thank you. I'm fine.
    - Sorry, not right now, but thank you.
    - Maybe later, I'll let you know.
  - Discuss tone and facial expression—smile, eye contact, friendly voice.
  - Students then role-play quick exchanges:
    - A: Would you like me to make the copies?
    - B: Yes, please. That would be great.
  - Switch partners after each round to build fluency.

## II. Practice 30–40 mins)

- Controlled Practice Activities:
  - Listening and Reading Practice - Polite Requests and Offers at Work
    - Distribute the [Polite Requests and Offers at Work Worksheet](#)
    - Step 1: Lead-In
      - Begin by asking students short questions such as:
        - “When do you usually need help at work?”
        - “What do you say if you want to offer help politely?”
      - Write a few student answers on the board and highlight any polite phrases you hear (e.g., Could you help me? Would you like some coffee?).
      - Emphasize that tone and word choice matter in how people perceive politeness at work.

- Share one from your own experience to build engagement (“Yesterday, I asked my colleague, ‘Could you check this email before I send it?’”).
- Step 2: Listening – First and Second Reading
  - Tell students: “You will hear a short workplace conversation. Listen for polite words and expressions.”
  - Read the Dialogue aloud naturally, with a friendly tone (do not exaggerate).
  - During the first reading, students just listen.
  - During the second reading, ask them to underline polite expressions.
  - Focus phrases:
    - Could you take a quick look at it?
    - I can check it after the meeting if that’s okay.
    - Thanks, I really appreciate it.
    - Would you like me to bring you a coffee?
- Step 3: Checking and Discussion (3–4 minutes)
  - Go through the dialogue together. Ask:
    - “What phrases show politeness?”
    - “Who is making the request, and who is offering help?”
  - Highlight tone: “Politeness is not only in words but also how you say them.” Write a few examples and mark rising intonation on the board.
  - Example on board:
    - Could you take a quick look at it? (voice goes up slightly at the end)
- Step 4: Pronunciation and Reading Practice
  - Have students read in pairs. Tell them to imagine they are coworkers at the office.
  - Model intonation first and ask them to repeat. Emphasize stress on important words (e.g., *thanks*, *please*).
  - Ask students to switch roles after one round.
  - If time allows, record one pair reading and play it back for the class to notice tone and clarity improvements.
- Step 5: Role-Play Extension
  - In pairs, students write and perform a short, original dialogue using at least three polite phrases.
  - Provide workplace prompts on the board:
    - Asking someone for help with a report
    - Offering to share documents
    - Requesting to borrow office supplies

**[20-Minute Break]**

**III. Production (30–40 mins)**

- Mini-Project: Workplace Small Talk Skit

- Warm-Up Discussion
  - Start with a short class discussion to activate ideas:
    - When do you make small talk at work?
    - What topics are safe to talk about? (e.g., weather, weekend plans, work projects)
    - How do you keep a conversation polite and friendly?
  - Write sample ideas on the board:
    - How was your weekend?
    - Busy day today, isn't it?
    - Would you like a coffee?
    - Could you help me with this file later?
- Step 2: Planning the Skit
  - Task: Students work in pairs (or groups of three) to plan a short 2–3 minute skit set in a common workplace situation.
  - Possible contexts:
    - Meeting at the office coffee machine
    - Waiting before a meeting starts
    - Talking after a presentation
    - Asking a coworker for assistance
  - Requirements: Each skit must include:
    - At least two polite requests or offers (e.g., Could you send me the report?, Would you like some coffee?)
    - At least two small talk questions or comments
    - At least one work-related response (e.g., I'll finish the report today.)
    - Natural opening and closing (e.g., Good morning, See you later.)
    - Example brainstorming:

Situation	Example lines
Coffee Break	<p><b>Ava:</b> Good morning, Daniel. How are things today?</p> <p><b>Daniel:</b> Pretty good, thanks. Busy morning again!</p> <p><b>Ava:</b> Oh yes, I know that feeling. Would you like a coffee?</p>

- Encourage pairs to write their dialogue in simple, clear language and rehearse it at least twice.
- Step 3: Practice and Feedback
  - As students rehearse:
    - Walk around, monitor pronunciation and tone.
    - Remind them to use polite expressions and smile naturally.
    - Give supportive corrections (e.g., help with using “Could you...” instead of “Can you...”).
- Step 4: Performance

- Pairs perform their skits for the class.
- After each performance, briefly ask the audience:
  - What polite phrases did you hear?
  - Was the tone friendly and professional?
  - Applaud every group to build confidence.
- Step 5: Reflection and Follow-Up
  - After all performances, hold a short reflection discussion:
  - Which polite expressions sounded most natural?
  - What small talk topics felt easy or difficult?
  - How can you use this type of small talk at your real workplace?
  - Students write down three polite expressions they want to remember and use at work.
- Error Correction and Recap (10 mins):
  - Review common issues: missing “please,” abrupt refusals, lack of softeners.
  - Choral repetition of polite request/offer and response models.

#### **IV. Wrap-Up (15 mins)**

- Review vocabulary and objectives (5 mins)
    - Vocabulary and objective review with prompts (“Make a request,” “Make an offer,” “Decline politely”).
  - Self-reflection (5 mins): Each student shares one polite phrase they liked.
  - Preview of Next Class + Assignment (5 mins)
    - Tell students the next lesson will focus on vocabulary and grammar review (Unit 8: Final Project and Reflection).
    - Homework: Write five different polite workplace requests or offers, with acceptance and refusal.
- 

#### **Optional Independent Practice**

- Homework / Practice / For next class:
  - Practice polite requests/offers with colleagues or friends using three different phrases from the lesson.

#### **Notes for the Instructor**

- Emphasize polite tone and varied expressions for requests and refusals.
- Use real workplace scenarios to keep practice relevant.
- Encourage students to manage polite refusals gracefully.

*Lesson prepared by Elisabeth Perrin*

- **Course Title:** General Business English
  - **CEFR Level:** A2
  - **Lesson Number:** 29
  - **Topic:** Vocabulary and Grammar Review (Unit 8: Final Project and Reflection)
  - **Lesson Duration:** 3 hours (1hr20 - break 20mins - 1hr20)
  - **Can-Do Objectives:** (Aligned with CEFR descriptors)
    - I can recall and use new words and phrases from Units 1–3 (Starting at Work, People and Communication at Work, Workplace Communication - Emails, Calls, and Messages).
    - I can say and write vocabulary and simple grammar structures in context confidently.
- 

### Materials

- Handouts / Worksheets: [Download them [at this link](#)]
  - [Spot the Polite Phrases worksheet](#)
  - [Who Says What? worksheet](#)
- Audio/Video Files:
  - Independent Practice Video: [Office English](#)
- 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	Starting at Work
2	People and Communication at Work
3	Workplace Communication - Emails, Calls, and Messages

### Lesson Structure (PPP)

- Warm-Up Icebreaker (10 - 15 mins)
  - Review activity: First Day Chat
    - Set the scene: it's everyone's first day in a new office.
    - Students receive short role sticky notes describing who they are (e.g., new assistant, IT staff, team leader).
    - In pairs, students greet each other and use short exchanges to find out where the other works, what they do, and how their first day is going.

- They ask and answer simple questions using “Where,” “What,” “How,” or “Do.”
- After the role-play, students share 2–3 polite questions they heard that made conversation easier.
- Example prompt:
  - A: You’re new in Accounting. Ask your colleague about their role.
  - B: You’ve worked here for 2 years. Give friendly advice to the new person.
- Game: Message Master
  - Students practice choosing the best way to communicate in everyday office situations.
  - Present 4 short scenarios (e.g., late for a meeting, need a file, giving information, saying thank you).
  - In small groups, students decide: Should I write an email? Send a message? Make a call? Why?
  - Then, they write and say short examples using polite phrases.
  - Example scenario:
    - “You must tell your manager you’ll arrive 10 minutes late.”
    - Possible line: “Hi, I just wanted to let you know I’m running a bit late. I’ll be there soon.”
  - Finish with a quick sharing round where students read one message aloud and others comment on tone and clarity.

## I. Presentation (30–40 mins)

- Vocabulary and Grammar Review:
  - Step 1: Who’s Who at Work
    - Create a simple company chart on the board with a few departments (e.g., Sales, IT, HR, Reception).
    - Ask students who they usually speak with at work and what they say to them.
    - Elicit short examples like “I ask IT for help” or “I talk to my manager about meetings.”
    - Highlight key verbs: *ask, tell, call, email, help, meet, talk*.
    - Review polite structures for introducing yourself or starting a conversation:
      - Hi, I’m new to the team.
      - Nice to meet you. What do you do here?
    - Students practice short dialogues in pairs, focusing on using first introductions naturally.
    - Follow-up drill: Students swap partners and introduce themselves again, improving tone and clarity each time.
  - Step 2. Workplace Connection Practice
    - Explain that at work we choose different words and tones depending on how we communicate.
    - Show examples and discuss which are used in writing vs. speaking:

Situation	Example Email/Message	Example Call/Face-to-Face
Asking for help	Could you please check this report?	Could you take a look at this, please?
Offering to help	I can send you the document now.	Do you want me to send it to you?
Starting politely	Good morning, hope you're well.	Hi, how are you today?

- Then guide students to notice word order, use of “could,” “can,” and polite intonation.
- Students complete the [Spot the Polite Phrases worksheet](#) (reading/ writing/ speaking integration).

## II. Practice 30–40 mins)

- Controlled Practice Activities:
  - 1: Who Says What? Matching Exercise
    - Distribute [Who Says What? worksheet](#) with two columns: one for *situations* and one for *typical polite responses or questions*.
    - Students draw lines to match them correctly, reinforcing role-based communication vocabulary and polite grammar.
  - 2: The Office Connection Game - Pair Role-Play
    - Give each pair of students a workplace situation.
    - They must role-play a short exchange using polite phrases for requests, offers, or introductions.
    - Examples of workplace situations written on the board.
      - You're meeting a new project teammate. Ask about their work.
      - You need help with the printer. Ask politely for support.
      - You offer to make a colleague a coffee.
      - You're introducing a coworker to your supervisor.
    - After each round, pairs share with another pair one new polite phrase they used.
    - Language focus:  
 Could you...?    Would you like...?    Can I help you with...?    Pleased to meet you.
  - 3: Polite Message Builder - Writing and Speaking
    - Students work individually first, then in pairs.
    - Give three short work situations (e.g., late arrival, missing file, confirming meeting).

- Students write brief messages or emails using polite tone markers such as please, thank you, and could.
- In pairs, they check each other's messages and practice reading them as a phone call dialogue.
- Sample prompt:
  - Situation: You are going to be 15 minutes late to a client meeting. Write and say a polite message.
  - Possible answer: Hi, I'm sorry, I'm running a little late. I'll be there in 15 minutes. Thank you for waiting.
- Finish with a short feedback round: Which message sounded the most polite and clear?

### [20-Minute Break]

### III. Production (30–40 mins)

- The First Week Challenge Activity
  - Step 1 – Warm-Up
    - In pairs, students discuss:
      - What polite things do you say in your first week at work?
      - How do you ask for help or give information to a colleague?
    - Use simple prompts on board:
      - Could you help me with this?
      - Would you like a coffee?
      - I'm sorry, could you say that again, please?
  - Step 2 – Role Card Round
    - Divide learners into small groups.
    - Give each group two workplace scenarios mixing in-person, phone, or email situations.
    - They prepare short dialogues to solve the situation politely using correct grammar and tone.
    - Example scenarios:
      - You are new and need help finding the canteen.
      - You receive a phone call asking for your manager, but they're in a meeting.
      - You want to thank a colleague for sending an email quickly.
      - You need to ask IT to fix your computer.
      - You have to politely refuse an invitation because you are busy.
    - Groups plan and perform their short role-plays in front of the class.
    - Encourage use of softeners like Could you...Would you mind..., I'm afraid I can't..., and polite intonation.
  - Step 3 – Politeness Review
    - After each performance, classmates vote or give feedback on Politeness, Clarity, and Natural Tone (1–3 stars each).

- Discuss: How can we sound polite even when saying “no” or giving instructions?
- Error Correction and Recap (10 mins):
  - Group choral repetition of key polite requests, offers, and responses.
  - Correct common errors: missing “please,” abrupt refusals, no softeners.

#### **IV. Wrap-Up (15 mins)**

- Review vocabulary and objectives (5 mins)
    - Vocabulary review with prompts for polite requests, offers, and refusals.
  - Self-reflection (5 mins): Students share their favorite polite phrase or one they want to use.
  - Preview of Next Class + Assignment (5 mins)
    - Tell students the next lesson will focus on speaking practice (Unit 8: Final Project and Reflection).
    - Homework: Write five polite workplace requests or offers with accept/refuse responses.
- 

#### **Optional Independent Practice**

- Homework / Practice / For next class:
  - Watch this video - [Office English](#) and answer these questions for review at next class:
    - Who are the presenters in the video and where have they worked before?
    - List three vocabulary words for people or places at work that Emma and Ben teach.
    - What phrase does Ben say when he needs file slides for the meeting?
    - What polite question does Emma use when Ben is late for work?
    - Name two useful tips for speaking better English at work, as shared in the video.
    - What do Emma and Ben suggest you should do for this week’s challenge?
    - According to the video, how can you practice speaking office English if you do not work in an office?
    - Write one short, polite phrase you heard in the video that you can use with colleagues at work

#### **Notes for the Instructor**

- Emphasize tone and politeness in requests and refusals.
- Use practical scenarios to build confidence in polite workplace communication.
- Encourage respectful, friendly language for successful interactions.

*Lesson prepared by Elisabeth Perrin*

- **Course Title:** General Business English
  - **CEFR Level:** A2
  - **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.
    - I can talk about my workplace in simple terms.
    - I can answer simple questions from classmates about work and daily routines.
- 

### Materials

- Audio/Video Files:
  - Independent Practice Video: [Office English](#)
- Required Tech / Supplies:
  - Whiteboard and markers (frontal/in-person lesson)
  - Sticky notes for activities

### Vocabulary

Review vocabulary from Units 2, 4 and 7 in the course:

Unit	Title
2	People and Communication at Work
4	Handling Tasks and Problems
7	Everyday Interactions and Small Talk

### Lesson Structure (PPP)

- Warm-Up Icebreaker (10 - 15 mins)
  - Discuss homework: Video on [Office English](#)
    - Review answers to the questions.:
      - Who are the presenters in the video and where have they worked before?
      - List three vocabulary words for people or places at work that Emma and Ben teach.
      - What phrase does Ben say when he needs file slides for the meeting?
      - What polite question does Emma use when Ben is late for work?
      - Name two useful tips for speaking better English at work, as shared in the video.

- What do Emma and Ben suggest you should do for this week's challenge?
- According to the video, how can you practice speaking office English if you do not work in an office?
- Write one short, polite phrase you heard in the video that you can use with colleagues at work
- Invite students to share their answers.

## I. Presentation (30–40 mins)

- Vocabulary and Grammar Review:
  - Step 1: Review key vocabulary from these units:
    - Unit 2: People and Communication at Work
      - job, manager, colleague, team, email, message, call, polite, thanks, help
    - Unit 4: Handling Tasks and Problems
      - task, problem, deadline, report, request, delay, arrange, fix, ask, explain
    - Unit 7: Everyday Interactions and Small Talk
      - hello, how are you?, good morning, lunch break, weather, weekend, thank you, please
  - Step 2: Vocabulary Practice Game:
    - Write these words on the board.
    - Say a word and ask students to give a definition, use it in a sentence, or act it out.
    - Then give a scenario (e.g., "You are late for a meeting") and ask what vocabulary can be used. Use below examples for workplace scenarios:
      - You are late for a meeting because of traffic. What words can you use to explain and apologize? (late, meeting, sorry, traffic, running late)
      - You need to ask a colleague for help with a task. What vocabulary can you use to make a polite request? (help, please, could, would, task)
      - You want to thank a teammate for their support on a project. What phrases show gratitude? (thank you, appreciate, support, help, project)
      - You have a problem with the office printer. What words describe the problem and asking for assistance? (problem, printer, not working, help, fix)
      - You want to schedule a meeting for next week. What vocabulary helps you propose a time and confirm availability? (schedule, meeting, next week, available, time)
      - You receive an urgent request from your manager. What words express urgency and willingness to assist? (urgent, request, help, immediately, support)
      - You want to explain you will be out of the office tomorrow. What phrases communicate absence and offering alternatives? (out of office, tomorrow, unavailable, contact, colleague)

- You need to report a mistake in a report you submitted. What vocabulary helps you explain and apologize? (mistake, report, apologize, error, correct)
- You want to greet a coworker and ask how their weekend was. What phrases are suitable for small talk? (hello, how are you, weekend, good, fine)
- You need to ask your manager for a day off for a personal matter. What polite phrases can you use? (day off, request, personal, please, thanks)
- Step 3. Grammar Practice
  - Review polite phrases and modals for requests and offers:
    - Can/Could/May for requests:
      - "Can you send me the report?"
      - "Could you help me with this?"
      - "May I speak with you?"
    - Would you mind + verb-ing for polite requests:
      - "Would you mind sending the file?"
  - Practice forming short polite messages using these structures:
    - Provide sentence starters for students:
      - "Hi, I'm running late..."
      - "Could you please..."
      - "Thanks for your help with..."
- Step 4: Quick pair activity:
  - Students create two short polite requests or offers using the vocabulary words.
  - Volunteers share aloud.

## II. Practice and Production 30–40 mins)

- Controlled Practice and Production Activities:
  - 1. Message Master Game
    - Step 1. Prepare Materials
      - Scenario sticky notes (e.g., late for meeting, need to send a file, thanking a colleague)
      - Paper and pens/tablets for drafting messages
      - Channel sticky notes (Email, Message, Call)
      - Examples for sticky notes:
        - Workplace Scenario Sticky Notes Examples
          - You are running late for a client meeting.
          - You need a coworker to send you the latest version of a report.
          - You want to thank a colleague who helped you finish a project.
          - You have a question about a task assigned by your manager.
          - You need to reschedule a team meeting due to a conflict.

- You want to confirm an appointment with someone outside your company.
  - You need to ask a colleague for feedback on your presentation.
  - You forgot to attach a file in an email you just sent.
  - You want to remind a colleague about an upcoming deadline.
  - You have a suggestion to improve a team process.
  - You receive a request but need more details before proceeding.
  - You want to notify your team that you will be out of the office tomorrow.
- Channel Sticky Notes Examples
  - Email
  - Instant message/chat (e.g., Slack, Teams)
  - Phone call
  - Video call/meeting
  - In-person conversation (if appropriate)
- Step 2. Teacher Instruction
  - The teacher models how to choose channels and write short, polite workplace messages:
    - Scenario: You're late for a team meeting
    - Channel: Message
    - Example: "Hi, I'm running late—see you in 5 minutes. Sorry for the delay."
- Step 3. Guided Group Activity
  - Divide students into small groups (3-4 people).
  - Distribute workplace scenario sticky notes and channel sticky notes.
  - Each group chooses a channel and writes a short example message for their scenario, focusing on tone and clarity.
  - Groups share messages and note their reasoning.
- Step 4. Discussion and Analysis
  - Groups present their messages to the class.
  - Whole-class discussion:
    - Were some channels/messages clearer or more polite?
    - How would direct vs. vague language change the response?
    - Were any examples unnecessarily formal or informal?
- 2. "I Can Talk About My Workplace" Exercise
  - The teacher briefly introduces the exercise which covers 3 parts - 1.explain your job, 2.ask for help, and 3.say polite things."
  - The teacher models a short example:
    - "I work in the sales department."
    - "I help customers every day."
    - "Can you please help me with this task?"

- Scenario Group Work
    - Divide students into small groups
    - Each group receives 2-3 workplace scenarios on sticky notes to prepare short role-plays about.
    - Example scenarios:
      - Introducing yourself and describing your job role.
      - Asking a colleague for help politely.
      - Answering the phone at work.
      - Saying you are busy but will help later.
      - Thanking a colleague for support.
    - Polite Phrase Examples for Support on the board
      - “Can you help me, please?”
      - “Sorry, I’m a bit busy right now.”
      - “Thank you for your help.”
      - “What is your job?”
      - “I work in [department].”
      - “I’m responsible for [task].”
  - Role-play & Peer Feedback
    - Groups perform their short role-plays.
    - After each, peers give quick feedback on politeness, clarity, and naturalness (thumbs up/thumbs down or simple one-sentence comments).
  - Reflection
    - Students say one new phrase they learned to use politely at work.
- Error Correction and Recap (10 mins):
    - Group choral repetition of polite phrases and polite refusals.
    - Correct common errors with softeners and 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)
  - Vocabulary review with prompts and examples.
- Self-reflection (5 mins): Students share their favorite activity/exercise today and explain why.
- Preview of Next Class + Assignment (5 mins)

- Tell students the next lesson will focus on writing practice (Unit 8: Final Project and Reflection).
  - Homework: Write about yourself and your job, and describe what your daily work routines are.
- 

### **Optional Independent Practice**

- Homework / Practice / For next class:
  - Practice sharing with family/ friends what you do at work.

### **Notes for the Instructor**

- Emphasize tone, politeness, and natural language use.
- Use relevant workplace scenarios to build student confidence.
- Encourage respectful interaction to ease real workplace communication.

*Lesson prepared by Elisabeth Perrin*

- **Course Title:** General Business English
  - **CEFR Level:** A2
  - **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 work-related email or message.
    - I can fill in a workplace form with more detail.
- 

## Materials

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

## Vocabulary

Review vocabulary from Units 4 - 6 in the course:

Unit	Title
4	Handling Tasks and Problems
5	Workplace Safety and Instructions
6	Workplace Directions and Facilities

## Lesson Structure (PPP)

- Warm-Up Icebreaker (10 - 15 mins)
  - “Find It in My Office” Activity
    - Ask each student to imagine their workplace or a shared office.
    - Give everyone a sticky note (or small piece of paper).
    - Students write 3–4 sentences giving directions to one facility (for example, break room, printer, restroom).
    - Example:  
*“Go straight from the reception desk. The printer is on the left next to the meeting room.”*
    - Collect and mix up all the sticky notes.
    - Each student picks a random note, reads it aloud to the group, and guesses what facility or place it describes.
    - Briefly discuss which directions were easiest to follow and why.
  - “My Busy Morning” Activity
    - The teacher writes the following example table on the board:

Task	Problem
Send an email to the Manager	Computer not working
Make a phone call	No signal
Print a report	Printer out of paper

- Discuss the examples briefly with the class.
- Ask each student to choose one task and problem from the board (or create their own).
- Students write 3–4 sentences describing how they handled or would handle that situation.
- Example:  
*“I needed to send an email, but my computer was broken. I used my phone instead.”*
- In pairs, students read their sentences to each other and give one suggestion for improvement or an alternative action.

### I. Presentation (30–40 mins)

- Vocabulary and Grammar Review:
  - Step 1: Warm-up Vocabulary Brainstorm
    - Write three headings on the board:
      - Unit 2: People and Communication at Work
      - Unit 4: Handling Tasks and Problems
      - Unit 7: Everyday Interactions and Small Talk
    - Ask students, in pairs, to list as many workplace words as they can under each category.
    - Example prompts:
      - “Who do you talk to at work?” → *manager, coworker, customer*
      - “What kinds of problems happen at work?” → *deadline, broken computer, late order*
      - “What do you say to start a conversation?” → *Hi, how are you? Nice weather today!*
    - Have pairs write 3–4 of their best words on sticky notes and post them under the correct heading on the board.
    - Quickly review and check understanding as a class.
  - Step 2: Vocabulary in Action Game
    - Say or write a word from the board.
    - Choose one of three quick writing challenges (students take turns picking the challenge number):
      - 1 = Define it: Write a short definition or example sentence.
      - 2 = Use it: Write a short note or message using the word.

- 3 = Act it: Write a one-line situation where someone might use this word at work.
- Example: *Word: deadline* → “*I have a deadline tomorrow, so I will stay late.*”
- After writing, a few students read their sentences aloud; the class gives simple feedback or guesses the meaning.
- Step 3: Grammar Focus – Polite Modals
  - Target language:
    - can, could, may, would
    - Useful for requests and offers.
  - Board examples:
    - “Can you send me the report?”
    - “Could you please check this file?”
    - “May I ask a question?”
    - “Would you like some help?”
  - Interactive writing:
    - Provide sentence starters on the board:
      - “Hi, I’m running late…”
      - “Could you please…”
      - “Thanks for your help with…”
    - In pairs, students complete two requests and two offers using polite modals.
    - Example: “*Hi, I’m running late. Could you please tell my manager I’ll be there soon?*”
    - Partners check each other’s messages and suggest one way to make them more polite or clear.

## II. Practice (30–40 mins)

- Controlled Practice Activities:
  - 1. Mini Real-World Writing Practice
    - Give short workplace scenarios (write 2–3 on the board).
      - You’re asking a coworker to explain a new task.
      - You’re offering to help a new team member.
      - You’re writing a message about being late for a meeting.
    - Students choose one and write a short note or email (3–4 sentences).
    - Volunteers read their notes aloud. The teacher gives quick corrections or suggestions.
  - 2. Play “Polite or Not?” Exercise
    - Write 4–5 short workplace messages (some polite, some too direct).
    - Students discuss in pairs and rewrite one to make it more polite.
    - Example Messages:
      - “Send me the report now.”
      - “Could you please send me the report as soon as possible?”

- “I need help with this task.”  
→ “Can you please help me with this task?”
  - “You are late again.”  
→ “Hi, you seem to be running late today. Is everything okay?”
  - “Call me.”  
→ “Could you please call me when you have a moment?”
  - “I want that file by 3 p.m.”  
→ “Would it be possible to get that file by 3 p.m., please?”
  - “You didn’t answer my email.”  
→ “I just wanted to follow up on my previous email. Could you please let me know?”
  - “Print this for me.”  
→ “Would you mind printing this for me, please?”
- 3. Extra Writing Practice:
    - Write a short paragraph (4–6 sentences) describing *your real workplace or a place you know well*.
    - Include:
      - Where things are
      - What people do in each area
      - One or two direction phrases
    - Example:
 

*“Our office is small. The meeting room is near the entrance. The kitchen is next to my desk. You can find the printer behind the door.”*

**[20-Minute Break]**

**III. Production (30–40 mins)**

- Visual Writing Activity: My Workplace Map
  - Step 1: Create Your Workplace Map
    - Instructions:
      - Give each student a large sheet of paper and colored markers or pencils.
      - Ask them to draw a simple floor plan of their real or imaginary workplace. Encourage creativity but keep it simple — stick figures and boxes are fine!
      - Students label at least five places on their map, such as:
        - Reception
        - Meeting room
        - Office
        - Canteen / Kitchen
        - Printer area
        - Restroom
        - Parking lot / Entrance
    - Write useful direction phrases on the board for reference:
      - “To go to the...”

- “You can find the...”
- “It’s opposite the...”
- “Walk straight until you see...”
- “Turn left / right at...”
- “It’s next to / behind / in front of...”
- Writing Task:
  - Students write four sentences describing how to move between places on their map.
  - Example:
 

*“Walk straight from the entrance. The meeting room is on the left, next to the printer.”*
  - Tip: Remind them to focus on clear, simple sentences rather than artistic drawings.
- Step 2: Peer Sharing and Guessing
  - Instructions:
    - Pair up students and have them exchange maps and written directions.
    - Each partner reads the directions and tries to trace the route on their partner’s map using a pen or finger.
    - After completing each route, they discuss:
      - Was it easy to follow?
      - Which words or instructions were helpful?
      - How could it be clearer? (e.g., “You could add ‘turn left at the office door’.”)
    - Encourage them to give one positive comment and one suggestion for improvement.
  - Step 3: Mini Presentation or Gallery Walk (optional)
    - Post the maps around the classroom or on the wall.
    - Students walk around, read two others’ direction sentences, and vote for:
      - Most creative map
      - Clearest directions
      - Easiest to understand
- Error Correction and Recap (10 mins):
  - Choral repetition of important phrases.
  - Correct common grammar and written errors.

#### **IV. Wrap-Up (15 mins)**

- Review vocabulary and objectives (5 mins)
- Self-reflection (5 mins): Students share one thing they learnt today.
- Preview of Next Class + Assignment (5 mins)
  - Tell students in the final lesson they will deliver their final presentations and reflect on what they learned during the course. (Unit 8: Final Project and Reflection).
  - Homework: Review your writing errors and practice writing them correctly.

### **Optional Independent Practice**

- Homework / Practice / For next class:
  - Review writing samples for the course.

### **Notes for the Instructor**

- Emphasize polite tone and word choice in messaging.
- Use real workplace contexts for relevance.
- Encourage respectful interaction to ease real workplace communication.

*Lesson prepared by Elisabeth Perrin*

- **Course Title:** General Business English
  - **CEFR Level:** A2
  - **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 (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 for the future.
- 

## Materials

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

## 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
    - Ask students to fold a notebook page into six boxes.
    - Write these category names on the board for everyone to label their boxes:
      - People and Communication at Work
      - Workplace Communication – Emails, Calls, and Messages
      - Handling Tasks and Problems
      - Workplace Safety and Instructions
      - Workplace Directions and Facilities
      - Everyday Interactions and Small Talk
    - Check that everyone understands each category. Provide 1–2 examples for each (for instance, *manager*, *email*, *deadline*, *helmet*, *reception*, *hello*).
  - Step 2: Rapid Recall Game
    - The teacher calls out a category.  
Example: “Workplace Safety and Instructions.”
    - Students write as many words as they can remember in that category in 30 seconds.
    - Example: *helmet*, *first aid*, *careful*, *wet floor sign*.

- Move quickly through the six categories and keep the pace high.
- Keep it positive and fun—encourage everyone to write even if they’re unsure of spelling.
- Step 3: Sharing and Speaking
  - Students work in pairs and take turns asking each other:
    - “What words did you write for Workplace Safety?”
    - “What words did you write for People at Work?”
  - Partners read 1–2 of their words aloud and take turns adding a short example sentence.
  - Example:
    - Student A: “*Manager – The manager checks our work.*”
    - Student B: “*Email – I send emails to customers.*”
- Step 4: Bonus Sentence Challenge
  - The teacher picks two random categories (for example, People at Work and Workplace Directions).
  - Students write one short sentence combining both ideas.
    - Example: “*The manager is in the meeting room next to reception.*”
  - Ask a few volunteers to share their sentences aloud.
- Transition: “Today we’ll use all the vocabulary we’ve reviewed to help you write and speak about your workplace in our final presentation.”

## **I. Presentation (30–40 mins)**

- My Work Story (15 mins)
  - On the board, write sample frames for support:
    - “My name is ... I work as a ...”
    - “I usually ... at work.”
    - “Last week, I had a problem with ... I solved it by ...”
    - “If you visit my workplace, you can find the ... near the ...”
  - Students write a short paragraph (5–6 sentences) describing their work experience or a typical day.
  - Encourage them to include:
    - One daily task
    - One communication expression
    - One problem and solution
    - One direction or location sentence
  - As they write, move around and offer language help, especially with polite modals and time expressions.
  - When finished, partners exchange papers and give one simple comment:
    - “I liked your sentence about...”
    - “Maybe add ‘please’ in your request.”
- A Day in Our Office (15 mins)
  - Put students in small teams (2–3 members).

- Each team creates a short (1–2 minute) presentation describing an imaginary workplace.
- They must include:
  - Who works there (roles)
  - Daily routines
  - A small problem and solution
  - One or two directions within the office
- Use these sentence starters on the board:
  - “Good morning. Our workplace is...”
  - “We have three departments: ...”
  - “Yesterday we had a problem with...”
  - “The canteen is next to the ...”
- Allow 5–7 minutes for preparation, then invite presentations.
- Optional: After each presentation, classmates write one positive comment or question on a sticky note:
  - *“I liked the word ‘deadline’ in your talk.”*
  - *“Where is your meeting room?”*

## II. Practice (30–40 mins)

- Controlled Practice Activities:
  - 1. Sample Presentation Listening
    - The teacher models a short sample presentation about their own “job.”
    - Students listen, write down three facts, and ask two simple questions after.
  - 2. Partner Practice:
    - Students take turns giving a 1–2 minute mini-talk about their work experience using their own or prepared prompts (My role is..., I work in finance, My daily routine is...)
    - Partners listen and ask clarifying questions; students practice short, polite answers.
  - 3. 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 to ask for help at work.”
        - “I learned new words for office places.”
        - “I learned how to give directions in the office.”
        - “I learned to write polite messages.”
      - What I Can Do Now:
        - “I can say: Could you please...? in a polite way.”
        - “I can write short notes to my coworkers.”
        - “I can talk about small problems at work.”
        - “I can tell people how to find places in the office.”
      - My Next Goal:
        - “I want to learn more words for my job.”

- “I will practice speaking English with my coworkers.”
- “I want to feel more confident in meetings.”
- “I will try to write better workplace emails.”
- The teacher collects and/or shares a few aloud.

**[20-Minute Break]**

**III. Production (30–40 mins)**

- Mini-Project: My Workplace Presentation
  - Step 1: Task Instructions
    - Each student prepares and gives a short talk (3–4 minutes) about their workplace.
    - Your talk should include:
      - Your name, job title, and department
      - Your daily routine and common tasks
      - One problem you experienced at work and how you solved it
      - Description of one place or facility (for example, the meeting room, the canteen, the printer area)
      - Answers to at least two classmates’ questions after your talk
  - Step 2: Preparation Support
    - Give students 10 minutes to plan or write short notes using these sentence starters:
      - “My name is…”
      - “I work as a…”
      - “Every day, I…”
      - “One problem at work was…”
      - “I solved it by…”
      - “You can find the… next to…”
    - Remind them to check:
      - Did I use a greeting?
      - Did I mention my job and one daily task?
      - Did I use polite or clear language?
  - Step 3: Peer Interaction
    - After each presentation, classmates ask two simple questions.
      - Example:
        - “Who helps you at work?”
        - “Where is your office located?”
    - Peers give short positive messages on a sticky notes, such as:
      - “You spoke clearly!”
      - “I liked your example about solving a problem.”
- Error Correction and Recap (10 mins):
  - Choral repetition: model/opening/closing phrases.

- Correct pronunciation, grammar, and logical order mistakes if needed.
- Teacher gives 2–3 examples of strong phrases or answers heard.

#### **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*

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#### **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&oid=118059093709259566991&rtpof=true&sd=true](https://docs.google.com/document/d/1drLQHfULCfOoN9HtrAZiu_WJC5wy_NZ/edit?usp=sharing&oid=118059093709259566991&rtpof=true&sd=true)

## A2 Vocab List General Business English

### UNIT 1: Starting at Work

#### Word Group 1: Detailed Introductions

Term	Definition	Example Sentence	Profession-Specific (Y/N)
department	part of a company	"I work in the sales department"	Y
responsibility	duty, main work task	"My responsibilities include managing client accounts."	Y
assistant	person who helps with office work	"She is an assistant in marketing."	Y
introduce	to present someone to others	"Let me introduce my colleague from finance."	N
HR	human resources	"He is a manager in the HR department."	Y
team	a group of people working together	"I work in the IT team."	Y
What do you do?	ask about a job	"What do you do at your company?"	N
company	organization that provides jobs	"Our company makes software."	Y

supervisor	person who checks others' work	"My supervisor is Mrs. Singh."	Y
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**Word Group 2: Describing Your Job and Company**

Term	Definition	Example Sentence	Profession-Specific (Y/N)
tasks	duties performed at work	"My tasks include answering emails."	Y
main responsibility	most important duty	"My main responsibility is managing the team."	Y
colleague	someone you work with	"My colleagues work in HR."	Y
service	help or activity offered	"We provide customer service."	Y
product	thing made or sold by a company	"Our main product is furniture."	Y
daily routine	regular work activities	"My daily routine includes writing reports."	N
support	help provided to staff/customers	"I support the marketing team."	Y
What are your main tasks?	ask about responsibilities	"What are your main tasks at work?"	N

**Word Group 3: Talking About Daily Routines**

<b>Term</b>	<b>Definition</b>	<b>Example Sentence</b>	<b>Profession-Specific (Y/N)</b>
routine	regular sequence of actions	"My routine at work includes checking emails."	N
start work	begin the day	"I start work at 9:00"	N
check emails	look at work messages	"I always check emails in the morning."	Y
attend	to go to or join	"I attend meetings every Friday."	Y
report	work document, or reporting	"I write a sales report once a week."	Y
often	frequently, many times	"I often have lunch with my team."	N
sometimes	not regularly, occasionally	"I sometimes work from home."	N
never	not at any time	"I never travel for work."	N
usually	most of the time	"I usually start at 8:00."	N
What time...?	asking about time	"What time do you start	N

		work?"	
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**Word Group 4: Work Schedules and Timelines**

Term	Definition	Example Sentence	Profession-Specific (Y/N)
schedule	planned times for work/tasks	"My work schedule is 9am to 5pm."	N
timetable	table showing times for activities	"Check the meeting timetable on the wall."	Y
working hours	when you start and finish work	"My working hours are 8am to 4pm."	N
lunch break	time to eat lunch at work	"Our lunch break is at 1pm."	N
shift	regular period of work	"I work the evening shift on Thursdays."	Y
department*	group or section in a company	"She works in the finance department."	Y
main tasks	most important daily routines	"My main tasks are answering calls and reports."	Y
Sunday-Thursday	days in a typical work week	"I work Sunday to Thursday."	N

weekend	Friday and Saturday	"I don't work on weekends."	N
break	short rest during work	"We have two coffee breaks in the morning."	N
When do you...?	question about schedules/time	"When do you have meetings?"	N

\*department = review word

## UNIT 2: People and Communication at Work

### Word Group 5: Describing Colleagues

Term	Definition	Example Sentence	Profession-Specific (Y/N)
helpful	always ready to help	"She is helpful and friendly."	N
experienced	has lots of experience	"He is an experienced technician."	Y
responsible for	job duty	"She is responsible for training new staff."	Y
team	group working together	"Our team has five people."	Y
personality	the way someone acts/feels	"He has a positive personality."	N
appearance	what someone looks like	"My colleague is tall and has dark hair."	N

punctual	always on time	“She is punctual and never late.”	N
polite	respectful and well-mannered	“He is polite to everyone.”	N
creative	good at new ideas	“Our designer is very creative.”	Y

**Word Group 6: Talking about Teams and Departments**

Term	Definition	Example Sentence	Profession-Specific (Y/N)
team*	group working together	"My team has six members."	Y
department*	part of a company	"We work in the finance department."	Y
team leader	person who manages a team	"Jessica is our team leader."	Y
manager	person who organizes and supervises	"The manager leads the marketing department."	Y
member	individual in a group or team	"There are four members in my group."	Y
project	planned activity with a goal	"Our team is working on a new project."	Y

responsible for*	main duty or job	"Carlos is responsible for scheduling meetings."	Y
organize	put in order, arrange	"I organize our team's work schedule."	Y
report to	to have as a boss or supervisor	"I report to the head of my department."	Y
How many...?	asks about number/quantity	"How many people are in your team?"	N

\*team / department / responsible for = review words

**Word Group 7: Asking for and Giving Information**

Term	Definition	Example Sentence	Profession-Specific (Y/N)
in charge of	with authority for	"She is in charge of the project."	Y
organize	to arrange or plan	"I organize the meeting schedule."	Y
report to	be supervised by	"I report to the finance manager."	Y
project*	planned piece of work	"The project is important for our company."	Y
team leader*	person managing a team	"Anna is the team leader."	Y

who	to ask about a person	"Who is responsible for this report?"	N
What does X do?	to ask about a job/responsibility	"What does Mark do in the company?"	N
answer	to reply or give information	"He answers all the customers' emails."	Y
give information	to provide details or facts	"Let me give you the information you need."	N

\*project / team leader = review words

### Word Group 8: Review and Role Plays

Review vocabulary from Unit 2 (People and Communication at Work) in the course:

Lesson	Title
5	Describing Colleagues
6	Talking about Teams and Departments
7	Asking for and Giving Information

## UNIT 3: Workplace Communication - Email, Calls and Messages

### Word Group 9: Writing Simple Emails

Term	Definition	Example Sentence	Profession-Specific (Y/N)
email	electronic message	"I received an email from my manager"	Y
opening	first greeting line	"Dear Mr. Lee, ...."	Y
closing	polite end to a message	"Best regards,"	Y

subject	topic of the email	“Subject: Meeting on Thursday.”	Y
CC/ BCC	CC- carbon copy BCC - hidden copy (email fields)	“I CC’d the team leader on the email.”	Y
reply	to answer a message	“Please reply to my email by Friday.”	Y
request	asking for something	“I would like to request the new file”	Y
attachment	file sent with an email	“Please see the attachment for details”	Y
polite	using respectful language	“Could you please send me the report?”	N

**Word Group 10: Making Phone Calls**

Term	Definition	Example Sentence	Profession-Specific (Y/N)
answer the phone	to pick up and start a call	"Good morning, Sales, Anna speaking."	Y
speak to	to ask to talk with someone	"Can I speak to Mr. Brown, please?"	Y
call back	to return a call	"I'll ask her to call you back."	Y

take a message	to write down information for someone else	"Can I take a message?"	Y
reason for calling	why someone is phoning	"I'd like to ask about the invoice."	Y
hold	wait on the line	"Please hold the line."	Y
available	free to talk or meet	"He's not available right now."	Y
leave a message	give information to be passed	"Would you like to leave a message?"	Y
extension	a specific direct phone line	"I'll connect you to extension 204."	Y
confirm	check or say yes	"Could you confirm your name and number?"	N

**Word Group 11: Leaving and Taking Messages**

Term	Definition	Example Sentence	Profession-Specific (Y/N)
transfer	to send a call to another person or department	"I'll transfer you to the technical support."	Y
voicemail	a recorded message left when the person is unavailable	"Please leave a message after the beep?"	Y

caller ID	a display showing the phone number of the caller	"The caller ID showed it was Mr.Lee calling."	Y
mute	to turn off the microphone temporarily on a call	"Could you please mute your microphone?"	Y
dial	to press the buttons to call a number	"Please dial extension 105 for customer service."	Y

**Word Group 12: Review and Practice**

Review vocabulary from Unit 3 (Workplace Communication - Emails, Calls and Messages) in the course:

Lesson	Title
9	Writing Simple Emails
10	Making Phone Calls
11	Leaving and Taking Messages

**UNIT 4: Handling Tasks and Problems**

**Word Group 13: Describing Tasks**

Term	Definition	Example Sentence	Profession-Specific (Y/N)
sequence	order of steps	"Please follow this sequence to complete the task."	N
first	beginning step	"First, I prepare the documents."	N

then	next step	"Then, I send the documents."	N
next	following a previous step	"Next, I update the system."	N
finally	last step	"Finally, I email the confirmation."	N
instructions	directions for how to do something	"Read the instructions before you start."	Y
checklist	a list of things to do or check	"I use a checklist to track tasks."	Y
process	series of steps to complete a job	"This is our delivery process."	Y
confirm*	check or say yes	"Can you confirm the last step?"	Y
clarify	make something clear	"Could you clarify what I do after lunch?"	Y

\*confirm = review word

**Word Group 14: Making Requests and Suggestions**

Term	Definition	Example Sentence	Profession-Specific (Y/N)
Could you...?	polite way to ask for help or a favor	"Could you help me with this report?"	Y

Would you like...?	polite way to offer	"Would you like some coffee?"	Y
Shall I...?	polite offer to do something	"Shall I send the email?"	Y
Can I...?	less formal request	"Can I borrow your pen?"	Y
Would you mind...?	polite way to ask for permission	"Would you mind opening the window?"	Y
How about...?	suggestion for a shared activity	"How about having a meeting at 3?"	N
Why don't we...?	suggestion for next step	"Why don't we check the reports now?"	N
Let's...	friendly suggestion	"Let's review the project together."	N

**Word Group 15: Talking about Problems**

Term	Definition	Example Sentence	Profession-Specific (Y/N)
problem	something wrong or not working	"The printer is not working."	Y
broken	not working, damaged	"The computer is broken."	Y

fix	to repair or solve a problem	“Can you fix the printer?”	Y
missing	not there, can't be found	“The files are missing from my desk.”	Y
solution	something that solves a problem	“Let's find a solution.”	Y
help	to assist someone	“Can you help me with this task?”	Y
error	a mistake or something incorrect	“There is an error in the document”	Y
call (for help)	ask someone to come and help	“Should I call IT for help?”	Y
suggest	to offer an idea or plan	“I suggest we check the cables first.”	Y
equipment	machines or tools needed for a job	“Some equipment is not working today.”	Y

**Word Group 16: Review and Problem Solving**

Review vocabulary from Unit 4 (Handling Tasks and Problems) in the course:

Lesson	Title
13	Describing Tasks
14	Making Requests and Suggestions
15	Talking about Problems

## UNIT 5: Workplace Safety and Instructions

### Word Group 17: Giving and Following Instructions

Term	Definition	Example Sentence	Profession-Specific (Y/N)
instruction*	detailed direction on how to do something	“Please read the instructions carefully.”	Y
step	one part of a process or task	“The first step is to log in.”	Y
sequence*	order for doing a series of steps	“Always follow the correct sequence.”	Y
fill in	to complete a form or document	“Fill in this form and give it to HR.”	Y
print	to make a paper copy from a computer	“Print the document and sign it.”	Y
submit	to hand in for review or processing	“Submit the form by Thursday?”	Y
checklist*	a list for checking each instruction/step	“Tick the checklist after each step.”	Y
repeat*	to say or do again for clarity	“Could you repeat the instructions, please?”	N

confirm*	make sure information is correct/ understood	“Can you confirm the second step, please?”	N
clarify*	ask for more detail to understand	“Can you clarify step three?”	N

\*instruction/ sequence/ checklist/ repeat/ confirm/ clarify = review words

**Word Group 18: Safety at Work**

Term	Definition	Example Sentence	Profession-Specific (Y/N)
safety	avoiding danger or harm at work	“Safety is very important in the warehouse.”	Y
sign	a picture or written notice giving warning	“There is a ‘No Smoking’ sign on the wall.”	Y
helmet	hard hat for head protection	“Wear a helmet in this area.”	Y
instruction*	guidance for how to act or do something	“Follow the safety instructions.”	Y
rule	something you must do	“One rule is to wash your hands.”	Y
must	the obligation to do something	“You must wear gloves in the lab.”	Y
warning	alert about possible danger	“This yellow sign is a warning for wet floors.”	Y

emergency	sudden, dangerous situation	“Find the emergency exit if there is a fire.”	Y
forbidden	not allowed	“Eating is forbidden in the lab.”	Y
allowed	permitted	“You are allowed to use your phone at break time.”	Y

\*instruction = review word

**Word Group 19: Asking for Clarification**

Term	Definition	Example Sentence	Profession-Specific (Y/N)
clarify*	ask for more detail to understand	“Could you clarify the next step?”	N
repeat*	say again, for clarity	“Could you repeat that, please?”	N
confirm*	Check information is correct/understood	“So, do you mean the blue folder?”	Y
understand	know the meaning or purpose	“I don’t understand this instruction.”	N
explain	make something clear or easier to understand	“Could you explain that again, please?”	N
instruction*	guidance for how to act or do something	“Read the instructions first.”	Y

mean	to have a particular meaning	“What does this sign mean?”	Y
say that again	request someone to repeat what was said	“Can you say that again, please?”	N
slow down	speak more slowly	“Could you say that a bit slower?”	N
check	to make sure/correct a detail	“Eating is forbidden in the lab.”	N

\*clarify/ repeat/ confirm/ instruction = review words

**Word Group 20: Review and Safety Scenarios**

Term	Definition	Example Sentence	Profession-Specific (Y/N)
safety rule	workplace rule to prevent accidents	“Follow the safety rules when using tools.”	Y
instruction*	guidance or direction for doing something safely	“Please follow these instructions carefully.”	Y
warning sign	signal showing danger or caution	“A yellow triangle sign is a warning sign”	Y
emergency exit	safe route out of the building	“Use the emergency exit in case of fire.”	Y
must*	obligation, something you are required to do	“You must wear a helmet in this area.”	Y

must not	prohibition, something you must avoid	“You must not touch the hot machine.”	Y
clear	easy to understand	“Make sure your instructions are clear.”	N
check*	to confirm or make sure something is correct	“Check if everyone has their safety gear.”	N
explain*	say something clearly to help others understand	“Can you explain how to use this safely?”	N
follow	to do or obey an instruction or rule	“Always follow the safety signs and directions.”	Y

instruction/ must/ check/ explain = review words

## UNIT 6: Workplace Directions and Facilities

### Word Group 21: Describing Workplace Facilities

Term	Definition	Example Sentence	Profession-Specific (Y/N)
facility	place or equipment for a specific purpose	“There is a training facility next to the office.”	Y
office	room where people work	“I work in the main office on the first floor.”	Y
meeting room	room for discussions or meetings	“The meeting room is across from the reception.”	Y

reception	area where visitors are greeted	“Go to the reception to sign in.”	Y
cafeteria	place where workers eat	“The cafeteria is near the main entrance.”	Y
kitchen	room for making or heating food	“There is a small kitchen with a microwave.”	Y
restroom	bathroom in the workplace	“The restrooms are next to the elevators.”	Y
elevator	lift that moves between building floors	“Take the elevator to the second floor.”	Y
upstairs	located on a higher floor	“The HR office is upstairs, next to storage.”	N
downstairs	located on a lower floor	“The printing room is downstairs.”	N
corridor/hallway	passage in a building	“The break room is at the end of the corridor.”	N
near	close to something	“The IT office is near reception.”	N
across from	opposite another location	“The copy machine is across from the meeting room.”	N

between	in the middle of two places	"The printer is between the desks."	N
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**Word Group 22: Asking for and Giving Directions**

Term	Definition	Example Sentence	Profession-Specific (Y/N)
directions	how to get to a place	"Can you give me directions to the meeting room?"	Y
straight	not turning left or right	"Go straight down the corridor."	N
turn left/right	move in the left/right direction	"Turn left by the kitchen."	N
past	Go beyond something	"Walk past the reception and turn right."	N
across from*	on the opposite side of	"The printer is across from the meeting room."	N
next to	beside, to the side of	"The restroom is next to the elevator."	N
between*	in the middle of two things	"The kitchen is between the cafeteria and storage."	N

at the end of	the furthest point of	“The break room is at the end of the mall.”	N
near*	close to something	“The mailroom is near the entrance.”	N
stairs	steps going to different floors	“Take the stairs to the second floor.”	N
elevator (or lift)*	machine that moves between floors	“The HR office is by the elevator.”	Y
map	a drawing of the area or building layout	“Check the map for directions.”	N
entrance	where you come into the building	“The main entrance is on the left.”	Y

\*across from/ between/ near/ elevator (or lift) = review words

**Word Group 23: Talking about Office Layout**

Term	Definition	Example Sentence	Profession-Specific (Y/N)
layout	plan/arrangement of rooms or objects	“The layout shows all the offices and meetings rooms”	Y
opposite	facing or across from	“The sales department is opposite the main entrance.”	Y
next to*	beside, at the side of	“The printer is next to	N

		the coffee machine.”	
near*	close to	“The kitchen is near the conference room.”	N
on the left/right	on the left/right side	“The restroom is on the left as you enter.””	N
at the end (of)*	at the furthest part	“My desk is at then end of the corridor”	N
in the middle	at the center of an area	“Reception is in the middle of the building.”	N
in the corner	in the angle between two walls	“The plant is in the corner by the windowl.”	N
beside	next to	“The file cabinet is beside the door.”	N
across from*	on the opposite side	“The HR office is across from the elevators.”	Y
department	section or division of a workplace	“The IT department is on the second floor.”	Y
storage	place for storing items or supplies	“Storage is at the end of the hall.”	Y
break area	area for relaxing or having breaks	“The break area is near the kitchen.”	N

photocopier	a machine for copying papers	“The photocopier is next to the reception.”	Y
main entrance	primary entry to building	“The main entrance is opposite HR.”	Y

\*next to/ near/ at the end (of)/ across from = review words

**Word Group 24: Map Practice**

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

Lesson	Title
21	Describing Workplace Facilities
22	Asking for and Giving Directions
23	Talking about Office Layout

**UNIT 7: Everyday Interactions and Small Talk**

**Word Group 25: Starting Conversations**

Term	Definition	Example Sentence	Profession-Specific (Y/N)
greeting	a polite word or phrase used to start a talk	“Hello, good morning!”	N
small talk	short, friendly conversation about general topics	“We had some small talk before the meeting.”	Y
conversation starter	question to begin a conversation	“How was your weekend?”	N
respond	answer or reply to a question or comment	“I always respond when someone asks	N

		me 'How are you?'	
follow-up question	question asked after the first reply	"What did you do after that?"	N
well-being	how someone feels or is doing	"How are you today?"	N
hobby	activity people do for fun	"Do you have any hobbies?"	N
weekend*	Friday and Saturday	"What did you do last weekend?"	N
weather	what the day is like outside	"It's cold today, isn't it?"	N
colleague*	person you work with	"My colleague and I talked about our plans."	Y

\*weekend/ colleague = review words

**Word Group 26: Talking about Weather, Plans and Hobbies**

Term	Definition	Example Sentence	Profession-Specific (Y/N)
forecast	a report telling what the weather will be like	"The weather forecast says it will rain tomorrow."	N
temperature	how hot or cold it is	"The temperature dropped a lot last	N

	outside	night.”	
sunny	when the sun is shining	“It’s sunny today, perfect for a walk.”	N
cloudy	with many clouds in the sky	“It looks cloudy this morning.”	N
meeting*	a time when people come together to talk about work	“We have a team meeting on Monday morning.”	Y
schedule*	a plan of times for meetings and activities	“Let’s check the schedule for next week.”	Y
deadline	the time when something must be done	“We have to finish this report before the deadline.”	Y
after work	the time when the workday is finished	“Do you want to go for coffee after work?”	N
lunch break	time to rest or eat midday	“I usually chat with colleagues during lunch break.”	Y
gym	a place to exercise	“I go to the gym three times a week.”	N
cooking	preparing food as a hobby or activity	“Cooking helps me relax after a busy day.”	N

travel	to go from one place to another	"I love to travel on long weekends."	N
outdoor activity	something you do outside, like hiking or cycling	"Outdoor activities are great in sunny weather."	N
invite	to ask someone to join you	"She invited me to a pottery class after work."	N
cancel	to say that a plan will not happen	"We had to cancel the meeting because of the storm."	Y
catch up	to talk with someone to share news	"Let's catch up on Friday after work."	N
weekend plan	something you intend to do during the weekend	"My weekend plan is to go hiking."	N
team event	a group activity for coworkers	"Our team event was a picnic in the park."	Y
weather app	a program showing weather information	"I check the weather app before leaving home."	N

\*meeting/ schedule = review words

**Word Group 27: Polite Requests and Offers**

Term	Definition	Example Sentence	Profession-Specific (Y/N)
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request*	ask politely for something	"Could you send me that file, please?"	Y
offer	say you are willing to help or do something	"Can I help you with that?"	Y
accept	say yes to a request or offer	"Yes, thank you. That would be great."	N
decline	say no to a request or offer (politely)	"No, thank you. I can manage."	N
would you like*	polite way to offer something	"Would you like some help with your project?"	Y
could you*	polite way to request something	"Could you print this document for me?"	Y
can I / shall I	ways to offer or suggest help	"Can I carry those boxes for you?"	Y
may I	formal way to request or offer	"May I open the window?"	N
help*	to assist someone	"Let me help you with that."	Y
manage	to do or deal with something by oneself	"No, thanks. I can manage."	N
appreciate	to be grateful for	"Thanks, I appreciate	N

	assistance	your offer.”	
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\*request/ would you like/ could you/ help = review words

**Word Group 28: Role Play and Review**

Review vocabulary from Unit 7 (Everyday Interactions and Small Talk) in the course:

Lesson	Title
25	Starting Conversations
26	Talking About Weather, Plans and Hobbies
27	Polite Requests and Offers